

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the aspects of methodology of the research which cover research questions, the aims of the study, research designs, site and respondents, data collection, and data analysis. The methodology in this chapter conducted to answer the research questions.

3.1 Research Design

In this research, the writer employs the qualitative method and case study research design. Qualitative method is the best method for this research as Creswell and Creswell (2018) suggest that to explore and understand the broad explanation of certain individuals or groups, qualitative research is an approach to that. Case study design is adapted in order to investigate and explore the real-life setting. Creswell (2013) explains that case study research is an approach that explores real-life, a case, or cases through detailed data collection of several sources of information. This method and design were adapted in order to acquire an in-depth understanding of certain phenomena and in this study there are students' cultural knowledge and students' translation techniques.

Creswell and Creswell (2018) also explain that the data collected by using qualitative method is typically collected by involving questions and procedures based on participant's setting. The data is analyzed from particulars to general themes by coding the data and then the researcher interprets the meaning of the data and reports it in a descriptive way in a flexible structure.

By adapting this research method, the researcher collected the data by using classroom observation, translation texts which is a short functional text such as postcard and emails, and documents. After the data was collected, the data were analyzed to be categorized into certain themes. Lastly, the data will be interpreted and written in descriptive.

3.2 Site and Participants

The research site and respondents will be English Education students from one university in Bandung. The respondent will be two classes of third-semester students, approximately 80 students, who take Theoretical Foundation of Translating and Interpreting course. However, several students will be chosen to complete the analysis of the study.

The participants and the research site were chosen because the university of the research site is known to have a good reputation in English Education. The site was also accessible and flexible. Moreover, the researcher chooses Theoretical Foundation of Translating and Interpreting course in order to see students' pure knowledge in cultural knowledge of translation. In this course, everything related to translation studies was firstly introduced.

3.3 Data Collections

In order to answer the research questions of the study, several data are needed. Therefore, the data will be collected by using several instruments as follow:

3.3.1 Classroom observations

To ensure the effectiveness of the research, a classroom observation was conducted to observe students' cultural knowledge input and output in the classroom. The observation will be taken in two classrooms of third-semester students in Theoretical Foundation of Translating and Interpreting course. The observation was taken for three months every Thursday morning and afternoon and will have approximately one hour thirty minutes for each class. The observation also includes students' studies and discussions.

The classroom observation is conducted using an online conferencing tool which is Zoom Meeting. It is to observe real-time situations of the classroom and collect the data. The data of the observation will be taken as observation notes in each class and each week. The data will be named as observation week (**OBSW**), in the other hand, there will be first observation week (**OBSW1**), second observation week

(**OBSW2**), fourth observation week (**OBSW4**), fifth observation week (**OBSW5**), and seventh observation week (**OBSW7**). The summary of the observations can be seen on the table below:

Table 3.1 Summary of the classroom observations

Date	Coding	Classroom topic	What to observe	Comments
Sep-2-2021	OBSW1	Introducing the course syllabus	1. Introduction to translation theory 2. Introduction to cultural knowledge in translation	- It was only introducing the syllabus.
Sep-9-2021	OBSW2	Differences between theory and practice of translation and interpreting	1. Introduction to translation theory 2. Introduction to cultural knowledge in translation 3. The importance of cultural knowledge in translation	- Theories were introduced by the lecturer. - The importance of cultural knowledge in translation mentioned by lecturer.
Sep-23-2021	OBSW4	Practice using machine translation: abstract translation	1. Can machine translation translate cultural content in the text?	- Both class found that machine translation still lacking in several aspect. - Cultural

				content cannot be translated using only machine translation.
Sep-30-2021	OBSW5	Discussion of translating from scratch practice: postcard translation	<ol style="list-style-type: none"> 1. How do students translate cultural content in the text? 2. How do students understand culture-specific items in the text? 	<ul style="list-style-type: none"> - Students understand culture-specific items by doing research. - Students have cultural competence and employ it in translating postcard.
Oct-7-2021	OBSW6	Post-editing after using machine translation: introduction section of a journal	<ol style="list-style-type: none"> 1. What cultural knowledge can be drawn on this topic? 	<ul style="list-style-type: none"> - There were no cultural content mentioned in this week - Only focused on how students did post-editing after using machine translation

Oct-14-2021	OBSW7	Discussion of translating from scratch practice: emails translation	<p>1. How do students translate cultural content in the text?</p> <p>2. How do students understand culture-specific items in the text?</p>	<p>- In this week, students also understand culture-specific items by doing research.</p> <p>- Students have cultural competence and employ it in translating emails.</p>
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3.3.2 Students' documents

The documents are including students' translation text (**S-TT**), students' mid-term test (**S-MID**), and students' reflective notes (**S-RFLCT**) that were submitted by the student for the translation class. These documents will be used to fulfill the data.

The data of students' translation text (S-TT) document is used to fulfill the data such as students' cultural knowledge and translation technique by providing practices of translating short functional texts. Translation practices will be given by students as homework. There are three short functional texts such as a postcard and two emails. Short functional text is used because it is not a complex text and contains daily life purposes that can be found every day, so it is easier for students to practice using short functional text.

First translation practice is postcard text which must be translated from English into Indonesian. Second translation practice is formal email text which must be translated from English to Indonesian. As for the last translation, it is formal email text which must be translated from Indonesian to English. After three kinds of

translation text are collected, the student translation text (S-TT) will be analyzed and categorized. The category will be cultural-specific items (CSIs) data collected by analyzing all of the translation text and translation techniques data collected by analyzing several of students' translation text.

As for students' mid-term test (**S-MID**) and reflective notes (**S-RFLCT**), they will be used to fulfill the data of student's cultural knowledge outcomes.

3.5 Data Analysis

This research used a qualitative method to answer the research questions. After the data are collected, the data will be separated and given in a certain code to make it easy to understand. The code for observation data will be **OBSW** as in observation week. The code for students will be **SA** for a student from class A and **SB** for a student from class B. The code for the student's translation text will be **S-TT**. The code for the student's mid-term test will be **S-MID**. The last is the code for the student's reflective notes will be **S-RFLCT**. After that, each data will be analyzed and interpreted.

Students' translation text (S-TT) will be analyzed using Newmark (1988) cultural categories to categorize cultural specific-items. As for students' translation techniques, it will be analyzed using Molina and Albir (2002) in order to analyze and classify students' translation techniques in translation.

3.6 Concluding Remark

This chapter has elaborated the methodology of the research including research questions and the aims of the study, research design, site and respondents, data collection, and data analysis. This study used qualitative method to answer the research questions. The data will be collected based on classroom observation, translation test, and student's documents. The data will be analyzed by using cultural-specific items category by Newmark (1988) and translation techniques by Molina and Albir (2002). The results of the data will be presented in form of words in the next chapter which is the findings and discussions of the study.