

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the aspects of methodology of the research which cover purpose study and research questions, research design, site and participant, data collection, data analysis, summary of research methodology.

3.1 Purposes of the Study and Research Questions

The purpose of the study are first to identify the strategies used by students in translating and English political speech into Indonesian. Second, to find out the difficulties faced by the students in their translation activity. And third is to find out the quality of students' translation works. Actually those purpose are in line with the research questions of this study, "what are strategies that students apply in translating a political speech?", "what are difficulties or problems that the students face in translating the text?", and "what is the quality of the students' translation product based on NAATI method of assessment?"

3.2 Research Design

This research was qualitative case study which investigated students' translation product. According to Fraenkel & Wallen (2012, p. 426) the research studies that investigate the quality of relationships, activities, situations, or materials are frequently refer to as qualitative research. Sugiyono (2013, p.1) adds the qualitative method is focused on natural object, the main instrument is the researcher, the data are inductive, and the result focuses on the meaning rather than generalization.

This research was descriptive because the researcher analyzes the data descriptively and the presentation of the result was in form of explanation of words which would be supported by data in the tables. Suryana (2010, p. 14) says

that descriptive study has aim to make a description systematically and accurately which is based on facts about certain object.

Case study was used as the approach of the study. It was because this research was conducted in a translating program which involved students as participants, it meant that the result of this study might be different if it was conducted in other places. Case study comprises just one individual, classroom, school, or program. (Fraenkel & Wallen, 2012, p. 434)

3.3 Site and Participant

The site of this research was a translating program in English Education Department, Universitas Pendidikan Indonesia Bandung. This program was chosen because this is the place where the researcher studies. So it helped researcher in arranging the research and collecting the data.

The participants of this research were translation students that have been acquired all translation classes (translation students in 8th semester). There were three main reasons why translating students were chosen as participants. First, there was willingness from the researcher to find out the ability of advanced students of English Department in making translation. Second, through this research some difficulties were found related to translation process which could be considered as their weakness in understanding meaning of a political speech. It is important since political speech has information that should be understood universally. The information about students' difficulties was an input for lecturers to help their students in understanding a text. Third, the knowledge of translation theory by the translation students was an interesting point since they can apply some strategies which were proposed by the experts.

The research involved 10 students of translation class. This class were chosen as they have been took all the translation classes and learned the theory of translation. However only three students' translation works were chosen to be analyzed in detail. The three students were from a high achiever, a middle

achiever, and a low achiever based on suggestion from the lecturer and consideration from the writer. According to Kothari (2004, p. 59) this kind of sample is called non-probability sampling because they were chosen by the researcher.

3.4 Data Collection

The main source of the data of this research was document or students' translation work and it supported by the data from the interview. So that, this study employed two types of data collection techniques, they were documentation and interview.

The text given to participant was a Barack Obama's victory speech which was taken from http://www.washingtonpost.com/politics/transcript-obamas-immigration-speech/2014/11/20/14ba8042-7117-11e4-893f-86bd390a3340_story.html. The political speech was chosen because it considered as speech that contain complicated words and important information to understand universally. So they should have good comprehension and interpretation about this text.

The text is as below:

Inaugural Address by President Barack Obama

United States Capitol

11:55 A.M. EST

THE PRESIDENT: Vice President Biden, Mr. Chief Justice,
members of the United States Congress, distinguished guests, and
fellow citizens:

Each time we gather to inaugurate a President we bear witness to the enduring strength of our Constitution. We affirm the promise of our democracy. We recall that what binds this nation together is not the colors of our skin or the tenets of our faith or the origins of our names. What makes us exceptional -- what makes us American -- is our allegiance to an idea articulated in a declaration made more than two centuries ago:

“We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.”

Today we continue a never-ending journey to bridge the meaning of those words with the realities of our time. For history tells us that while these truths may be self-evident, they’ve never been self-executing; that while freedom is a gift from God, it must be secured by His people here on Earth. (Applause.) The patriots of 1776 did not fight to replace the tyranny of a king with the privileges of a few or the rule of a mob. They gave to us a republic, a government of, and by, and for the people, entrusting each generation to keep safe our founding creed.

And for more than two hundred years, we have.

Through blood drawn by lash and blood drawn by sword, we learned that no union founded on the principles of liberty and equality could survive half-slave and half-free. We made ourselves anew, and vowed to move forward together.

Together, we determined that a modern economy requires railroads and highways to speed travel and commerce, schools and colleges to train our workers.

Together, we discovered that a free market only thrives when there are rules to ensure competition and fair play.

Together, we resolved that a great nation must care for the vulnerable, and protect its people from life's worst hazards and misfortune.

