

CHAPTER III

RESEARCH METHODOLOGY

This chapter will elaborate the procedures needed to be conducted to answer the research questions. Specifically, there are five things will be discussed in this chapter comprising the research methodology, the participants involved in the research, data collection and data analysis. Each of them will be briefly discussed below

3.1 The Research Method

In the purpose of answering the research questions, the research conducts qualitative method. According to Cresswell (2009) Qualitative method has several characteristics which are: it gathers the data in the field where the participants experience issues, problems, and phenomena which are being the focus of the study and do not take them to lab or doing any experiment, and the procedures to collect the data can be documents analysis, behavior observation, and participants interview.

3.2 The Research Site

3.2.1 Setting

The research takes place in one of public junior high school in Bandung, West Java. The research then tries to discover the grammatical interference that is most frequently experienced by the students and the difficulties they encounter when doing Bahasa Indonesia-English translation.

3.2.2 Participant

There are 36 participants involved in the research. All of the participants are from eight grade. The consideration of choosing eighth graders as the participants in the research is that they are still learning English in the sense that they tend to be grammatically interfered by their native language.

3.3 Data Collection Techniques

The research employs three techniques in collecting the data. The three techniques are collecting the students' Indonesia-English translation and document analysis. Each of them will be explained below.

3.3.1 Students' Translation Collection

The data that are analyzed come from the students' translation from Indonesia to English. Ravem (1968) is known as one of the first researchers who used translation as an instrument in SLA research (Larsen et. al. 1991). This translation procedure is then elaborated more by Swain, Naiman, and Dumas (1974). They further explain the procedure that the participants are given some sentences in their NL and assigned to translate them to TL or vice versa. It is suggested that this kind of procedure will require the students to use the same process as that used in producing natural speech in TL (Larsen et. al. 1991). The research implements similar thing but the sentences to be translated by the students are given in the form of text. The difficulty of the text is of course adjusted to their English ability so that they can translate it in an instance.

3.3.2 Classroom Observation

The second technique conducted in the research is classroom observation. The conduction of this technique is to collect supplementary data concerning the grammatical interference. The emergence of interference is believed to be attributable to some factors. The research aims at discovering those factors in the classroom through observation. The observation is conducted three times. Since English is taught once a week, the observation takes three weeks.

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3.3.3 Interview

Interview is the last technique used to collect the data in the research. Interview is conducted to specifically collect the data regarding the students' difficulties in learning English. Interview is used to obtain a well-defined finding that cannot be observed through the collection of the students' translation and classroom observation. It comprises four questions concerning the students' method in learning English, their opinion whether English and Bahasa Indonesia are the same, their perception about the importance of English Acquisition, and the last is about their difficulties as well as how they can cope with them.

3.4 Data Analysis

The data obtained are analyzed using Error Analysis. According to Lekova (2010), error analysis is the primary approaches for studying and solving interference that can be used in both spoken and written speech of L2 learners. Meanwhile, according to Tarone (2006) error analysis is an approach that gathers and analyzes the errors systematically both in the speech or writing of L2 learners.

Ellis (as cited in Saville and Troike, 2006) elaborates that error analysis undergoes several steps to analyze the errors as following:

1) Making Collection of error sample

In this step the necessary sample is collected to see the pattern of errors. In this research, the errors are taken from the students' translations.

2) Identification of errors

After all the errors are taken, they are classified whether they are really error or mistakes. If they are mistakes, then they are excluded from the analysis.

3) Description of Errors

In this step, errors are then further categorized whether they are phonological, morphological, lexical, grammatical, or in discourse level. However, since the research only concerns on grammatical interference, other kinds of interference are excluded.

4) Explanation of Errors

This step tries to explain the cause of the emergence of the error whether it is interlingual or intralingual. However, since the research aims to only see NL influence, intralingual errors will not be discussed.

5) Evaluation of Errors

This step delineates the error, for instance whether it is serious or not.

3.5 Concluding Remark

This chapter has presented the methodology of the research which consists of the design of the research, the research site, data collection techniques and data analysis. The data obtained are analyzed and discussed which will be presented in the next chapter.