

CHAPTER III

METHODOLOGY

This chapter explains the methodology has been done in the study. It elucidates in several sections. Section 3.1 explains about the method of the study. Section 3.2 describes the respondents and instruments of the study. Section 3.3 enlightens the procedures of collecting data. Finally, section 3.4 describes data analysis.

3.1 Research Design

This study attempts to analyze the lexical cohesion in a novel Laskar Pelangi and its translation, Rainbow Troops. Particularly, this study is aimed at describing the realization of lexical cohesion in the source text and the transfer of lexical cohesion in the target text. As the result, the description is used for finding out the implication for foreign language pedagogy. Therefore, this study employs qualitative approach.

This study uses qualitative method because it implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all in terms of quantity, amount, intensity, or frequency). It is a study which is not intended to set out to test hypotheses. It is observed what is present with its focus, and consequently the data, free to vary during the course of observation. A qualitative method is a research procedure to interpret and answer the research questions; the data to be analyzed require understanding on how to make sense of the text and the images. (Clough&Nutbrown, 2002; Creswell, 1998; Yin, 2011).

In qualitative approach, it is possible to do a study technique for objective, systematic, and quantitative description. It is considered under the dual requirements of replicability and validity in our definition. Replicability must be

governed by rules that are explicitly stated and applied equally to all units of analysis, while validity is demanding that the writer's process of sampling, reading, and analyzing messages ultimately satisfy external criteria.

Replicability is measureable and validity is testable but objectivity is neither. Here are 6 features that are relevant to our definition of content analysis.

1. Texts have no objective – that is, no reader – independent – qualities.
2. Texts do not have single meaning.
3. The meanings involved by texts need to be shared.
4. Meanings (contents) speak to something other than the given texts.
5. Texts have meanings relative to particular contexts, discourses, or purposes.
6. The nature of texts demands that content analysts draw specific inferences from a body text to their chosen contexts.

It can give some hypothesis for continuing study and become reference for statements of problems:

1. How is the lexical cohesion implemented in the source text?
2. How is the lexical cohesion transferred to the target text?
3. What is the implication for foreign language pedagogy?

Even though the sample of the text cannot represent the whole text, however, it is the most valid method in eliciting response to the literature. Therefore, content analysis is selected as the research design in form of qualitative approach.

3.2 Data Collection

3.3 Instruments

This study applied two instruments: document analysis and interview. There are two documents used in this study i.e Laskar Pelangi and Rainbow Troops as the translation. Patton (cited in Hatch 2002) said that documents are essential sources

that record the value system of an institution. The documents are analyzed to answer the first and second research questions in this study.

First instrument is document analysis. The document used in this study is a novel written by Andrea Hirata entitled *Laskar Pelangi*. It is first published by Bentang Pustaka in Desember, 2005, in Bahasa Indonesia. *Laskar Pelangi* that consists of 382 pages is noted as the best seller of literary work in Indonesia. *Laskar Pelangi* is the first novel of Tetralogi *Laskar Pelangi*. The following novels are *Sang Pemimpi*, *Edensor*, and *Maryamah Karpov*.

Laskar Pelangi is selected to be a document to be analyzed in this study because of several reasons. First, this novel is best seller. There are some categories for a novel to be best seller. One of them is because of the language used. Hence, though a lot of researchers have conducted some research about this novel, but this study is conducted to analyze it by using lexical cohesion.

Second, if a novel is best seller, it certainly is read by a lot of readers. *Laskar Pelangi* has been read by a lot of readers ranging from children to adults. Not all the readers like the language used, but they like other things such as its story, character, plot, etc. Hence, *Laskar Pelangi* is considered as a document to be analyzed in this study.

Third, this novel is written by Indonesian novelist and translated into several languages. Related to language, this study is conducted to find out the acceptability of the translation so that the message from the author can be delivered to the readers who use different languages.