Through it all, we have never relinquished our skepticism of central authority, nor have we succumbed to the fiction that all society's ills can be cured through government alone. Our celebration of initiative and enterprise, our insistence on hard work and personal responsibility, these are constants in our character.

But we have always understood that when times change, so must we; that fidelity to our founding principles requires new responses to new challenges; that preserving our individual freedoms ultimately requires collective action. For the American people can no more meet the demands of today's world by acting alone than American soldiers could have met the forces of fascism or communism with muskets and militias. No single person can train all the math and science teachers we'll need to equip our children for the future, or build the roads and networks and research labs that will bring new jobs and businesses to our shores. Now, more than ever, we must do these things together, as one nation and one people. (Applause.)

This generation of Americans has been tested by crises that steeled our resolve and proved our resilience. A decade of war is now ending. (Applause.) An economic recovery has begun. (Applause.) America's

possibilities are limitless, for we possess all the qualities that this world without boundaries demands: youth and drive; diversity and openness; an endless capacity for risk and a gift for reinvention. My fellow Americans, we are made for this moment, and we will seize it -- so long as we seize it together. (Applause.)

For we, the people, understand that our country cannot succeed when a shrinking few do very well and a growing many barely make it. (Applause.) We believe that America's prosperity must rest upon the broad shoulders of a rising middle class. We know that America thrives when every person can find independence and pride in their work; when the wages of honest labor liberate families from the brink of hardship. We are true to our creed when a little girl born into the bleakest poverty knows that she has the same chance to succeed as anybody else, because she is an American; she is free, and she is equal, not just in the eyes of God but also in our own. (Applause.)

We understand that outworn programs are inadequate to the needs of our time. So we must harness new ideas and technology to remake our government, revamp our tax code, reform our schools, and empower our citizens with the skills they need to work harder, learn more, reach higher. But while the means will change, our purpose endures: a nation that rewards the effort and determination of every single American. That is what this moment requires. That is what will give real meaning to our creed.

We, the people, still believe that every citizen deserves a basic measure of security and dignity. We must make the hard choices to reduce the cost of health care and the size of our deficit. But we reject the belief

that America must choose between caring for the generation that built this country and investing in the generation that will build its future. (Applause.) For we remember the lessons of our past, when twilight years were spent in poverty and parents of a child with a disability had nowhere to turn.

We do not believe that in this country freedom is reserved for the lucky, or happiness for the few. We recognize that no matter how responsibly we live our lives, any one of us at any time may face a job loss, or a sudden illness, or a home swept away in a terrible storm. The commitments we make to each other through Medicare and Medicaid and Social Security, these things do not sap our initiative, they strengthen us. (Applause.) They do not make us a nation of takers; they free us to take the risks that make this country great. (Applause.)

We, the people, still believe that our obligations as Americans are not just to ourselves, but to all posterity. We will respond to the threat of climate change, knowing that the failure to do so would betray our children and future generations. (Applause.) Some may still deny the overwhelming judgment of science, but none can avoid the devastating impact of raging fires and crippling drought and more powerful storms.

The path towards sustainable energy sources will be long and sometimes difficult. But America cannot resist this transition, we must lead it. We cannot cede to other nations the technology that will power new jobs and new industries, we must claim its promise. That's how we will maintain our economic vitality and our national treasure -- our forests and waterways, our crop lands and snow-capped peaks. That is how we

will preserve our planet, commanded to our care by God. That's what will lend meaning to the creed our fathers once declared.

We, the people, still believe that enduring security and lasting peace do not require perpetual war. (Applause.) Our brave men and women in uniform, tempered by the flames of battle, are unmatched in skill and courage. (Applause.) Our citizens, seared by the memory of those we have lost, know too well the price that is paid for liberty. The knowledge of their sacrifice will keep us forever vigilant against those who would do us harm. But we are also heirs to those who won the peace and not just the war; who turned sworn enemies into the surest of friends -- and we must carry those lessons into this time as well.

We will defend our people and uphold our values through strength of arms and rule of law. We will show the courage to try and resolve our differences with other nations peacefully -- not because we are naïve about the dangers we face, but because engagement can more durably lift suspicion and fear. (Applause.)

America will remain the anchor of strong alliances in every corner of the globe. And we will renew those institutions that extend our capacity to manage crisis abroad, for no one has a greater stake in a peaceful world than its most powerful nation. We will support democracy from Asia to Africa, from the Americas to the Middle East, because our interests and our conscience compel us to act on behalf of those who long for freedom. And we must be a source of hope to the poor, the sick, the marginalized, the victims of prejudice -- not out of mere charity, but because peace in our time requires the constant advance of those principles that our

common creed describes: tolerance and opportunity, human dignity and justice.

