

CHAPTER III

RESEARCH METHODOLOGY

3.1. Introduction

This chapter attempts to discuss the steps taken by the researcher in conducting the research. There are five sections in this chapter. The first section is the research design. It tries to present the methodology employed and illustrates how the study is carried out. The second section is related to research site and participants involved in the study. The data collection including the instrument used is discussed in the third section. Finally, the last section elaborates on how the data gathered is analyzed and interpreted.

3.2. Research Design

It has been mentioned above that this research was designed to explore the methods and strategies the students used in translating English texts into Indonesian, factors that caused the difficulties, the types of difficulties, and students' solution. This study was described from the perspective of qualitative research. It employed a qualitative case study design, as it observed the characteristics of an individual unit, that was a group (Cohen and Manion, 1994: 106). Therefore, this study seemed very relevant to a case study because it attempted to explore the students' difficulties in one class of the third-students.

3.3. Setting and Participants

The research was conducted at one Madrasah Aliyah in Bandung with two reasons. First is that the researcher hoped to get access easily to the research

site, and thus to increase feasibility of the study. Secondly, having been studying together at post-graduate program at UPI with the English teacher of this school, researcher expected to lead to a more natural conduct of research, in the context that normally occurs. While the participants of this study were the third-grade students of this school, considering that they had learned English both theoretically and practically for more than 3 years at senior high school (SMP), and 3 years at SMU. With this in mind, they had had enough knowledge about English which was useful to help them to face the UN (the National Examination) in a short time. There were 43 participants chosen to be the subjects of the research,

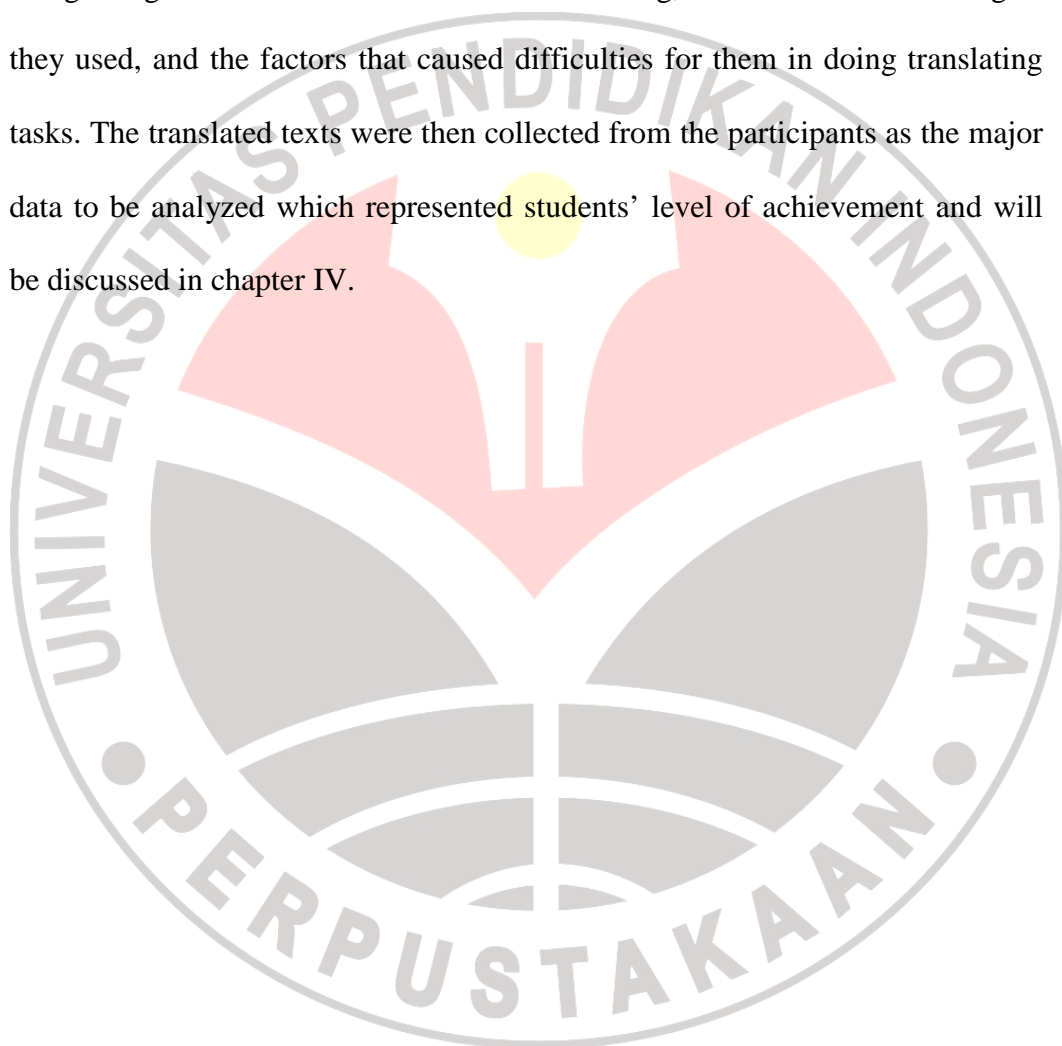
3.4. Research Instrument and Data Collection Technique

This study employed the technique of collecting data by the following steps; the translation tasks, questionnaire, observation, and interview.

