

CHAPTER III

METHODOLOGY

This chapter discusses the methodology used in the present research which has been briefly described in Chapter I. There are three major parts in this chapter. The first part covers research design of the study. The second part elaborates the procedures for collecting the data to answer the research questions. The last part explains how the collected data analyzed.

3.1 Research Design

The study used qualitative approach, since this research was aimed to answer the proposed research questions: how Google Docs is implemented in translation class, and students' responses towards the use of Google docs in the classroom. In order to investigate the assistance given by implementing Google docs in translation class, as well as the students' responses towards the use of Google docs, qualitative research methods are employed. Qualitative research methods were chosen due to some reasons based on what stated by Creswell (2014). Qualitative methods enable researchers to use multiple interactive and humanistic methods. Besides, qualitative methods allow changes if a number of aspects appear during the research, for example research questions. And the last, qualitative methods can use a number of strategies in collecting data.

Since this present research has a specific phenomenon, which investigated the implementation of Google Docs in translation class, this kind of research was another method of the qualitative case study. Merriam (1991) states that “a case study is an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group” (p. 9). This research concerned with the implementation of Google Docs in the teaching and learning process. Therefore, to acquire a profound interpretation of the implementation of Google Docs and students' response toward the use of that tool in translation class, this study employed a qualitative case study to collect the data. A case study was considered to be relevant for this study since as explained by Becker (1968) that “the purposes of a case study as to arrive at a comprehensive understanding of the

groups under study" (p. 233). It could be concluded that a case study focused on a particular situation, event, program, or phenomenon to attain holistic description and explanation of a case under study.

3.2 Data Collection

This section attempted to elaborate how the data were collected to answer the research questions proposed in this study. The data were taken from Translating Specific English Texts class in one of the universities in Bandung. The data collected were in the form of observation reports and students' responses related to students' opinion about the use of Google Docs in translation class. In collecting the data, some instruments were applied. In this study, the researcher took a role as non participant observer in which the researcher did not involve in the situation being observed. To confirm internal validity and reliability of the collected data and also to triangulate the findings, multiple methods of data collection were employed as suggested by Creswell (2008).

3.2.1 Research Site

The research was conducted to undergraduate students of English Literature Department in one of the universities in Bandung who take Translating Specific English Texts. The lecturer who teaches that subject is also a translator and she is familiar in integrating technology in teaching and learning process. The participants of the study are 18 undergraduate students who take Translating Specific English Text subject. The class was chosen because Google Docs was implemented by the lecturer to teach translation. This present research specifically contributed to the development of the teaching translation which integrating technology.

3.2.2 Participants of the Research

Alwasilah (2015) stated that in qualitative inquiry, the intent is not to generalize the findings, but to develop an in-depth exploration of a central phenomenon. Moreover, to best understand the phenomenon, individuals and site were selected purposefully or intentionally. The participants of this study were one lecturer and

18 undergraduate students of an English Literature Department in one of the universities in Bandung who take Translating Specific English Texts. The lecturer involved in this study was chosen since she has experienced in integrating technology in teaching and learning process which was relevant with the tool (Google Docs) used in this study. Furthermore, the lecturer has taught translation subject for years in English Literature Department in one of the universities in Bandung. Besides as a lecturer, she is also a translator. She introduced the platform to the students since she has some experiences in working collaboratively with other translators using Google Docs.

Participants in this study were invited to complete the online questionnaire. Participants were asked about their knowledge and experience with Google Docs, also their attitude toward collaborative translation activity using Google Docs. An online web survey system, Google FormTM, was used to gather the data about participants' response in using Google Docs as an online collaborative tool in translation class. The online questionnaire was opened and accessible in the last meeting of the class and all selected participants in this study completed the online questionnaires. By considering the students' characteristics in the classroom, three students were chosen purposively to be interviewed. Alwasilah (2015) explains "in purposeful sampling, a researcher intentionally chooses individuals and sites to learn or understand the phenomenon under study" (p. 200). They were interviewed to find out their opinion regarding the implementation of Google Docs in the classroom.

