

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology, which has been briefly introduced in Chapter I. In detail, this chapter covers purpose of the research and research questions, hypotheses, research design, population and sample, data collecting techniques, and data analysis.

3.1 Purpose of the Research and Research Questions

The purpose of this study is to identify students' perception on their reading and translating ability. Besides that, the research is conducted to investigate the correlation between students' reading comprehension and their translating ability. Therefore, this study was conducted to answer the following questions:

1. What are students' perceptions on their reading ability?
2. What are students' perceptions on their translating ability?
3. Is there any correlation between students' reading comprehension and their translating ability?

3.2 Hypotheses

Since the research uses a correlation analysis, it is important to predict a particular relationship between two variables, the students' reading comprehension (X) and their translating ability (Y).

The hypotheses of the research are proposed as follows:

H_0 : There is no correlation between the students' reading comprehension and their translating ability.

H_a : There is a correlation between the students' reading comprehension and their translating ability.

3.3 Research Design

As previously mentioned in Chapter I, The research method used in this study is descriptive method since the purpose of this study is to describe phenomenon about students' perceptions on their reading and translating ability. According to Gay L.R (1987), a descriptive method is a method of research that involves collecting data in order to answer questions concerning the status of the subject of the study.

The descriptive study determines and reports the way things are. Therefore, the goal of a descriptive method is to systematically, factually, and accurately describe or illustrate the facts.

This study was also conducted using descriptive method with correlational design since the purpose of the research is to find out the correlation between students' reading comprehension and their translating ability. Correlational design is a research design which involves data collection in order to determine whether and what degree a relationship exists between two or more variables rather than the cause-effect relationship (Hatch and Farhady, 1982:27). The reason for using this design is that the data are expected to represent the real

condition of students' mastery in reading and translation skills. The research does not intend to increase or decrease the skills mastery.

3.4 Population and Sample

3.4.1 Population

The population of the research is the 3rd year students of accounting department of SMKN 2 Kuningan.

3.4.2 Sample

To determine the sample of this study, purposive sampling was used. According to Arikunto (1998:127), purposive sampling is a sampling technique intended to get sample based on the purpose of the study; sample must possess certain characteristics or nature that is in line with the purpose of the research. In addition, according to Best and Khan (2002), in order to make a research acceptable, the sample of the research is about 25% of the population.

The sample subjects of the research were 24 students who took accounting department. They were chosen because they are familiar with both translating and reading skills covered in their subjects. The writer assumed that they were capable of dealing with the skills tested, i.e., reading skills and translation.

3.5 Data Collecting Techniques

3.5.1 Instrument of the Research

The research will use some instruments as a way for getting the data:

1) Questionnaires

In this study, the questionnaires will be addressed for answering the first and second research questions to find out the students' perceptions on their reading and translating ability. The questionnaires are developed based on a literature review of previous studies of students' reading comprehension and translation.

The questionnaires used in this study were closed-form questionnaire. They were made up a series of set of questions and either provides a space for an answer or offers a number of fixed alternatives from which the respondents make choice.

The respondents were asked to identify the perceptions on their reading and translating ability with the method in giving score toward students' responses using Likert scale with five options. Those are always, often, sometimes, seldom, and never with the same interval so that the scores are 5,4,3,2 and 1. The questionnaires will be written in Indonesian for better understanding. After respondents answered questionnaires, the data were classified based on the questions of questionnaire to be easier in describing the result of the research.

2) Test

In this study, the English-Indonesian translation test is used to obtain scores of students' translation. Each participant was given a three-paragraph text to be translated. Whereas students' TOEIC reading comprehension section scores were taken from scores of their reading comprehension section in TOEIC. The researcher collected participants' TOEIC reading section scores, which were issued by SMKN 2 Kuningan. The reason for using the instrument is that it is considered to be the best way to collect the data, i.e. knowing students' level of mastery in the investigated skills.

3.5.1.1 Reading Comprehension Scores

Since this study is concerned with the students' mastery of English reading ability, English reading comprehension scores taken from TOEIC is used, to measure the students' mastery of English reading ability. The TOEIC test was given by SMKN 2 Kuningan, as one of TOEIC institution that provides standard TOEIC test. The reason for this is that the score of TOEIC reading comprehension section score (provided by standard TOEIC institution) is considered adequate to represent students' mastery level of reading skill.

3.5.1.2 The English-Indonesian Translation Test

The translation test consists of an English text of three paragraphs with average difficulty level. The participants were asked to translate the English text into Indonesian. The material of the test is taken from a TOEIC book entitled “Tactics for TOEIC”. The text is chosen since it has average level and considered as not too easy nor too difficult for all the participants. The text topic is about The Starfish Water Park.

3.5.2 Data Collection Procedures

After determining the materials for English reading comprehension and English-Indonesian translation test, the instruments were administered to the students who became the participants of the research.

