CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the aspects of methodology of the research which cover purposes of the 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 purposes of this research are first to identify the strategies used by students in translating an English descriptive text into Indonesian. Second, to find out the difficulties faced by students in their translation activity. And third, to find out the quality of students' translation works. Actually those purposes are in line with the research questions of this study, "What strategies do students apply in their translation activity?", " What difficulties or problems do the students face in translating the text from English to Indonesia?", and "What is the quality of students' translation produict?".

3.2 Research Design

This research was a qualitative case study which investigated students' translation works. 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 sistematically and accuratelly which is based on facts about certain object.

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

3.3 Site and Participant

The site of this research was a State Junior High School in Geger Arum Bandung. There were two main reasons why this school was chosen. First, the location is near with University where the researcher studies. Second, this school has good relationship with the University. Every semester some students from the University do teaching practice there. So it helped researcher in arranging the research from making permission until collecting the data.

The participants of this research were students of Junior High School. There were some reasons why Junior High School Students were chosen as participants. First of all there was willingness of the researcher to find out basic ability of beginer learners of English in making translation. Second, through this research some difficulties were found related to translation process which could be considered as their weakness in understanding an English text. It is importat because in their examination, almost all of the questions are based on text (descriptive, procedure, recount, and narrative). The information about students' difficulties was an input for teachers to help their students in understanding text. Third, lack of information about translation theory was a good point for participants because the result was more natural and it could be good invention when they could apply intuitively some strategies which were proposed by experts.

The research was speciffically conducted in class 8L. This class was recommended by English teacher who held some classes in grade eight. Thirty six students followed the translation activity. However only six students' translation works were chosen to be analyzed in detail. The six students were from two high achiever, two middle achiever, and two low achiever based on the suggestion

from the English teacher as well as consideration from the writer. According to Kothari (2004, p.59) this kind of sample is called as non-probability sampling because they were chosen by the researcher.

3.4 Data Collection

As stated before that this research was conducted to find out the students' strategies in translation, problems that they faced in translation activity, and the quality of their translation works. It meant that the main source data of this reaserch was document or students' translation work and it supported by the information from interview. For that reason, this study employed two types of data collection techniques, they were documentation and interview.

The text given to participant was a descriptive text which was taken from *Buku Elektronik Sekolah (BSE) English Focus* for eight grade. The descriptive text was chosen because it was the first text that they have learned since they were in seven grade. So they should have good comprehension about this text. A text from *BSE* was chosen because students in Indonesia generally learned that kind of text. They generally did not learn original English text.

The text is as below:

Octopus

The Octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word "Octopus" comes from two Greek words that mean "eight feet".

The octopus, the squid and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8,5 meters from the tip of one tentacles to the tip of another. It can weigh as much as 45 kilograms.

Besides using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it.

The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the color of its body to match its surroundings. It hides from its enemies by doing this.

(Adapted From: Target UPSR Citra Pintar Bahasa Inggris which is written in English Focus for Grade VIII.)

3.4.1 Documentation

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

1. Chosing a classroom as place of data collection.

   All of the students in the class would be involved in translation activity.
2. Telling the rule of the translation activity.
3. Distributing the texts and also the sheets to write down their translation.
4. Distributing English-Indonesia dictionaries.
5. Starting the translation activity.
6. Collecting the sheets or students' translation works.

Translation activity was not an easy process, moreover for beginer learners of English. For that reason, the time for conducting the activity was 100 minutes. It should be enough to translate a text which contained 172 words. Almost all of the words were simple words. The participants were also asked to write down some English words that they did not know the meaning and forced them to open dictionary.

3.4.2 Interview

Interview was conducted after the documentation finished. Just three of participants were selected as representatives to be explored in the interview session. There were nine questions delivered to the participants. The form of interview was semistructured interview which consisted of a series of questions designed to elicit specific answers from participants (Fraenkel & Wallen, 2012, p.434). The interview process was held in school library. The questions and answers process were recorded in form of note. The interview session was

conducted to find out what was actually on participants' minds – what they thought or how they felt about something (Fraenkel & Wallen, 2012, p.451).

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

There were two kinds of data that have been analyzed in detail. The first was students' translation works or documents, and the second was interview. The result of the data analyzing process was the answers of the research questions of this study.

3.5.1   Data from Documents or Students' Translation Works

The text entitled Octopus were broken down into 25 smaller units which covered sentences, clauses, and phrases. They 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. 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 meassure by using the following formula:
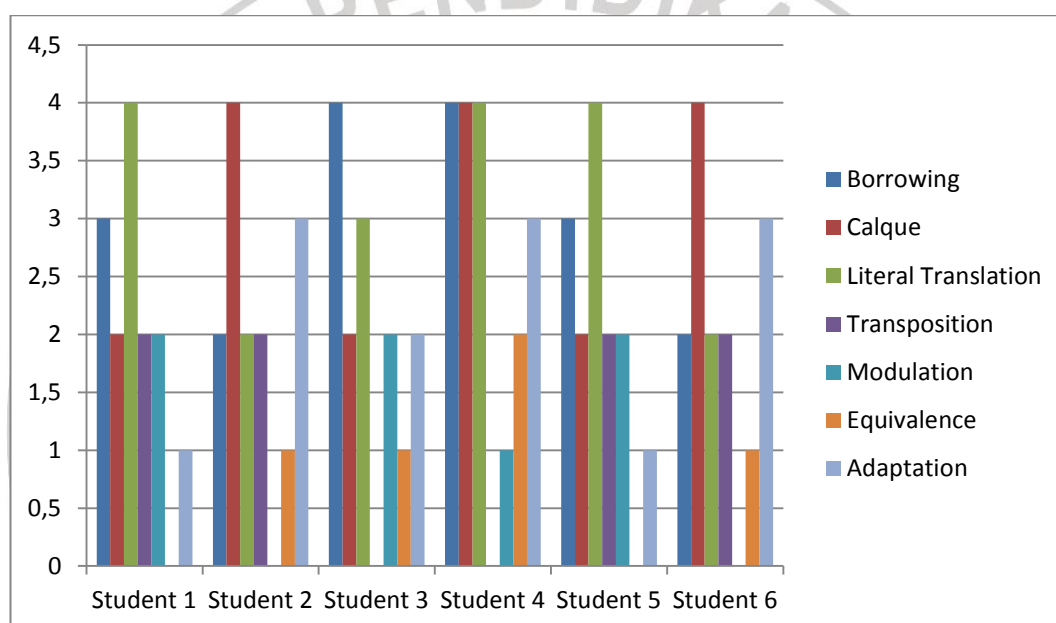
$$P = \frac{F \times 100\%}{N}$$

Where :

P = Number of percentage

F = Frequency of strategies or rocedures

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

The maximum score was 100. It would be deducted by errors found in the translation work. The minimum score was 70. It meant that the deduction should not be more than 30 points to get judgment as an acceptable translation. The acceptable and unacceptable terms are used instead of pass and 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		
4		
5		
6		
Total		

3.5.2 Data from Interview

The data recorded in form of note were classified and categorized to get information related to the questions. Each question was answered by each participant. The answers were analyzed through theory of translation problems by Miremadi in Owji (2013) to determine the difficulties faced by participants in translating a text as well as through the theory of good translation proposed by Larson (1984), Enani (in Abdellah, 2002), Tylter (in Bassnett, 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 finding of difficulties in examining the strategies.

3.6 Summary of Research Methodology

This chapter has explained the methodology of this study. This research was descriptive qualitative study which examined students' translation works. Students translation works or documents were the main data which have been strengthened by the result of interview to answer the research questions. Since this 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.