CHAPTER III

RESEARCH METHOD

3.1. Research Method

This study employed descriptive method. Verma and Beard (1981: 57) states that descriptive method of research is primarily concerned with portraying the present. It may not answer all the fundamental questions, but it provides useful data which can serve as a basis for further research using more rigorous experimental design. While according to Mc Millan and Schumacher descriptive design simply describes an existing phenomenon by using numbers to characterize individuals or a group (1989: 33).

Arikunto (1998:245) states that descriptive research is a non hypothesis research, therefore there is no hypothesis in this research. Further Arikunto describes that there are two types of descriptive research, the explorative and developmental descriptive research. This research is included into explorative research which is aimed to describe a situation or a phenomenon. (Arikunto, 1998:245).

In this type of study data is collected by using questionnaires, interviews, standardized test tests and other techniques. The results of such information have often helped to make decisions which have changed many educational practices in British schools (Verma and Beard, 1981: 60).

Further, Verma and Beard stated that there are three types of descriptive research, i.e. surveys, case studies, developmental studies, and comparative studies (1981: 59). This study is included into survey study.

> This method is frequently employed to indicate prevailing conditions or particular trends. It is not concerned with characteristics of individuals as individuals, but it is concerned with providing information about population variables. Surveys include topics such as population trends and movements, pupil and/ or teacher opinions on various educational matters, pupil drop-out rates, etc. (Verma and Beard, 1981: 60)

As stated above, survey study includes pupils and/ or teachers opinions on various educational matters. This study will describe students' and lecturer's perception on teaching materials and methods in the subject of Principles of Translating.

3.2. Participants

This study was conducted in the English Department of UPI. The fourth semester students who took Principles of Translating from Education program class A and B were taken as the respondents of this study. There were 29 students participating in this study from all 40 students of the two classes, i.e. 19 students from class A and 10 students from class B. Five other students from each class have participated earlier to fill try out questionnaire. Two lecturers who taught both classes were also taken as the respondents.

3.3. Data Collection

The collection of the data was managed in three ways, by using questionnaire and interview, and was preceded by an observation.

1. Observation

   Before collecting the data, observation was done to get as much as information related to the teaching materials and methods applied in the classroom.

2. Questionnaire

The questionnaire was used to get a description about students' perceptions on the teaching materials and methods applied in Principles of Translating and the problems they encountered in the subject.

The questionnaire was divided into two forms, the closed and the open-ended questionnaire.

a. The closed questionnaire was arranged by using Likert scale. The participants should choose one of the options (Strongly Agree, Agree, Disagree, or Strongly Disagree) to respond to each statement. This form of questionnaire consisted of 15 positive statements and 15 negative ones. Both positives and negatives had the same purpose. It was made so to anticipate not valid statements. If there were not valid statements in the positives or the negatives, then the valid pairs could be included in further analysis. The framework of the questionnaire can be seen in the table below.

No	Aspects	Numbers	Total
1.	Perception about the subject of Principle of Translating.	(+) 1,3,6,7,10	5
		(-) 2,4,5,8,9	5
2.	Perception about the teaching materials.	(+) 11,13,15,17,19	5
		(-) 12,14,16,18,20	5
3.	Perception about the teaching methods.	(+) 21,23,24,26,30	5
		(-) 22,25,27,28,29	5
		TOTAL	30

b. The open-ended questionnaire consisted of some questions. The questions were used as the supporting data to the closed questionnaire.

Before distributed to the respondent, a try out questionnaire was distributed to five students from each class to find out whether or not the instrument was valid. According to Verma and Beard (1981: 87) validity refers to "the degree of success with which a technique or other instrument is measuring what it claims to measure. Validity of any tool depends upon its reliability and the aims that formed the basis for its construction. Since the aim and the content of researches vary the type of validity needed is determined accordingly." In this study, the validity testing was to determine whether the items could be used for collecting the data.

The formula used to test the items validity is:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

where

$x = X - \overline{X}$

$y = Y - \overline{Y}$

$\overline{X}$ = the average score of X

$\overline{Y}$ = the average score of Y

(Arikunto, 1998:162)

According to Sugiyono (2001:103) an item is said to be valid if the r_{xy}' value is higher than r critical (0,30). The result of the try out showed that almost all items could not be used to collect the data as the r_{xy} value of the items are mostly lower than 0,30 (not valid).

In dealing with this, the items were needed to be rewritten. The items were then rewritten based on the supervisor's suggestion. After rewritten, the

questionnaires were distributed to the respondents after their final examination of Principle of Translating on June, 15th 2005. Only 29 from 30 students were participated to fill the questionnaire.

3. Interview

This interview was taken to reveal lecturer's perceptions on teaching materials and methods in the Principles of Translating and the problems in preparing and teaching the subject related to its materials and methods.

3.4. Data Analysis

After collecting the data through questionnaire and interview, the data were analyzed and interpreted. The data obtained from the closed questionnaire distributed to the students were analyzed by following these steps:

a. Scoring students' response

The score for positive items

Category of response	Strongly Agree	Agree	Disagree	Strongly Disagree
Score	3	2	1	0

The score for negative items

Category of response	Strongly Agree	Agree	Disagree	Strongly Disagree
Score	0	1	2	3

(adapted from Natawidjaja, 1985:235)

b. Testing the validity and reliability of the closed questionnaire

The validity of the filled questionnaire was tested. There were 25 items left for further analysis. The remaining items are presented in the table below.

No	Aspects	Numbers	Total
1.	Perception about the subject of Principle of Translating.	(+) 1,3,7,10 (-) 4,5,8,9	4 4
2.	Perception about the teaching material.	(+) 11,13,19 (-) 14,16,18,20	3 4
3.	Perception about to the teaching methods.	(+) 21,23,24,26,30 (-) 22,25,27,28,29	5 5
		TOTAL	25

Reliability test was then done to the remaining items. According to Verma and Beard (1981:86) reliability in educational and psychological measurements refers to "the degree of accuracy with which is a given test or a set of test scores measures whatever it is measuring. It can also indicate the trustworthiness or stability of the test itself. Since reliability of the test is estimated from test scores it is subjects to their errors."

In this study, the formula used to test the reliability was the Alpha formula. Alpha formula is used to find the instrument's reliability for instruments which the score are not 1 and 0 (Arikunto, 1998:192). The Alpha formula is written as follow

$$r_H = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\Sigma \sigma_b^2}{\sigma_t^2}\right]$$

where

r_H = the reliability of the instrument

k = the number of items

$\Sigma \sigma_b^2$ = the sum of items variance

σ_t^2 = the total variance

After being calculated, the value of r_H = 0,9256. It indicates that the instrument is considered reliable.

c. Finding out the consistent responses

Some responses were found to be inconsistent between the positive and the negative. Three respondents whose responses were not consistent were not included in further analysis. The remaining respondents were 17 students from class A and 9 students from class B.

d. Finding out the frequency of each answer per item

e. Calculating the percentage based on the frequency

The total number of students answering certain item were calculated and were grouped based on each category. The number of each category were changed into percentage by using this formula:

$$\frac{\text{Total students answering certain item } (f_0)}{\text{Total subjects}} \times 100\%$$

f. Calculating the total frequency and the average percentage