

CHAPTER III RESEARCH METHODOLOGY

This chapter presents the discussion of the research method and design which is applied in the research. It provides with further elaboration on how the research was carried out, describes the research site and participants, and explains the techniques of data collection. The data analyzed, then, is described at the end of this chapter.

3.1 Research Method

This research employed a qualitative method and applied a case study as a research design. This research applied a case study to find out and describe the translation competences taught by the lecturers in the literary translation course at one of the state universities in Bandung. It was also intended to identify, describe, and analyze the activities done by the lecturers in the process of teaching literary translation. In addition, it aimed at describing and analyzing the experiences got by the students in learning the literary translation course. Finally, it was also to describe and analyze the students' responses to the teaching of literary translation course.

In accordance with the case study research design, Creswell (2008: 476) clarifies that a case study focuses on a program, event, or activity involving individuals. The main purpose of the case study was deeply to explore a bounded system e.g. an activity, event, process, or individuals based on extensive data collection. Considering the characteristics of the research and the purposes of the study mentioned above, therefore, the case study research design is considered appropriate to apply in this research.

3.2 Research Site and Participants

The research was conducted at the English Language and Literature Studies, Department of English Education, Faculty of Language and Arts Education in one of the state universities in Bandung. This institution was chosen

Sri Handayani, 2014

The Process of teaching literary translation: a case study at a state university in bandung

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

for three considerations. First, the institution was considered one of the reputable education institutions in Indonesia. In line with this, Scaffner and Adab (2000) explain that the “translation competence was effectively developed at an academic institution since it was considered the institution which provide course leading to professional qualification.” Second, the institution implemented the curriculum focuses on the translation theory, practical translation skill and a combination of the two applied in the some courses which were thought in appropriate semester. Finally, the students were considered had acquired theories and practices of translation since Translating Literary Works course was thought in the sixth semester. The students who jointed in the Translating Literary Works class had to complete some courses of translation which offered in the lower semester. Therefore, the students were considered had acquired translation theory and had experienced translation practices. Considering the reasons given above, therefore, the site and participants of study were considered appropriate to this research.

In addition, in relation to the participant of this research, there were two lecturers and 85 sixth semester students participated in this research. There were two lecturers since Translating Literary Works course in this institution was divided into two classes, A and B, and taught by different lecturers. The lecturers are observed and interviewed. Meanwhile, the students were observed, interviewed and asked to fill in the questionnaires.

3.3 Data Collection Techniques.

The data of this research were collected through observation, questionnaire and interview. The techniques were described further in the following description.

3.3.1 Observation

The observation technique in this research was purposed to observe the nature of the participants, the lecturers and the students, without altering or manipulating it (Gay et al., 2006: 413). In this research, therefore, the observation

was mainly to deeply learn about the process of teaching literary translation performed by the lecturers. This observation will focus on the activities done by the lecturers in the class based on the teaching activities proposed by Duff (1989) which were organized into three main activities, namely preparation, in class activity and evaluation. The observation was also to observe the materials that were taught by the lecturers in the literary translation course, the preparation of the lecturers before starting the class, the translation competences taught to the students, the methods and techniques of teaching applied by the lecturers, the process of teaching in the classroom, the evaluation of the teaching process used by the lecturers, and the obstacles or problems faced by the lecturers in teaching the literary translation.

Observation was conducted by using video recording and note taking. The video recording was used to record every detail activity of the lecturer and the students. Meanwhile, note taking was applied to note information which was considered important to support the research data from video shooting. Observation was done in every Tuesday and Thursday during the semester. It was used to take the time about 100 minutes. During the observation, the researcher was assisted by an assistance to help taking video recording in order the researcher could focus on the taking note activity. The researcher used guidance sheet for observation in order to be easier in doing her writing. The data resulted from the observation then transcribe and organized and used to answer the research question 1 and 2.

3.3.2 Questionnaire

The questionnaire consisted of 31 questions and involved closed-ended and open-ended questions. The closed-ended questions were mainly proposed to collect useful information to support theories and concepts in the literature. The open-ended questions, meanwhile, were aimed at identifying what were beyond the responses to the closed-ended questions (Creswell, 2008: 228). Relating to this research, the questionnaire used in this research was developed based on the

questionnaire proposed by Orozco (2000) in Schaffner and Adap (2000:199-214) about translation notion instrument. In accordance with the questionnaire developed, there were 14 open-ended questions, 6 closed-ended questions and 11 combination questions of the two types. The open-ended questions were intended to get the information about the experiences of the students in learning the literary translation, students' feeling, interest and preference in learning the literary translation. The closed-ended questions, meanwhile, were intended to collect students' understanding of the theoretical aspect of translation and students' intention to improve their translation skills. The data got from this questionnaire were specifically intended to answer the research question number 3 and 4.

The procedures done in this research were divided into some steps. First, the questionnaires were distributed into 85 students of the sixth semester involved in the Translating Literary Works in the end of the class session. There were, however, 33 students who recollect the questionnaire sheets. The distribution of the questionnaire was conducted after the class session of Translation Literary Works completed. The time implementation was in the end of the semester since it was considered that the students had experienced the process of teaching and practices some literary works. In complaint with this, this technique was mainly to get the information about the experiences of the students in learning the literary translation, such as students' understanding of the theoretical aspect of translation, students' intention to improve their translation skills, students' feeling, interest and preference in learning the literary translation.

Second, the students' answers then organized and categorized in some categorization based on the responses. Third, percentages of each categorization were made to know the number of students who responded each item. Finally, the data were analyzed and interpreted in order to answer the research question number 3 and 4.