We, the people, declare today that the most evident of truths -- that all of us are created equal -- is the star that guides us still; just as it guided our forebears through Seneca Falls, and Selma, and Stonewall; just as it guided all those men and women, sung and unsung, who left footprints along this great Mall, to hear a preacher say that we cannot walk alone; to hear a King proclaim that our individual freedom is inextricably bound to the freedom of every soul on Earth. (Applause.)

It is now our generation's task to carry on what those pioneers began. For our journey is not complete until our wives, our mothers and daughters can earn a living equal to their efforts. (Applause.) Our journey is not complete until our gay brothers and sisters are treated like anyone else under the law -- (applause) -- for if we are truly created equal, then surely the love we commit to one another must be equal as well. (Applause.) Our journey is not complete until no citizen is forced to wait for hours to exercise the right to vote. (Applause.) Our journey is not complete until we find a better way to welcome the striving, hopeful immigrants who still see America as a land of opportunity -- (applause) -- until bright young students and engineers are enlisted in our workforce rather than expelled from our country. (Applause.) Our journey is not complete until all our children, from the streets of Detroit to the hills of Appalachia, to the quiet lanes of Newtown, know that they are cared for and cherished and always safe from harm.

That is our generation's task -- to make these words, these rights, these values of life and liberty and the pursuit of happiness real for every

American. Being true to our founding documents does not require us to agree on every contour of life. It does not mean we all define liberty in exactly the same way or follow the same precise path to happiness. Progress does not compel us to settle centuries-long debates about the role of government for all time, but it does require us to act in our time. (Applause.)

For now decisions are upon us and we cannot afford delay. We cannot mistake absolutism for principle, or substitute spectacle for politics, or treat name-calling as reasoned debate. (Applause.) We must act, knowing that our work will be imperfect. We must act, knowing that today's victories will be only partial and that it will be up to those who stand here in four years and 40 years and 400 years hence to advance the timeless spirit once conferred to us in a spare Philadelphia hall.

My fellow Americans, the oath I have sworn before you today, like the one recited by others who serve in this Capitol, was an oath to God and country, not party or faction. And we must faithfully execute that pledge during the duration of our service. But the words I spoke today are not so different from the oath that is taken each time a soldier signs up for duty or an immigrant realizes her dream. My oath is not so different from the pledge we all make to the flag that waves above and that fills our hearts with pride.

They are the words of citizens and they represent our greatest hope. You and I, as citizens, have the power to set this country's course. You and I, as citizens, have the obligation to shape the debates of our time -- not only with the votes we cast, but with the voices we lift in defense of our most ancient values and enduring ideals. (Applause.)

Let us, each of us, now embrace with solemn duty and awesome joy what is our lasting birthright. With common effort and common purpose, with passion and dedication, let us answer the call of history and carry into an uncertain future that precious light of freedom.

Thank you. God bless you, and may He forever bless these United States of America. (Applause.)

END

12:10 P.M. EST

3.4.1 Documentation

To collect the students translation works, the researcher did some steps as follows:

1. Choosing a translating class in last semester. Ten students would be involved in translation activity.
2. Distributing the texts to the ten students by email. They should submitted the result within one week.
3. Collecting the students' translation works.

3.4.2 Interview

Interview was conducted after all the students work collected. Three of the participants were selected as representatives to be explored in interview session. A semi structure interview was used in the study. The interview was semi-structured because, “although researchers come to the interview with guiding questions, they are open to following the leads of informants and probing into areas that arise during interview interactions” (Hatch, 2003, p.94).

The interview process was held through chatting in a messenger media with six question delivered to participants. The interview session was conducted to find out what was actually on participant's minds – what they thought or how they felt about something (Fraenkel & Wallen, 2012, p.451). Moreover, in this study the interviewers free to answer the question in English or Bahasa Indonesia in order to make participants more comfortable in expressing their opinion regarding translation political speech.

Mainly the focused of the interview was to find out participants' difficulties or problems in translating activity. Then the data were analyzed by the problems of translation which were stated in chapter II.

3.5 Data Analysis

In the study, there were two kinds of data have been analyzed in detail. The first was students' translation works or documents, and the second was the interview.

