CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the research in details. It describes the research method used to achieve the goals of the research and reviews the research stages. This chapter consists of research problems, research design, and subject of the research, data collection and data analysis technique.

3.1 Research Design

The method of the research of the research will conduct using the qualitative research. Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as **qualitative research** (Frankel and Wallen (1993:380).

One aim of the qualitative research is to extract the meanings of the phenomena. In addition, Alwasilah (2002:111) writes that in the qualitative research, context or local situation are determining the meaning of an event. The data is soundless if it does not consider the context.

Robert Bogdan and Sari Knopp Biklen (1992) in Frankel and Wallen (1993:380-381) describe five features that characterize qualitative research as follows:

1. **The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.**

   Qualitative researchers go directly to the particular setting in which they are interested to observe and collect their data. As Bogdan and Biklen point out, qualitative researchers go to the particular setting of the interest because they are concerned with context—they feel that activities can be understood in the actual settings in which they occur.

2. **Qualitative data are collected in the form or words or pictures rather than numbers.**

   The kinds of data collected in qualitative research include interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people.

3. **Qualitative researchers are concerned with process as well as product.**

   Qualitative researchers are especially interested in *how* things occur. Hence they are likely to observe how people interact with each other; how certain kinds of questions are answered; the meanings that people give to certain words and actions; how people's attitudes are translated into actions; how

students seem to be affected by a teacher's manner, or gestures, or comments; and the like.

4. **Qualitative researchers tend to analyze their data inductively.**

   As Bogdan and Biklen suggest, qualitative researchers are not putting together a puzzle whose picture they already know. They are constructing a picture that takes shape as they collect and examine the parts.

5. **How people make sense out of their lives is a major concern to qualitative researchers.**

   A special interest of qualitative researchers lies in the perspectives of the subjects of a research. Qualitative researchers want to know what the participants in a research are thinking and why they think what they do. Assumptions, motives, reasons, goals and values—all are of interest and likely to be the focus of the researcher's questions.

Moreover, according to Maxwell (1996) in Alwasilah (2002:107-109), there are five characteristics of qualitative research:

1. Understanding the meaning, of the participants in the research, the events, situations, and actions involved with and the accounts of their life and experiences.

2. Understanding the particular context within which the participants act and the influence that this context has on their actions.

3. Identifying unanticipated phenomena and influences, and generating new grounded theories.

4. Understanding the process by which events and actions take place.

5. Developing causal explanations.

A descriptive method is used in presenting the data. According to Fraenkel and Wallen (1993:23), descriptive method is a method used to explain, analyse and classify something through various techniques, survey, interview, questionnaires, observation and text. The purpose of descriptive research is to describe current condition without them being influenced by the investigator.

Descriptive research may also help to point out the extent of a problem and indicate how serious and widespread it is. Descriptive method would systematically and factually describe and illustrate the characteristics of and the connection between the phenomena studied (Gay 1987).

The writer employed the qualitative approach with the reasons that the research conducted lied on the subjects' perpectives of the research since the subjects' values are the interest and the focus of the research questions. Beside that, the data were analyzed inductively, so that it constructed a conclusion as the data collected and examined.

3.2 Subjects of the Research

The subjects of this research were 10 English students of Indonesia University of Education who takes the specialization in translating majoring. They were selected purposively for this research since they are considered as readers who are familiar with the principles of translating and both of English and Indonesia language. They also have finished the subjects of Principles of Translating, Practice of Translating and Critiquing Translation and Interpretation.

The data translation of this research was taken from 'Bandung Yellow Pages Pocket Travel Series' on January - June 2008 edition.

3.3 Data Collection

The main data of the research was taken from 'Bandung Yellow Pages Pocket Travel Series' on January - June 2008 edition. In collecting the data, the writer followed several steps. Those were:

i. Selecting the Original book of 'Bandung Yellow Pages Pocket Travel Series'.

ii. Selecting samples from the book by using random sampling and typing some scripts of the book in a certain format to be given to some respondents to be analyzed. That format was completed by some questionnaires to find the answer for the common problems in that translation.

iii. Determining the homogenity of the subject (related to subject's language educational background)

iv. Conducting library research in order to get relevant theories. This step was done for getting some additional theories and data that was needed to support the research investigation while doing that the writer gave the questionnaires to the respondents in Indonesia University of Indonesia. Besides that, to get more information about the general mistake that found in the translation, the writer also interviewed the respondents.

v. Finally, after getting the questionnaires, the writer analyzed the result guided by some related theories. After all data were obtained, it was elaborated to make the conclusion.

3.4 Data Analysis

The writer analyzed the translation products by examining the translation products in terms of accuracy, clarity, and naturalness. The analysis procedures were divided into some steps. The first step was listing and classifying the selected parts based from the book that was intended to be analyzed. That selected parts consists of some translated language units in the form of words, phrase and sentences. It was presented in a table as follow:

No	Indonesian Text	English Text
1	*Wisata Kuliner.*	Culinary Tour.