3.3.3 Interview

Interview technique in qualitative research was aimed at collecting information from the participants that cannot be directly observed by the researcher (Creswell, 2008: 226). The interview participated by 2 lecturers and 8 sixth semester students who involved in Translating Literary Works. The interview was conducted to the lectures and the students. The students' interview guiding questions consisted of 9 main questions which covered the question about students' feeling, interest, and response to the teaching process done by the lecturers. The interview with the students was conducted to answer the third and fourth research questions. In addition, the interview for the lecturers covered 18 main guiding questions. The questions that given to the lecturers were about the teaching processes were done by the lecturers in teaching literary translation works. The main purposes of doing the interviews were providing additional information missed that probably missed in observation and that could not check the accuracy of the observation.

The interviews of this research were asked to the lecturers and students. Both of the interviews, technically, were conducted in *Bahasa Indonesia* which aimed at obtaining clear understanding what was uttered by the participants. There were two lecturers and eight students involved in Translating Literary Works class who engaged in these interviews. The interviews were conducted individually with the lecturers and the students after teaching process of translating literary works completed. The interviews for the lecturers were conducted on 30 May 2013 and 4 June 2013. There were two lecturers who were engaged in this interview since the class of teaching literary works in this institution was divided into two classes, class 6A and class 6B. The main purpose of the lecturers' interview was to provide with some additional information that were missed in the observation. The information includes the students' identification on the course materials, the teaching methods applied by the lecturers in the classroom, and the problems faced by the students in learning the Translating Literary Works. In line with the students' interview, the first interview was for the students of class A and was conducted on 24 may 2013 and the second interview was for class B on

30 May 2013. The students were purposively chosen for the interview based on their engagement activity in the discussion class which categorized into very active, active, and not active. The purposive participants chosen were mainly intended to give additional information about the experiences of the students toward the overall activities in learning the literary translation. In addition, in order to maintain the validity of the data, note taking and tape recording were administered during the interview process. The data resulted from the interview were transcribed and organized into each categories. Finally, further description and interpreting of the data were needed to answer research questions number 1 and 2.

3.3.4 Students' Translation Works

Students' translation works was the translation results taken from the students' translation practices. The data from the students' translation works included translation practices of poetry and translation short story. The data were collected from the students' home assignment, class translation practices, and middle term test and final test assignments. Students' translation works derived from the students' translation practices were used to show the authentic evidence in analyzing the process. The data from the students' translation works were organized to answer research question number 1 and 2.

3.4 Data Analysis

The data of this research were collected through questionnaire, interview, and observation. The data derived from these techniques were then analyzed by using the techniques proposed by Creswell (2008). There were three steps of data analysis proposed by Creswell (2008), i.e. organizing data, transcribing data, and analyzing data by a hand or a computer. Based on this analysis of data, then, the organization of data taken from questionnaire, interview, and observation included some activities such as developing a matrix or a table, organizing the materials by types of all questionnaires, all interviews, all observation, all documents and all

photographs or other visual materials. Then, in transcribing the data, the activities covered converting audiotape recordings or field notes into text data. Finally, in analyzing the data by a hand included reading the data, marking the data by hand, and dividing the data into parts. In order to make easier in organizing the data color coding to mark parts of the text was used.

3.4.1 Data from Observation

The observation data were derived from the video recording and note taking activities. The data were organized into three main categories of activity proposed by Duff (1989), namely preparation, in class activity, and comment. The preparation activity focused on the analysis of preparation activities such as choosing the material and learning media and adjusting students seating. In class activities, meanwhile, emphasized on the warming up, class translation, class discussion, students' response to the discussion, and the role of lecturers in discussion. Then, comment activities were focused on the lecturers' feedbacks to the problem-solutions done by the students in translation practice, the lecturers' responses to the students' translation practice, how the lecturers responses to the problems faced by the students, and how the lecturers evaluate the students' translation works. The results of the analysis data from the observation were then interpreted in order to know the activities done the students and the lecturers during the process of teaching and learning of Translating Literary Works.

3.4.2 Data from Questionnaire

The data were resulted from this technique were administered by organizing them into some categories based on criteria stated in the questionnaire sheet such as the experiences of the students in learning the literary translation, students' understanding of the theoretical aspect of translation, students' intention to improve their translation skills, students' feeling, interest and preference in learning the literary translation and students' responses on the process of teaching done by the lecturers. The data were then analysis based on the each category to

get the answers of the students' experiences and responses in learning Translating Literary Works.

3.4.3 Data from Interview

Interview data were resulted from the selected students and the lecturers. The data resulted from this technique then be organized into five main steps. First, transcribing data from the file of interview result. Second, reading the transcribed data in order to get know and understand statements conveyed by the students and the lecturers. Third, coding the data having the same category by coloring or signing them. Fourth, categorizing the data based on the categories questioned to the students and the lecturers. Finally, analyzing and interpreting the data based on each category was done in order to find out the supported data to answer research questions 1, 2, 3 and 4.

3.4.4 Data from Students Translation Works

Students' translation works were derived from the students' translation practices and assignments. They were analyzed case by case to look for the problems faced and techniques used by the students. They were also to see the description about students' ability in translating the texts. The score of students' translation works given by the lecturer were then analyzed based on the translation criteria proposed by Salas (2000), translation quality from Nida and Taber (1969) and student's translation score by Adab (2000) in Schaffner and Adab (2000:224). The data from the students' translation works were mainly to answer research question number 1 about translation competences and 2 about teaching process.

3.5 Conclusion

This chapter has discussed the research methodology applied in this research. This research methodology is considered as the fundamental part of the research since it covers research design, research site and participant, data

collection and procedures, and data analysis. In line with this methodology, the analysis and discussion of the research findings were underlined.