3.2.3 Instrumentation

This study collected data from three different instruments, namely nonparticipant classroom observations, online questionnaires, and semi-structured interviews (see Table 3.1). Each technique was elaborated below.

There were two questionnaires which were employed in this study. A first questionnaire was to obtain information about the learners' knowledge and experience in using Google Docs. The questionnaire of the Students experience using Google Docs was translated carefully into the Indonesian language was adapted for this study since this questionnaire could suit to be applied in an online

course context. First part of the first questionnaire was to gain personal information about the participants. In this first part, the participants answered some questions about their personal background such as gender, and name and their experience in related to Google Docs. Second questionnaire was to investigate students' attitude toward collaborative translation activity using Google Docs.

In order to amplify the questionnaire data, a semi-structured interview technique was used to acquire thorough information of the learners' responses. According to Griffiths (2003), an interview provides a means of adding a qualitative dimension to the data obtained from the questionnaire, which is necessary to "capture the richness of learners' construction." Furthermore, in this study, semi structured-interview was conducted to support profound data about the students' response to the use of Google Docs in translation class. Questionnaire was translated into Indonesian language and the interview session used the Indonesian language as well considering that the participants of the study are Indonesian students.

Table 3.1 Research Instruments

Research Question	Instrument
1. How is Google Docs implemented in translation class?	<ul style="list-style-type: none"> ▪ Observation
2. What are the students' responses towards the use of Google Docs in the classroom?	<ul style="list-style-type: none"> ▪ Questionnaire: online questionnaire ▪ Interview: Semi-structured interview

3.2.3.1 Observation

Observation was used in this study to find out the answers of the first research question. In conducting the observations, the researcher took a role as nonparticipant observer. According to Creswell (2008) nonparticipant observer is an observational role adopted by researchers when they visit a site and record notes without becoming involved in the activities of the participants. The researcher only observed what was going on during the teaching translation

process using Google Docs in the classroom. The researcher also did not interact with students in teaching and learning process.

In this study, the data from observations were collected mainly through field notes and observation lists adapted from the ISTE Classroom Observation Tool (ICOT) and Brown to investigate the activities in the classroom. The ISTE Classroom Observation Tool (ICOT), which is created by the International Society for Technology in Education (ISTE), is a free web-based application used by researchers, administrators, and teachers for classroom technology usage review (Lentz, 2011). The ICOT documents are the type of technology being used by the lecturer and students, learning activities, and group activities, and students' activities during the lesson. In other words, the ICOT forms a relationship between technology use and various classroom characteristics, including teacher roles and instructional strategies. To ensure the construct validity for the observations checklists, content validity was aimed to assess the worthiness or the relevance of the items through expert judgments. The validity process was initially conducted by having the instruments analyzed by one lecturer. Validation analysis was conducted to discover whether the item of the observation checklists measures what it is supposed to measure or describe. The adapted version of the observation checklist was analyzed by one of the lecturers in the Department of Curriculum and Technology Education who is proficient in online learning and educational technology.

3.2.3.2 Questionnaires

Questionnaires are commonly used in qualitative research especially in case study and often be a complement for interviews (Heigham & Croker, 2009). The research utilized close-ended questionnaires adapted from a study by Alsubaie & Alshuraidah (2017) entitle Exploring Writing Individually and Collaboratively Using Google Docs in EFL Contexts and a study by Reyna (2013) Google Docs in Higher Education. The reason of choosing those questionnaires as the instruments of this study was because the basic theories of the questionnaire establishment as mentioned in Chapter Two were related to the purposes of this study in which it aimed to explore the students' response on the use of Google

Docs as an online collaborative tool in translation class.

The questionnaires were translated carefully into Indonesian language by a translator and adapted for the purpose of this study. Prior to the data for this research, measuring validity and reliability of the instruments is an important phase to be conducted in order to have a well-structured instruments. To measure the validity of the items in those questionnaires, content validity was aimed to assess the worthiness or the relevance of the questionnaire items through expert judgments. The validity process was initially conducted by having the instruments analyzed by one lecturer. Validation analysis was conducted to discover whether the item of the questionnaire measures what it was supposed to measure or describe. The adapted version of the questionnaires was analyzed by one of the lecturers in the Department of Curriculum and Technology Education who is proficient in online learning and educational technology.

