CHAPTER III
RESEARCH METHODOLOGY

Introduction

After reviewing related literature relevant to the implementation of captioned video in various teaching programs, the discussion on more practical way of the experiment in using captioned video will be explained in this chapter. This chapter discusses the elaboration of methodology, research site and participants, data collection technique, research procedure and technique of data analysis. In terms of analyzed and obtained data, quantitative study was considered appropriate to be used in the current study. It was due to the fact that this study mainly investigate numerical data as the primary data. It is in line with Cresswell (2012) who characterized quantitative research by its feature in handling numerical data through statistical analysis

Research Methodology

As mentioned earlier, this study employed quantitative research methodology. Referring to the data used in this research, in this case numerical data obtained from the pretest and posttest, this research fulfilled the criteria of quantitative research. One of the most prominent characteristics of quantitative study is that the ability to integrate the set of analytical and inferential statistics (Cohen, Manion, & Morrison, 2007). The quantitative data was primarily obtained through the implementation of pretest and posttest to analyze the learners' translation quality. Furthermore, "analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them" (Cresswell, 2012, p. 60) was the primary process in the current study. The obtained scores was then compared and analyzed statistically in order to prove the significant effect of applied treatment toward learners' translation skill. One group pretest posttest that highlighted the significant effect of using the experimental treatment

was the research design deemed appropriate for this research setting. One group pretest posttest design was preferred due to its features in identifying the gains that the subjects have made after the completion of the treatment (Hatch & Hossein, 1982). Furthermore, this design was chosen since it is it is not always practicable to rearrange students into different groups or classes at will (Nunan, 1992). As what was encountered the by the researcher that from 4 classes involved in this study, the classes demanded to be treated equally in the teaching learning process.

Research Site and Participants

The study was conducted in English Education Program of STKIP Garut wherein the researcher is one of the teaching staffs. Therefore, the researcher affords convenience to access and obtain the data needed. The site was considered appropriate since the English education program of STKIP Garut includes translation course that provides the appropriate data needed for the current studies. The main participants of the study was third semester students enrolling in Translation I class. Translation I class was chosen since it provides the students with English to Indonesian translation program that fits 'typicality or possession of the particular characteristics being sought' (Cohen, Manion, & Morrison, 2007) in the current experimental study. Furthermore, the students were chosen as they have completed Bahasa Indonesia course as their native language that was considered to be sufficient in equipping them the target language knowledge required in translating which is in line with Bell (1991) and Chellapan (1982) who emphasize the importance first language adequate knowledge in Translating.

Data Collection Technique

The primary data collections of the current study were test and document analysis. The test itself was divided into two parts; pretest and posttest. The pretest was utilized to figure out the students' initial competence in translating. On the other hand, post test was administered to see whether or not the students' competency in translating improved as the result of designated treatment. Document analysis was used to analyze the learners' translation product. Document analysis was used for

its feature in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Cresswell, 2012). These two methods of inquiry was triangulated in order to clarify the findings. This triangulation was expected to provide better and clearer description of the answer for the current research.

Research Procedure

In order to obtain systematic procedure in completing the research, the research was divided into different stages covering preparation, implementation and evaluation. It is to confirm previous research on the use of captioned video (see: Garza, 1991; Markham, 1999; Danan, 2004; Panizzon, 2006; Winke, Gass, & Sydorenko, 2010; Rokni & Ataee, 2014)

Preparation

This phase was the initial step required in completing the project. In this phase the resources needed and required for the research was accommodated. First, appropriate video consisting caption was selected and prepared. It involved viewing, downloading, sorting and modifying. This process was in line Garza (1991), Markham (1999), and Panizzon (2006) phase in preparing learning sources in the classroom discussed in chapter 2. In this process the video materials for learning translation was selected, sorted and modified. It was done to assure that the content and the caption in the video was appropriate for learning process. Downloaded video was then altered using available subtitle editor software to be readily usable for classroom purposes. In this modifying phase the caption contained in the video was highlighted. It was prepared this way in order to facilitate learner in the classroom to be more focus on the target word, phrases, clauses, idiom or proverb presented in the text. Relevant to Baker (1995) , the focus of every lesson was mainly based on the equivalence principles; starting from word level to above word level, grammatical level. This equivalence level was presented in eighth-classroom meetings. In this preparation stage, the writer collected as many videos as possible to provide enough comparison to decide content appropriateness for teaching. It is to confirm Arthur (1999) claiming that

various range of video-based materials are needed in providing wide range of context for students to learn.