3.5.1 Data from Students Translation Works or Documents

The result of students' translation works were analyzed through translation strategies theory proposed by Vinay and Darbelnet (in Fawcet, 1997, pp. 34-39; in Bell, 1991, pp. 70-71) and Newmark (1988) to determine which one was the most appropriate strategy for each unit translation. Then the result was presented in a table like follow:

Table 3.1 Example Table of the Result of Analyzing the Strategy Used

No	Translation Strategy	Frequency	Percentage (%)
1	Borrowing		
2	Calque		

3	Literal Translation		
4	Transposition		
5	Modulation		
6	Equivalence		
7	Adaptation		
Total			

The calculation for the data could be measure by using the following formula:

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

Where:

P = Number of percentage

F = Frequency of strategies or procedures

N = Number of whole samples

In a conclusion it could be presented in a chart like follows :

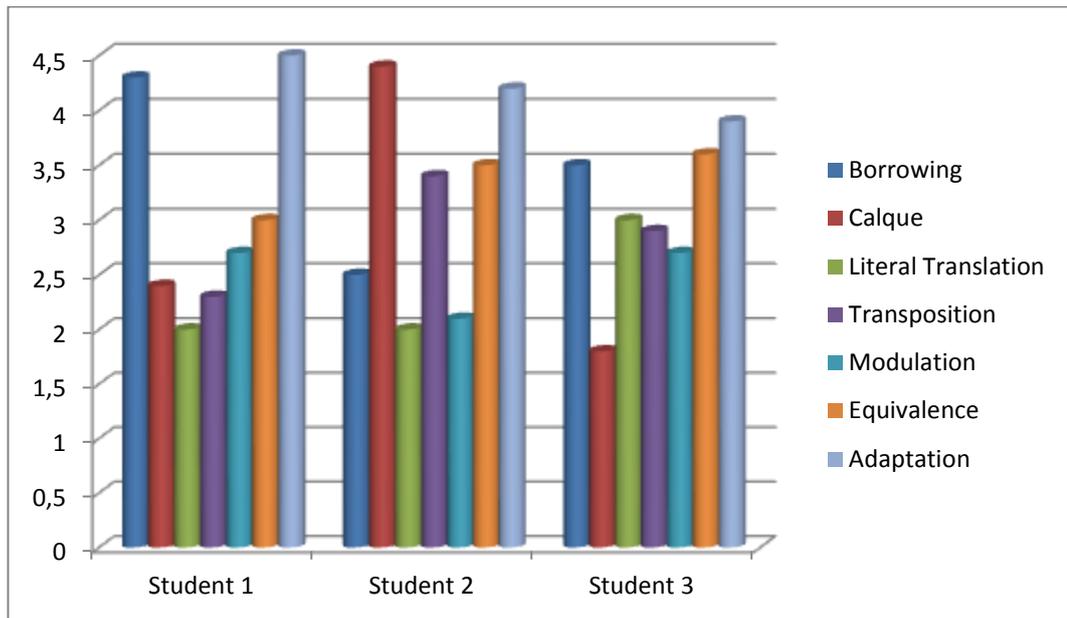


Chart 3.1 the Result of Analyzing the Strategy Used

For the quality of students' translation works, this research adapted NAATI's method in assessing translation work. In the discussion, it also has been examined by the criteria of good translation works proposed by Larson (1984), Enani (in Abdellah, 2002), Tylter (in Basnett, 2002, p. 69), and Massoud (in Abdellah, 2002).

The maximum score for the translation quality was 100 and it would be deducted by errors found in the translation work. The minimum score was 70. It means that the deduction should not be more than 30 point to get judgment as an acceptable translation. The acceptable and acceptable terms are used instead of pass or fail in this research.

The result of analyzing the quality of students' translation work would be presented as in the table below:

Table 3.2 Example Table of the Result of Analyzing the Quality of Students' Translation Work

Participants	Score	Acceptable/Unacceptable
1		
2		
3		
Total		

3.5.2 Data from Interview

The next analysis of this study was analyzing the interview data. The data recorded in form of chat history were classified and categorized to get information related to the questions. The answer were analyzed through the theory of translation problems proposed by Miremadi in Owji (2013) to determine the difficulties faced by the participants in translating a text as well as through the theory of good translation proposed by Larson (1984), Enani (in Abdellah, 2002), Tylter (in Basnett, 2002, p. 69) and Massoud (in Abdellah, 2002).

Actually the process of identification the difficulties or problems has been started since examining the strategies. The data from the interview were as addition to strengthen the findings of difficulties in examining the strategies.

3.6 Concluding Remark

This chapter has elaborated design of the research, subject of the research, data collection and data analysis of the study. This research was descriptive qualitative study which examined students' translation works. Since the study was descriptive qualitative, the result of the data were presented in form of words

which were supported by some statistical data in form of tables and chart. In the next chapter, the findings and discussions of the study will be further discussed.