

CHAPTER III

METHODOLOGY

In this chapter, the methodology such as research design, site and participants of the study, the technique of collecting and analysis the data are discussed.

3.1 Research design

This study employed the descriptive qualitative method, this because the data collected were in the form of words rather than numbers, namely the students' translation work and the transcript of interview. Therefore, the researcher considers that the descriptive qualitative method was the appropriate method for this study. Shortly, it is because the researcher in this study analyzed the data descriptively to reach the aims of the study.

3.2 Site and participants

This study was conducted at the English Department of FPBS UPI, where the participants consisted of six students of the seventh semester. They were chosen by some reasons, such as; firstly, they had passed the subject of translation, either Translation I or Translation II. It was considered that they had understood the basic concept of translation theory. At least they know how to translate well. Besides, the students in this level, of course, have much better English understanding than the students of the lower semester. They have passed and they have had longer experiences in English language learning than the lower

ones. By having these attributes, the students automatically, will perform better translation work.

The researcher chose the English Program of FPBS at UPI as the site of this study for the reason that, the researcher is also a student at this university. He has been studying here for about two years and a half, in which the researcher hoped to get access easily to the research site.

3.3 Techniques of data collection

As explained before that this research attempted to find out the students' strategies or procedures in translation and the problems they deal with in translating and also how they solve it. To collect the data the researcher needed documents or the students' text of translation to see the strategies applied in their translation work. Then, in terms of difficulties they deal with, the researcher should ask it directly to the participants. This is why, the researcher employed two types of data collection techniques, namely documentation and interview. The documents, in this case, refer to the students or participants' translation as the main data.

The text given to the participants as the main data source was an informative text. It is a short article entitled *Nutmeg*. The time given to the students to translate the text was about 3 hours. This was by considering that translation is not an easy job. Besides, the researcher intended to give enough time to students to produce good translation. The students worked from about 02.30 pm to 06 at Post-Graduate School Building floor 5.

Then to collect more the data, the researcher also used the interview data collection technique. This was based on an assumption that interviewing is a powerful way of helping people or participant to make explicit things that have hitherto been implicit – to articulate their tacit perceptions, feelings and understandings (Arksey and Knight, in Gray, 2004:214). In line with this, Alwasilah explains that through interview, the researcher can gain in-depth information namely because of some reasons below.

1. The researcher can explain or paraphrase the question that the respondent does not understand.
2. The researcher can give the follow-up questions.
3. The respondents tend to respond if the questions are given.
4. The respondent can tell what happened in the past and what happens next (2000: 154).

In terms of interview, in this research, researcher employed the semi-structured interviews, in which the researcher as the interviewer had a clear list of issues to be addressed and questions to be answered related to the participants' translation activity. The researcher by conducting this type of interview, hoped that the more communicative situation is created as well. In line with this, as stated by Denscombe (2007: 176) that with the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher. The questions used in interviews were written in bahasa Indonesia. This meant to avoid the

interviewee's misunderstanding. They were also asked to give responses in bahasa Indonesia.

In the interviewing activity, besides using an audio recorder, the researcher also took notes on the students' responses and expressions that couldn't be recorded during the process of interview. The interview was done after the students finished the task of translation. This was intentionally done to have more accurate data related to the students feeling while translating and also their understanding of the text and the difficulties they dealt with in their work. In other word, the researcher attempted to avoid missing data which the participants forget to explain to the researcher. The students who were first to be interviewed were those who had finished the task. The questions used in this interview had been showed to the students before they started to do their activity to make them know what to prepare for the interview.

Several days before the day where they worked on, the researcher and participants who had been recruited, had a briefing for discussing what they were going to do in the project, and to find out the spire time all they have for deciding the day and place of the activity and what required in it.

The participants, in doing the task, were allowed to use dictionaries and working on their own notebook or laptop that they brought from home. This was intentionally done to help them to do translation and also to ease the researcher then in dealing with the data.

3.4 Technique of data analysis

The data analysis was performed through certain techniques in accordance with the type and purpose of the data. The discussion of the techniques used in analyzing data was divided in two sessions. They are the analysis of the participants' texts or translations and the analysis of the interview.

3.4.1 Data from the participants' texts

All the data collected from the students' translation work were analyzed by using descriptive method. This study was a content analysis in which as stated by Fraenkel and Norman that content analysis just what its name implies analysis of the written or visual contents of a document (1990: 371). The document in this case is the students' translations.

