CHAPTER III

METHODOLOGY

The explanation of the method of the study is more clearly explained through this chapter. It comprises the discussions about the research methodology, the instruments used to gain the data, the data collection, the data analysis, and the procedures of the study.

3.1 Research Methodology

This study employs qualitative study by using descriptive method. Sugiyono (2007: 7) puts forward that qualitative study just interprets the gained data. Meanwhile, the descriptive method tries to explain, analyze, and classify something through various techniques; survey, interview, questionnaire, and test. In this method, the researcher aims to interpret the meaning from the data gained.

Descriptive method is appropriate for this study because the goal of this study is to describe and to interpret systematically, factually, and accurately the fact and characteristics of the researched elements.

> "The descriptive method describes and interprets what conditions or relations that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing."
>
> Best (1979: 166, cited in Mandasari 2007)

Besides, the researcher does not control or give any treatment to the variables. The gained data is merely interpreted by the researcher. As Sax (1979: 35, cited in Perkasa, 2006) argues, in descriptive method, an account of the

current status of some persons or problems obtained without the researcher's influencing or controlling the participating subjects, events, institutions or communities.

This study is a case study because the researcher tries to find out the translating strategies which are applied by the first grade students of SMA Puragabaya Bandung in the translation of a narrative text entitled Snow White, to reveal the translating strategy which is commonly used by them, and to know the students' perception towards the translating tasks as an alternative task to help them enhance their reading habit and vocabulary.

In addition, the researcher does not aim to generalize that the case which happens in this context will be exactly the same to other contexts, for the nature of a case study is it can not be presumed to be representative of entire populations (Garson, 2002 cited in http://faculty.chass.ncsu.edu/garson/PA765/cases.htm). That is to say that this study is a case study because it is aimed to study a selected case in one place and it does not represent to all cases in other places.

3.2 Instruments of the Study

According to Creswell (cited in Insani, 2002:30), qualitative data can be collected through document analysis or visual material. Thus, in line with that statement, this study uses a text entitled Cinderella as the instrument to collect the data. The text is in English (as the source language) and has to be translated by the students into Indonesian (as the target language). The Snow White text contains

213 words, 20 sentences (including the title), and it is divided into 7 short paragraphs as follows:

SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this, so she decided it would be best if she ran. The next morning she ran away from away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarf said, what is your name? Snow White said, "My name is Snow White."

Doc said, "If you wish, you may live here with us". Snow White said, "Oh could I? Thank you". Then Snow White told the dwarfs the whole story. Then Snow White and the seven dwarfs lived happily ever after.

Besides, the researcher distributes the questionnaires in order to know the benefits of the translating tasks for the students, i.e. whether the translating may be applied to enhance the students' reading habit and vocabulary. The questionnaires consist of 5 yes/no questions as follows:

1. *Apakah tugas penerjemahan yang selama ini kamu dapatkan membantu dalam menambah jumlah kosakata Bahasa Inggris kamu?*

2. *Apakah kamu suka membaca teks-teks berbahasa Inggris jika tidak ada tugas penerjemahan?*

3. *Apakah tugas penerjemahan itu membantu meningkatkan kebiasaan membacamu?*

4. *Jika diberi tugas untuk menerjemahkan, apakah kamu suka membuat* glossary *juga?*

5. *Apakah* glossary *itu lebih memudahkanmu mengingat kata-kata baru yang belum kamu tahu artinya?*

The question number 1 to 3 is accompanied by the reason. In addition, the questionnaire is written in Indonesian (*Bahasa*) in order to make the students understand the aim of the question easily.
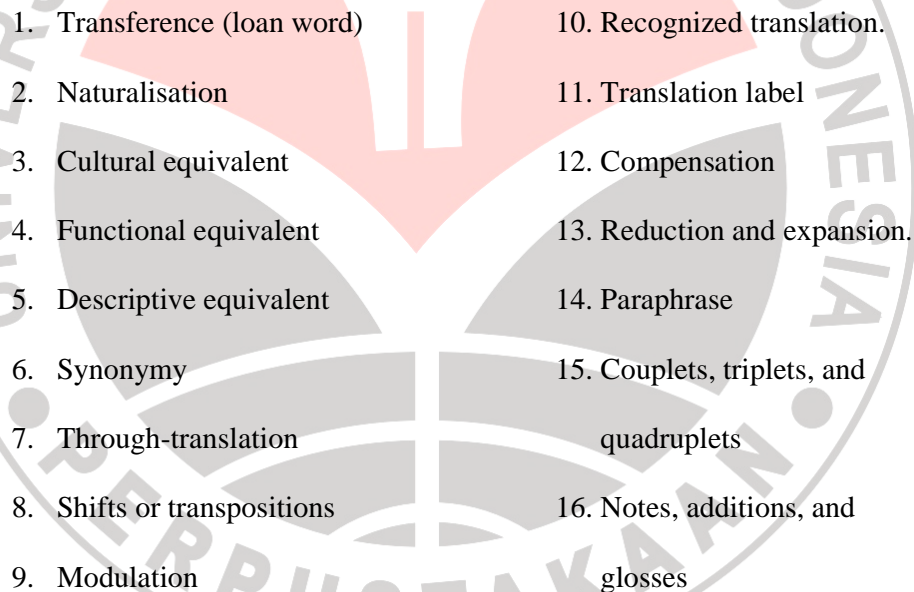
3.3 Data Collection