Rainbow Troops is the English version of *Laskar Pelangi* and has 478 pages. Other version of *Laskar Pelangi* has been published by Farrar, Straus and Giroux in USA, Random House in New Zealand and Australia, Penguin in India, Pakistan, Bangladesh, Sri Lanka, and Nepal, Sunmark Publisher in Japan, Hanser-Berlin in German, Atlas-Contact in Netherland, Teras de hoy in Spain, Rizzoli in Italy, Butik Yayinlari in Turkey, Editora Sextante in Brazil, Theory and Praxis Publishing Co in Korea, PTS Malaysia in Malaysia, Yilin Press in China, Solo Press in Taiwan, and Nha Nam Publishing in Vietnam.

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In this study, the analysis is only to compare Bahasa Indonesia and English version of *Laskar Pelangi* to see the realization of lexical cohesion in source text and the transfer of lexical cohesion in target text.

Second instrument is interview. Interview employs to get more information to answer the third research question about pedagogical implication in education. It is conducted to confirm the findings from the data gathered through document analysis. It is administered to the teacher who teaches writing by using song and poetry translation.

Song and poetry is categorized as literary works same as novel. Translating literary works is different from translating academic works. It is because there is no absolute right or wrong in translating literary works. It is only appropriate or not. The literature does not only have one meaning, but also many possible meanings. Therefore, in teaching writing through translation, the teacher is able to guide the students to keep the coherence and cohesion by using lexical cohesion.

This study used semi-structured interview. Nunan (1992) said that semi-structured interview allows the researcher to control the interview. The interview is used to answer the third question about the implication of realization and transfer lexical cohesion for foreign language pedagogy?

3.4 Procedures

There are some procedures in collecting the data. First procedure is to find out the novel *Laskar Pelangi* and *Rainbow Troops* as the documents to analyze. Though there is a hardcopy of *Laskar Pelangi*, but the softcopy of *Laskar Pelangi* and *Rainbow Troops* is the best file to ease conducting some following procedures.

Second procedure is to separate each sentence in both novels to see every word of the novel and the transfer of its translation. It is why the softcopy is better than hardcopy. The result is not all the sentences of the novel are translated to *Rainbow Troops*. Some of them are untranslatable.

Third procedure is to choose three chapters to analyze. The chosen chapters are the beginning, the middle, and the last chapters that represented the story of the novel.

The fourth procedure is to make code number in accordance with the amount of lexical cohesion devices based on Eggins i.e R for Repetition, S for Synonym, C for Contrast, Cs for Class/Sub-Classes, H for Co-Hyponymy, M for Meronymy, CM for Co-Meronymy, TA for Tool-Activity, and AA for Action-Affected. They are given different color based on the code to ease the classification and its analysis.

The fifth procedure is to classify the words or sentences based on the same code and same color.

The sixth procedure is to analyze realization occur in the source text. The analysis is based on the written and unwritten message.

The seventh procedure is to analyze the transfer of lexical cohesion toward the translated novel and the methods of translation based on Newmark (1988) simultaneously.

The eighth procedure is to interview a teacher to obtain information related to how the preparation to teach writing through translation. In addition, the teacher is asked about the difficulty and the ease of teaching through translation.

3.5 Data Analysis

The data analysis is conducted by identifying, classifying and analyzing based on the related theories. Finally, the data is described and concluded.

The text analysis focuses on analyzing text based on lexical cohesion by Eggins (2004) and the methods of translation by Newmark (1988). In analyzing the lexical cohesion, all sentences in the novels are separated sentence by sentence. By separating them, it can be seen sentences' pattern that can be used for analyzing the realization of the source text. Besides that, it can be seen its transfer of translation that can be used for analyzing the methods of translation.

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However, there are some sentences are not translated into English without any reasons.

The lexical cohesion is identified by giving them some codes with different colors. It is possible to have one word with two kinds of lexical devices, so that it has two codes and two colors.

The codes and colors are classified into same lexical cohesion to count the amount of its lexical devices. After that, each classification is analyzed based on written and unwritten message. The classification itself supports to analyze the methods of translation used by the translator.

Interviewing a teacher is used to describe the pedagogical implication of lexical cohesion in education. After identifying, classifying, and analyzing the text, the result of them is described into tables and narration.