The students' texts were first divided into smaller units. The smaller units refer to sentences, phrases, and even word that construct the text. This is because this research intent to find out the strategies or procedures of translation, which is concerned with sentences, clauses, phrases and words as well (Machali, 2009: 92) not the text entirely. Basically, this documents analysis focus on the research question number (1), namely related to the students' procedures or strategies.

In terms of this, the researcher divided the text into 100 samples in form of sentences and the smaller units. Because this is a descriptive study, in which according to Fraenkel and Wallen (1993: 37) a descriptive study must have at least 100 subjects.

In calculating the total number and percentage of each strategies or procedures found in the students' translation, the researcher used the following formula:

$$P = \frac{F \times 100\%}{N}$$

Where:

P = Number of percentage

F = Frequency of the strategies or procedures

N = Number of whole samples

3.4.2 Data from the interviews

Besides, the document of the students' translation, the data gathered from interview were also analyzed to support the data of students' translation work. The interview data were the data in which, of course, could't be found directly on the documents. These were related to the students' or participants' perceptions, feelings and problems when translating the text. In this case, this type of data focused on the research questions number (2) and (3) namely about the difficulties in translating text and how they cope with it. The data from interview were transcribed before being analyzed. The transcripts can be seen at Appendices.

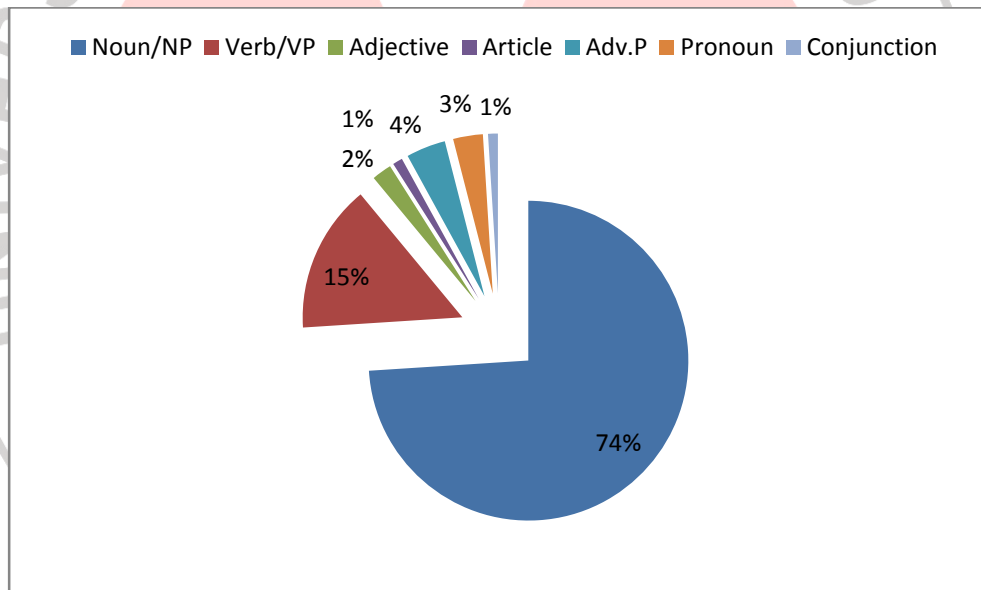
3.5 Instrument of the research

A text that consisted of twelve paragraphs (38 sentences and 908 words) was used as the instrument of this study, in which there were 100 focused units of analysis namely in level of words and phrases. The

classification based on the focus of the unit of analysis of words or phrases as follows:

No	Words and phrases	Amounts	Percentage
1	Noun/Noun Phrase	74 items (<i>11 proper names</i>)	74%
2	Verb/verb Phrase	15 items	15%
3	Adjective	2 items	2%
4	Article	1 item	1%
5	Adverbial Phrase	4 items	4%
6	Pronoun	3 items	3%
7	Conjunction	1 item	1%
	Total	100 items	100%

Illustrated in the Chart below.



The type of this text is informative. It was an article describes the nutmeg. The text can be seen in the Appendices. The researcher, intentionally, used this text type because the researcher thought that this text type is more commonly found in academic daily life. Besides, this text type was considered very easy than the other ones.

To obtain the data in interview, the researcher addressed some questions (see in appendices). The questions were written in bahasa Indonesia to avoid the interviewee or the respondents' misinterpretation.

3.6 Conclusion

This chapter has expounded the methodological description of the study, which covers research design, site and participants involved, techniques of data collection and techniques of data analysis employed in the study. Furthermore, the instrument of the study is also included in this chapter. Then the next chapter will expose the findings of the research and its discussions.