There are ten first grade students of SMA Puragabaya Bandung who are the subject of this study. Therefore, in order to gain the data, the students were commanded to translate the Cinderella text. They used dictionaries to assist them in translating the text. They translated the text with no limitation in time, for this study does not aim to reveal the students' speed in translating the text. The students were asked to answer the questionnaires as well.

The selection of the ten students is made subjectively by the researcher based on the level of the students' performance in English subject during the PLP process in which the researcher took a role as a teacher. The data collection was

held on June 10, 2009 at SMA Puragabaya Bandung. This senior high school addresses at Hj. Yasin Street No. 59 Terusan Pasteur Bandung.

3.4 Data Analysis

After the data was collected, the researcher then analyzes it to answer the research questions. The data is analyzed through the theory of translating strategies which is proposed by Peter Newmark (1988: 81-93). He argues that in translating a source text, a translator may employ certain strategies. Thus, he formulates the strategies into sixteen categories as follows:

1. Transference (loan word)
2. Naturalisation
3. Cultural equivalent
4. Functional equivalent
5. Descriptive equivalent
6. Synonymy
7. Through-translation
8. Shifts or transpositions
9. Modulation
10. Recognized translation.
11. Translation label
12. Compensation
13. Reduction and expansion.
14. Paraphrase
15. Couplets, triplets, and quadruplets
16. Notes, additions, and glosses

The researcher, then, elaborates the texts which have been translated by the students into sentences. These sentences are analyzed one by one in order to reveal the strategies of translating that are used by the students. As Newmark

(1988: 81) says that the translating strategies deal with the sentences, phrases, or words of the text. Then, the researcher puts the discussion below the sentence.

The example of the analysis of the sentence is shown in the following table. This example is taken from the translation result of one of the students.

Sentence 1:

Source Language (SL)	Once upon a time there lived a little girl named Snow White.
Target Language (TL)	*Pada suatu hari hidup seorang anak kecil bernama Snow White.*

The compensation and transference strategy are applied in this sentence. In the compensation strategy, the student omits to translate the word "there" into the TL, but it does not change the meaning of the SL. As Newmark (1988) says that in the compensation strategy, the loss of words does not change the sound of the SL (p. 90).

Besides, the student applies the transference (loan word) strategy in translating the name "Snow White".) It can be accepted, for Indonesia people, especially the students, they know who is Snow White without accompanied by its translation in Indonesian. According to Newmark (1988), the transference strategy shows respect for the SL country's culture (p. 82).

The analysis for the other sentences, therefore, uses the same approach as in the above example.

Meanwhile, to determine the translating strategy that is mostly applied by the students in translating the text, the researcher adopts the Multihajz's formula (cited in Muslimah, 2005). The formula is used to measure the percentage of the use of the each translating strategy. Multihajz's, then, formulates the formula as follow:

$$P = \frac{f}{n} \times 100\%$$

P = the percentage of the use of the translating strategy

f = the frequency of the use of the translating strategy

n = the number of the translated sentences

Then, to answer the third research question, the researcher analyzes the data which is gained from the questionnaires.

3.5 Procedures of the Study

The researcher conducts some procedures in this study. These procedures are arranged in order to make the study run smoothly. The procedures are:

1. Determine the problems that would be answered through this study.

2. Seek for the related theories. These theories, then, are used as the foundation of the study.

3. Decide the instruments to gain the data.

4. Conduct the research toward the first grade students at SMA Puragabaya Bandung on June 10, 2009. It is aimed to collect the data.

5. Analyze the data through the theory of translating strategies which is proposed by Peter Newmark (1988) in order to know the translating strategies which are applied by the students.

6. Determine the translating strategy that is mostly used by the students through the Multihajz's formula.

7. Analyze the questionnaire results in order to reveal the students' perception towards the translating tasks as an alternative task to help them enhance their reading habit and vocabulary.

8. Discuss the findings to get some conclusions.

9. Provide suggestions for related further studies.