Implementation

The second phase is considered as the treatment stage during which the prepared captioned videos were presented in facilitating learning process in translation course. Twelve meetings were scheduled in completing the treatment. Basically, every meeting provided relatively similar classroom teaching practice wherein the captioned videos were presented. Primarily the activities conducted in the study was adapted from Bartrina and Espasa (2004). During the viewing video session students were asked to pay attention to the highlighted text in the caption. These highlighted texts were the focus of learning target. When they encountered problem in understanding the highlighted texts, students were allowed to interrupt to discuss the problem. The discussion session was needed as Gile (1995) reinforcement in revisiting theoretical practice in translation training program. In solving this problem they were asked to use the clues that may appear in the video this is to confirm Boras and Lafayette (1994) Danan (2004) findings that captioned video provides resourceful contextual clues through image and sounds in comprehension process. After the problem was solved, the video was resumed. And this process was done over and over until the video ended. After the learners finished watching the video they were asked to translate the printed version of the captions. It was the implementation stage of what they had discussed. It provided them an opportunity to practice their knowledge in translation. As the video had been prepared and modified for the learning process, affordability and practicality were two basic principles used in this teaching learning process. The implementation stage was done in 12 meetings to make sure that the significance of the treatment is evidently acquired. For further detail of learning objectives and syllabus see appendix

Evaluation

The last and beneficial stage was evaluation. In terms of practical implementation this stage was realized through the implementation of feedback in every meeting.

Feedback was given as to provide beneficial input to enhance the quality of their translation. Due to the class size and time constrain available, the feedback was equally distributed to all students. Feedback was used to provide learning input in highlighting certain focuses to achieve the learning target (Anderson & Collins, 1988) .The instructor chose randomly to check learners' translated text. The feedback was aimed at building and reinforcing theoretical knowledge given in the first meeting of the research.

Technique of Data Analysis

Pretest was carried out in the beginning phase of the research. It was done to see and to obtain initial data on students' translation skills. The test required the students to translate a text. After the student completed the test (pretest, their translation product is then assessed using translation assessment rubric. The total score of their translation was analyzed statistically to decide whether or not the data were normally distributed. Here, the Liliefors test analysis was used as primary test analysis to see the distribution. The descriptive statistic data was also portrayed and applied to present the data in a more conveniently readable form. The primary description primarily highlights the means and the standard deviation of the initial data from pretest.

Another data was obtained from the post test. This test was carried out at the final phase of the research. It was carried out to see if students gain statistically significant improvement on their translation skill. The test itself was similar to the test carried out in the pretest. Of course, different texts were used to see the improvement. The translated texts of the students were also scored in order to be compared to the pretest result. As the pretest data, the post test data was also tested for its normal distribution to assure the validity of appropriate statistical computation to be used. After the data was convincingly normally distributed, the final statistical analysis was applied. In this final phase. The t-test analysis is the main instrument to analyze the data. The t test was used to decide whether or not the implementation of treatment has significantly enhanced students' translation skill.

After the data from pretest and posttest were compared, the findings from the tests were strengthened by document analysis. Using the same rubric used in assessing learners' translation work, the researcher analyzed the students work to get a better description on the investigated problem. In assessing the students' translation product, the researcher adopted the rubric developed by Khanmohammad & Osanloo (2009), the rubric provides general considerations on measuring learners' translation product (Goff-Kouri, 2005). It was used for its coverage in accommodating important aspects in assessing the translation products. It was also considered to be in accordance with the translation competence conception (Khanmohammad & Osanloo, 2009)