All items selected in this study could be used as the instrument to seek the students' response toward the use of Google Docs in the classroom. However, there were three items of design tool questionnaire that expert considered as invalid items considering that the three invalid items have ambiguity. Further, these three items were modified in order to meet the acceptable item. This procedure was carried out to make sure that the items of the questionnaires used in this study were valid and relevant to the purposes of this research. Reliability analysis was performed and Cronbach's alpha was calculated to measure the internal consistency. As suggested by Worthen, Borg and White (1993), reliability is the measure of how stable, dependable, trustworthy, and consistent a test is in measuring the same thing each time. Babbie (1992) classified the value of Cronbach's alpha, as presented in the Table 3.2 below.

Table 3.2 Cronbach's Alpha Classification

Cronbach's Alpha Value	Category
0.00 – 0.30	Low
0.31 – 0.69	Moderate
0.70 – 0.89	High
0.90 – 1.00	Very High

3.2.3.3 Interview

According to Dawson (2009, p. 28) an interview aims to know specific information that can be compared and contrasted with the information gained from other data collecting techniques. Interviews are good to use since the questions can be limited by the researcher due to the need of the interview (Creswell, 2003, p. 186). For the reasons, this study employed semi structured interviews that could support the findings of the data from observations and questionnaires. The students were interviewed to gain deeper information about their experience and response toward the implementation of Google Docs in the classroom.

There were 11 questions to ask for the students. Four questions were asked to gain information about students' experience and their view in learning translation. Seven questions were addressed to find out about their opinion in using Google Docs in translation class. The interview was conducted in Bahasa Indonesia in order to avoid misunderstanding, so that the participants could easily elaborate their explanation. All interviews were transcribed, and translated into English to answer the research questions posed previously.

3.2.4 Data Collection Procedures

In collecting data, the following steps described by Creswell (2014) were employed. The first to do was getting access to the research site to get legal permission for conducting the research. The second was observing the teaching and learning process for a month (4 meetings). The third was administering the questionnaires and interviewing the students after the class had ended. The next step was collecting the documents posted in Google Docs by the lecturer and the students. The last step to do was triangulation as suggested by Creswell (1998). Triangulation was decided to be done as an effort to make sure that the data collected from the observation, questionnaire, and interview were matched each other.

3.3 Data Analysis

The aims of the research were to analyze the implementation of Google Docs in translation class and to find out students' responses towards the use of Google Docs in the classroom. To achieve the aims of the research, the three techniques of data collection were used. The data analysis of the study was taken from the result of the observation, questionnaire, and interview. Based on the result from those instruments, data analysis was conducted through several stages. The steps in the analysis were included the following section.

3.3.1 Observation

The analysis of observations were done based on the notes taken during the classroom activities and observation checklists. Then, all of the information from observations was interpreted to answer the first research question. Observation checklist was adapted from ICOT (2011) and Brown, see Table 3.3.

Table 3.3 Observation Checklist adapted from ICOT's (2011) and Brown

Category	Description	✓/x
Group	Individual student work	
	Small groups	
	Whole class	
	Other	
Lecturer roles	Lecturing	
	Interactive direction	
	Facilitating/coaching	
	Discussion	
	Other	
Learning activities by lecturer	Give Presentation	
	Run simulations (give tutorials in using Google Docs)	
Learning activities by students	Translation activities:	
	1. Translating his/her own work	
	2. Editing his/her own work	
Collaboration activities:		
1. Editing peer's translation		
2. Working in group		
Technologies used by lecturer and students	Laptop Computer	

	Presentation software Google Docs Google Translate Email
Class management	Instruction simple and clear Mechanics of roll, announcement, etc. short and to the point Class time utilized efficiently
Lecturer organization	The lecturer knows how to use the educational technology (Google Docs) needed for the class The lecturer posts class goals or objectives on the board or a slide Students are made aware what preparation (translation assignment using Google Docs) they should complete.
Students activities using Google Docs	Interact and collaborate with peers using Google Docs Communicate information/ideas using features “chat” in Google Docs Exhibit positive attitude toward Google Docs that supports collaboration, learning, productivity Exhibit leadership for digital citizenship Understand and use technology systems Select and use features in Google Docs effectively and productively