2	*Jika anda gemar bereksplorasi, maka Bandung selalu menyediakan tempat baru bagi anda untuk bersaing.*	If you like exploring the food, Bandung will always serve new places for you to eat.
3	*Dari mulai kelas gerobak sampai restoran atau cafe yang bisa anda dapatkan dengan mudah.*	From starting wagon class until restaurant or cafe you can get the food easily.
4	*Cafe tenda misalnya. kafe yang mulai menjamur semenjak tahun 1998 ini bisa anda jumpai di beberapa lokasi, seperti JL. Dago, JL. Cilaki hingga JL. Dipati Ukur.*	Street cafes as a new trend of culinary tourism in Bandung has increased since 1998. We can find these cafes along JL. Dago, JL. Cilaki, JL. Dipati Ukur, and some other artery streets in Bandung.

The second was comparing the translated text with the source text. It was intended to check the equivalence of the content. The writer listed both translation in form of coloum altogether. From that activity, it could be found some problems such the omitting and adding parts and readability problems.

The third step was doing clarity, accuracy and naturalness test. The test was done by giving the table to ten English students of Indonesia University of Education who takes translating majoring. They were considered to be the respondent since they know the Principles of Translating and have finished the subject of Critiquing of Translation. They also familiar with both English and Indonesia language.

The questionnaire was divided into two parts. It was given two times to avoid the boredom and to keep the quality of result's questionnaire. Besides that, the writer also interviewed the respondents to get more information about the common problems that found in the translation.

The table was focused to test the quality of translation through three aspects such as clarity, clarity, and naturalness to the respondents. The sample of table can be seen as follows:

Table 3.1 Sample of Questionnaire

No	Indonesian Text	English Text	Accuracy				Clarity				Naturalness			
			1	2	3	4	1	2	3	4	1	2	3	4
1	*Wisata Kuliner.*	Cullinary Tour.												
2	*Jika Anda gemar bereksplorasi, maka Bandung selalu menyediakan tempat baru bagi Anda untuk bersantap.*	If you like exploring the food, Bandung will always serve new places for you to eat.												
3	*Dari mulai kelas gerobak sampai restoran atau cafe yang bisa Anda dapatkan dengan mudah.*	From starting wagon class until restaurant or cafe you can get the food easily.												

On the table above, each respondent was given four ranges of choices for each aspect of the language unit. The numbers in the table above are scale that represents the quality for each language unit. Number 1 represents for bad quality, number 2 represents for fair quality, number 3 represents for good quality and number 4 represents for excellent quality. There are some indicators included for each scale to point out the choices for the respondents. The range was arranged based on Likert scale which a subject indicated his or her response by circling or checking tick-marks on the questionnaire (Jacoby, 1971). The writer used that scale for it easy to make and apply; there is a legality to mix the questionnaires as long it still contextual; and the result of the questionnaire were easy to find by summaring the result for all each items. After the questionnaire was completed, each item analyzed separately to find the common problems in the translation and in some cases item responses summed to create a score for each category. The indicators for each quality category were adapted from *Faktor-Faktor yang Terkait dengan Terjemahan,* (unpublished thesis of Abdullah, 1996) in *Pedoman Penilaian Terjemahan*, as follows (see appendix):

A. Accuracy (meaning and content aspects)

1. Bad (Score 1)

Semantically misleading and incomprehensible, unclear meaning, there are some grammatical errors and deviation of meaning.

2. Fair (Score 2)

Correct meaning, minimum redundancy and grammatical error.

3. Good (Score 3)

Correct meaning, nothing omission, addition or any changes of meaning.

4. Excellent (Score 4)

Accurate, clear, nothing omission, addition or any changes of meaning

B. Clarity (fluency, stylistic, vocabulary, mechanical structure)

1. Bad (Score 1)

Stylistically awkward, structurally burdensome, poorly structured, diction and mechanical errors.

2. Fair (Score 2)

Complex syntac but understandable meaning, some dictions or mechanical errors.

3. Good (Score 3)

Appropriate words, phrase and grammar and clear meaning

4. Excellent (Score 4)

Easy to understood, correct words, phrase and grammar, nothing ambiguity

C. Naturalness (grammatical aspect)

1. Bad (Score 1)

Unnatural form, awkward language, linguistically unnatural, stylistically awkward.

2. **Fair (Score 2)**

Make sense and minimum unnatural words, grammar, phrase and idiom.

3. **Good (Score 3)**

Correct meaning, appropriate idioms and words but there some syntactic structure errors.

4. **Excellent (Score 4)**

Make sense, read naturally (written in ordinary language, common grammar, proper idioms and words).

Based on the number of respondent, the writer made category of assessment by summing the choices of quality from the respondents. In the end, the writer summed all the result of those choices and made the conclusion through a percentage to represent the quality of the translation.