The translation assessment rubric

Score	Description
Accuracy (30%)	
25-30	No identifiable problems of comprehension; original message has been conveyed completely to TL readers; no omissions or additions to information
21-24	Virtually no problems of comprehension except with the most highly specialized vocabulary with no influence on TL readers' understanding; some partial omissions and additions
16-20	Information is conveyed to TL readers with some difficulty due to translator misunderstanding of some parts of original message; apparent omissions and additions
11-15	Poor expression of ideas; numerous serious problems in understanding ST interfere with communication of original message; difficult to understand TT
1-10	Severe problems interfere greatly with communication of original message; TL reader can't understand what original writer was trying to say
Finding equivalent (25%)	
20-25	All lexical and syntactic elements have been understood; precise vocabulary usage; words have been chosen so skillfully that the work reads like a good publishable version
15-19	Full comprehension and good usage of a wide range of vocabulary and structures; specialized vocabulary presents some problems with unsuitable equivalents
10-14	General comprehension of a fair range of vocabulary although some gaps observed; some vocabulary misused; some evidence of plausible attempts to work around difficulties of finding equivalents, perception, wordplay and other linguistic features
5-9	Comprehension of vocabulary and structures show quite noticeable gaps which obscure sense; problems in finding correct vocabularies; unable to cope with specialized vocabulary
1-4	Inappropriate use of vocabularies; comprehension of original seriously impeded even with fairly everyday vocabulary and structures; translation as a whole makes little sense
Register, TL culture (20%)	
17-20	Good sensitivity to nuances of meaning, register are precisely and sensitively captured; there is a sophisticated awareness of the cultural context; translation shows a sophisticated command of TL lexis, syntax, and register

13-16	There is a fair degree of sensitivity to nuances of meaning, register, and cultural context
9-12	There is a lack of sustained attention to nuances of meaning, register, and cultural context; no awareness of register; TL lexis, syntax, and register are not always appropriate
4-8	There is scant attention to nuances of meaning, register, and cultural context; there are serious to severe shortcomings in the use of appropriate lexis, syntax, and register
1-3	There is no appreciable understanding of nuances of meaning, register, and cultural context; no concept of register or sentence variety
Grammar and ST style (15%)	
13-15	Gives the feeling that the translation needs no improvement from grammatical and stylistic points though one or two natural failings might be observed; native-like fluency in grammar
10-12	Shows flair for stylistic manipulation of TL items as if text were written in TL originally except where the language is placed under severe pressure of comprehension; maintains advanced proficiency in grammar; some grammatical problems but with no influence on message
7-9	Tends to have awkward grammatical usage in TL and literality of rendering though but not impeding sense in a significant manner; some attempts to reflect stylistic features of the original; some grammatical problems are apparent and have negative effects on communication
4-6	Clumsy TL; often nonsensical grammatical usages in TL; unnatural sounding; little attempt to reflect stylistic features of the original; there is evidence of clear difficulties in following style; grammatical review of some areas is clearly needed
1-3	Little sense of style which often makes poor sense in TL; knowledge of grammar is inadequate; use of TL grammar is inadequate; severe grammatical problems interfere greatly with message
Shifts, omissions, additions and inventing equivalents (10%)	
9-10	Correct use of relative clauses, verb forms; use of parallel structure; creative inventions and skillful solutions to equivalents; no fragment or run-on sentence
7-8	Almost all shifts appear with partial trespass, attempts variety; some inventions for not available equivalents in TL; no fragment or run-on sentence
5-6	Some shifts but not consistency; awkward and odd structure; only few run-on sentences or fragments present
3-4	Lacks variety of structure due to not preserving necessary shifts except for few cases; little or no evidence of invention in equivalents
1-2	Unintelligible sentence structure due to completely ignoring necessary shifts; no skillful handling of equivalents; no trace of invention

Adopted from Khanmohammad & Osanloo (2009)

In order to ensure the improvement obtained from the statistical analysis using one tailed paired sample test, the researcher confirmed the gain obtained from the experiment by computing the result of pretest and posttest through normalized gain test. Normalized gain test was used to have a better description on the statistical result of an experiment (Hatch & Hossein, 1982)