3.3.2 Questionnaires

The questionnaire based on adapted a study by Reyna (2013) and Alsubaie and Alshuraidah (2017) in this study was examined manually in sequence. The responses to the questionnaires were elaborated to obtain insight of the students' experience, knowledge, and attitude on the use of Google Docs as an effort to answer the second research question addressed in this study. This questionnaire employed fourth point-Likert scale. Each item of this questionnaire is based on four possible choices provided: strongly disagree, disagree, agree, strongly agree. Each answer had its own score regarding the learners' opinions towards the statement starting 4 point to 1 point. One point denotes the participants disbelief that Google Docs could encourage collaborative translation in the classroom. Two

point denotes the participants do not think that Google Docs could encourage collaborative translation in the classroom. Three points denote the participants agree that Google Docs could support the collaborative translation in the classroom. Four points denotes the participants believe that Google Docs could support them in collaborative translation activities in the classroom. Table 3.4 presented the scale of the questionnaire.

Table 3.4 The Scale of Questionnaire Items

Frequency	Scale point
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Table 3.5 Questionnaire

No	Item	Yes	No
1	Do you use Gmail (have a Gmail account?)		
2	Have you used Google Docs before? If yes: Have you used Google Docs to complete another course assignment? Please describe what you did:		
3	Did you find Google Docs helpful? Please describe		

Table 3.6 Students' Experience Using Google Docs

No	Statement	1	2	3	4
1	Google Docs application was easy to use				
2	Google Docs interface was easy to follow				
3	Working with Google Docs made my learning experience more engaging				
4	Google Docs made me more productive				
5	I did not have any issue using Google Docs				
6	I would like to use Google Docs in future learning				
7	Overall my experience using Google Docs was good				

Table 3.7 Student Attitude toward Collaborative Translation Activity using Google Docs

No	Statement	1	2	3	4
1	I like to see my peers interact with the content I had posted on Google Docs				
2	I felt comfortable to see other students edit the content I had posted				
3	My group was able to come to an agreement by using Google Docs				
4	I can share my opinions with the other students via Google Docs to discuss the assignments given by the lecturer through Google Docs.				
5	The feedback and editing from peers were useful in improving my translation skill				
6	Google Docs is a useful tool for learning translation collaboratively				
7	I don't prefer using Google Docs in learning translation				
8	The use of Google Docs increase my vocabulary				
9	The use of Google Docs increased interaction with other students				
10	The use of Google Docs increased my motivation to study this course				
11	The use of Google Docs promoted collaborative learning environment				

3.3.3 Interview

The data collected through the interview were analyzed to support the data collected through questionnaires. The interviews were used to gain profound information concerning on the research questions. The interviews were conducted in Indonesian language in order to avoid the language barriers in delivering the interviewees' opinions or thoughts towards the questions addressed by the interviewer. The Indonesian transcripts of interview presented in Chapter IV have been adapted into the standard of Indonesian language.

3.4 Data Validation

In conducting a case study report, there is a procedure to be followed by the researcher in order to make sure that the findings and interpretations are accurate throughout the process of data collection and analysis (Yin, 2003). According to

Creswell (2008), validating findings indicate that the researcher determines the accuracy or credibility of the findings through strategies such as member checking, triangulation, or auditing. Triangulation was used to validate the accuracy of the findings in this study. To triangulate the data, the researcher relied on several instruments in gaining the data, such as a questionnaire and interviews. The questionnaire and the participants' interviews were intended to answer the research questions addressed in this study.

3.5 Concluding Remarks

This chapter had described the qualitative study in a case study design as the research methodology of this study. In this present study, questionnaire and semi-structured interview were used to collect the data. Consequently, all the data collected were analyzed qualitatively to be compared and triangulated to enhance validity.