

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

This study applied a qualitative method. According to Fraenkel and Wallen (1993, p.380), qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials.

While, Creswell (1994, pp.1-2) defines qualitative research as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

For Maxwell (1996 cited in Alwasilah 2002, pp.107-109), there are five characteristics of qualitative research:

- a. Understanding the meaning, of the participants in the study, the events, situations, and actions involved with and the accounts of their life and experiences.
- b. Understanding the particular context within which the participants act and the influence that this context has on their actions.
- c. Identifying unanticipated phenomena and influences, and generating new grounded theories.
- d. Understanding the process by which events and actions take place.
- e. Developing casual explanations.

Qualitative research start to be used when the researcher identifies the phenomenon he or she wishes to study and it end when the researcher draws whatever final conclusions he or she wishes to make. Here are the steps that are involved in qualitative research (Fraenkel and Wallen, 1993, pp.381-383):

- 1) Identification of the phenomenon to be studied
- 2) Identification of the participants in the study
- 3) Generation of hypotheses
- 4) Data collection
- 5) Data analysis
- 6) Drawing conclusion

Therefore, by considering to those facts, qualitative research is appropriate to be used in this paper.

### **3.2 Data Collection Technique**

In doing the research, some data were collected by using several techniques as listed below:

- 1) Selecting a book entitled “Chicken Soup for the Teenage Soul III” by various writers and the translation version with the same title by Rina Buntaran. The book was chosen because after so many Chicken Soup versions, it was the only one Chicken Soup which has so many poems by various poets that the researcher ever found. There were 20 poems to be analyzed in this book.

- 2) Writing down the 20 poems, both in Source Language (SL) and Target Language (TL), into transcript. The transcription was made into two columns, the Source Language (SL) and the Target Language (TL).
- 3) Analyzing and comparing the poems, both in SL and TL, to find out the translation strategies used by the translator.
- 4) Analyzing and comparing deeply the rhymed versions of the poems to find out how the translator renders the message and form of the poems.

### 3.3 Analysis Technique

In collecting and analyzing the data, this study employed some research analysis as follows:

- 1) The poems and the translation versions in *Chicken Soup for the Teenage Soul III* as a data of this study were selected.
- 2) The original and translation of the poems were written down into transcription by placing the translation next to the original poems. There were two columns, Source Language (SL) for the original poems and Target Language (TL) for the translation version of the poems, for example:

Table 3.1 The example of the analyzing table

SL	TL
Point your lashes down and you can picture my face – I'm smiling ... Open your mouth, speak with your heart and you can see my soul –	<i>Tundukkan bulu matamu Dan kau bisa membayangkan wajahku – Aku tersenyum ... Bukalah mulutmu, berbicaralah dengan hatimu Dan kau bisa melihat jiwaku –</i>

I'm waiting ... ...	<i>Aku menunggu ...</i> ...
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- 3) The strategies used by the translator in translating each line of the poems were analyzed and identified by employing poetry translation strategies proposed by Andre Lefevere. Below are the seven poetry translation strategies by Lefevere (1975 cited in Bassnett, 1980, pp.81-82) and also the abbreviation of each strategies to make the writer easier in identifying the poems:

Table 3.2 The seven poetry translation strategies and the abbreviations

STRATEGIES	ABBREVIATION
Phonemic Translation	PT
Literal Translation	LT
Metrical Translation	MT
Poetry into Prose	PP
Rhymed Translation	RT
Blank Verse Translation	BV
Interpretation	In

- 4) All lines contained the same poetry translation strategies were clustered and counted.
- 5) By using the percentage formula, the percentage of all poetry translation strategies that had been analyzed before was counted down. Below is the percentage formula:

$$P = (F/N) \times 100\%$$

P = Percentage

F = Frequency of poetry translation strategies

N = Overall number of translation lines

6) Then, the rhymed versions of the poems were analyzed to find out how the translator rendered the message and form by analyzing the changes that were happened while the translator doing the rhymed translation. This study only used the rhymed versions on the poems as the data. Here are the changes occurred on rhymed translation and also the abbreviation of each change to help the identification of the rhymed translation.

Table 3.3 The changes occurred on rhymed translation and the abbreviations

THE CHANGES		ABBREVIATION
Change of Meaning	Meaning Change	MC
	Omission	O
	Inclusion	I
Change of Form	Word Class Form	WCF
	Sound Form	SF
	Rhyme Scheme Form	RSF

7) By using the percentage formula as shown before, the percentage of all changes that occurred during on the rhymed translation which had been analyzed before was counted down. Later on, the percentage would be used in figuring out how the translator renders the message and the form of the rhyme verses on the poems.