3.4.1. The Translation Tasks

The researcher made instruments of translation which had to be translated by the participants. The instruments were taken from various sources; books, internet, etc. It consisted of three types of text, namely: 1) expressive, 2) informative, and 3) vocative. The reason for the inclusion of all types of text was that texts have their own types or characteristics which are different from each other (Buchler, 1934). With students translating each type of text, researcher could see whether each type of text caused special characteristic of difficulties which is different from each other.

Prior to selecting the instruments to be used in this study, the researcher first consulted the supervisors to get the approval. The result of the translation tasks (provided in the Appendix 2), was then assessed as soon as the participants had finished translating the texts. This step was taken for the purpose of recognizing the students' difficulties in translating, the methods and strategies they used, and the factors that caused difficulties for them in doing translating tasks. The translated texts were then collected from the participants as the major data to be analyzed which represented students' level of achievement and will be discussed in chapter IV.



3.4.2. Questionnaire

To support the data from the translation tasks, questionnaire (provided in the Appendix 3), was distributed to all participants. With the participants filling the questions in the questionnaire, researcher could see whether the data from the translation tasks were consistent to the data collected from questionnaire. The questions in the questionnaire were selected based on the relevant issues as stated in the research questions. It consisted of eleven questions which was divided into two parts; the multiple choice and essay. All the data from this questionnaire were then crosschecked and compared to all data collected from their translation tasks, observation, and interview.

3.4.3. Observation

Observation was carried out as the participants were doing their translation tasks. Recorded in the form of video, observation (provided in the Appendix 3), was done for purpose of observing the process of translation, strategies they used, and how they overcame their problems. Marshall and Rossman (2006: 96) state that observation is the systematic noting and recording of event, behaviors, and artifacts (objects) in the social setting chosen for study. According to Marshall and Rossman, the recorded observation consists of the detailed, nonjudgmental, concrete descriptions of what has been observed. With respect to the above theory, the researcher also took notes immediately what happened in the classroom. The observation notes focused on what was said and done by all students in the “interactional setting” (Morrison, 1993 cited in Emilia, 2005).

3.4.4. The Use of Interview

An interview with the participants was conducted to support the data from the students' translations. An interview (provided in the Appendix 3) constitutes "an interaction between two people, with the interview and the subject acting in relation to each other and reciprocally influencing each other" (Kvale, 1996: 35). Interview was one of research methods to give the research specific purpose of obtaining research-relevant information (Cohen and Manion: 271), and was focused on the content specified by the research objectives of systematic description, prediction, or explanation. Interview was used in this study as a means of gathering data, as a means for sampling respondents' opinions. Cohen and Manion (1980: 242) suggest that the direct interaction of the interview has the advantage as a research technique. The advantage is that it allows for greater depth than is the case with other methods of data collection.

Two types of interview were used in this study; face-to-face interview and semi structured interview. Face-to-face interview was conducted for the hope that the interview could run naturally, because it is an "inter-change of views between two persons conversing about a theme of mutual interest" (Kvale, 1996: 14). The interview itself was conducted twice. The first was conducted soon after the students had finished doing their translation tasks. It aimed to find out a deeper insight about students' problems in the translation activity, and the second about their methods and strategies in translating the texts. While the items of questions to be asked to the participants should be related to the

problems, methods, and strategies that the participants used in translating English text into Indonesian.

3.5. Data Analysis

This research analyzed the data within two phases, namely ongoing (while the research was being carried out), especially the data obtained from the observation, and the translation tasks from the participants. The data elicited from every session served as the reference for the next revision or improvement as the research was ongoing.

In the present study, the steps of the data analysis were carried out as follows:

3.5.1. The analysis of students' translation tasks

Students' translation tasks were first analyzed using the theory from Newmark (1988: 45) about the methods of translation (see chapter 2 page 15). While the strategies that the students used in translating the texts were analyzed using the theory from Vinay & Darbelnet (2004: 182); Lam (1995: 912) as also discussed in chapter 2. The analysis of students' difficulties in translating English texts which included the difficulties with equivalence, difficulties with linguistic aspects; vocabulary and grammatical structure, etc., adopted the theory from some experts as described in chapter 2. The analysis also used the principle of translation taken from Nida (1964: 165).

3.5.2. The Analysis of Observation

Data from observation were analyzed using the thematic analysis, that was that the data were transcribed and categorized based on the research questions stated in chapter 1.

3.5.3. The Analysis of Interview with Participants and with the English teacher

The data from the interview were analyzed gradually. First, the interview data were transcribed. After the interview data had been transcribed, the results of the transcribed interview were then categorized and interpreted to answer the research questions. The discussion of the interview data as presented in chapter 4, and the participants' responses in the interviews will be related to the topic of discussion in this study.

Finally, the triangulation technique was used to get the complete data (Maxwell, 1996: 75), and to make a contrast as well as comparison of all the data obtained from different sources (Freebody, 2003 in Emilia), i.e. participants' translation works, classroom observation, and interviews. These steps were taken to enhance the validity of the conclusion of the study.

3.6. Conclusion

This chapter has discussed the methodological description of the conduct of the study, which includes the research questions formulated, research design, setting, participants, data collection technique, and the analysis employed in the study. The discussion of the research findings will then be elaborated in chapter 4.