3.5.2.1 Reading Comprehension Test

The data from reading comprehension test was taken from reading section score from participants’ TOEIC score. There are two sections in TOEIC: listening and reading. The research only collected data from the reading section score. The participants were asked their latest TOEIC score, specifically the reading section score. The scores were then converted and taken as the data for Reading Comprehension variable.

3.5.2.2 Translation Test

The participants were given test material (a three paragraph short text) and asked to translate the text and write the translation in a paper. There are no time limitations for the test completion. The written forms of the test data were then scored using translation scoring system provided by Machalli (2000:119) as displayed below:

Table 3.1
Categories in Translation Assessment

Category	Marks Average	Indication
A Nearly Perfect Translation	86 – 100 (A)	Natural expression; no structural and grammatical error; no inversion and deviation of meaning; no incorrect choice of standard terms; sounds like a native language.
A Very Good Translation	76 – 85 (B)	No distortion of meaning; no rigid word for word translation; no incorrect choice of standard terms but there is still a very few of spelling mistakes.
A Good Translation	61 – 75 (C)	No distortion of meaning; there is a rigid word for word translation, but is not relatively more than 15% of the whole text that does not sound a translation. Spelling and grammatical errors are found but not more than 15% of the whole text. There are also a few of incorrect choice of standard terms.
A Fair Translation	46 – 60 (D)	Sounds a translation. There are some rigid words for word translations, but they are not more than 25% of the whole texts. There are some grammatical errors, but are not more than 25% of the whole texts. Some incorrect choice of standard terms and unclear meanings are found.
A Bad / Poor Translation	20 – 45 (E)	Sounds a pure translation; too many rigid word for word translation. Distortions of meaning and incorrect choice are more than 25% of the whole text.

3.6 Data Analysis

3.6.1 Questionnaires Analysis

There are two kinds of data to be analyzed, qualitative and quantitative data. The qualitative data are organized by using descriptive analysis. While, quantitative data are organized by calculating the questionnaires result into percentage or average. The analysis uses SPSS 15 (Statistical Package for Special Sciences) with the equations of Mean and Standard Deviation. The result of computation then is divided into three parts; Mean and standard deviation per item, Mean and standard deviation per point, and Mean and standard deviation all items.

3.6.2 Pilot Test Analysis

Pilot test is needed to examine the validity and reliability of the instruments that were applied in the research, to decide whether the instruments are appropriate.

The pilot test was given to the third grade students of SMKN 2 Kuningan, which also took the same major: Accounting. They were taken since they were considered to have the same level of ability with the samples of the research. The pilot test was only conducted on translation test since the English reading test is considered to be valid and reliable. This reading test was applied in TOEIC test, administered by a TOEIC standard institution. The validity and reliability of this test was granted.

3.6.2.1 Analysis of Validity and Reliability of Instruments

Fraenkel and Wallen (1990) states that validity is the degree to which evidence supports any inferences a researcher makes based on the data he or she collects using a particular instrument. Validity is a judgment of the appropriateness, meaningfulness, and usefulness of measure for specific inferences, consequences, or uses that result from the scores that are generated. While reliability test refers to the consistency of scores or answers from one set of items to another. Reliability always depends on the context to which an instrument was used. Based on the context, an instrument may or may not submit reliable scores.

The analysis of validity and reliability was only conducted on translation test since the English reading test is considered to be valid and reliable.

Since translation test does not contain items, content validity is used in this study. Content validity is defined as any attempt to show that the content of the test is a representative sample from the domain that is to be tested. This is usually done using experts' judgment. These may be subject teachers, or language teachers who have many years experience in teaching English.

The validity of the test can be tested by looking over the syllabus and curriculum of the school whether or not the content of the test is based on syllabus of the school.

The reliability of the instrument for this study was tested by using experts' judgment. These may be subject teachers, or language teachers who have many years experience in teaching English.

3.6.3 Data Analysis of Normality and Homogeneity of Variance

After scoring the result of reading and translation test, the process went on estimating distribution normality of the data of reading and translation test. The computation of normality uses SPSS 15 (Statistical Package for Special Sciences) with the equations of Kolmogorov-Smirnov.

Next, the process went on testing the homogeneity of variance. This test is used to know whether or not the different samples we are comparing have similar variance. To test homogeneity of variance, SPSS 15 (Statistical Package for Special Sciences) with the equations of Anova / Levene is used. The level of significance used for testing homogeneity of variance is 0.05 (two tailed decision). If the result is more than 0.05, it is considered that the variances of two or more data group are same. If the distribution of the data was normal and the variances were homogeneous, it is possible to apply Pearson Product Moment as the correlation analysis tool. Meanwhile, if the data were not normal and the variances were different, correlation analysis will use the Spearman rank order correlation technique.

After that, the process continued on classifying and interpreting the students' translation test score.

Then, the calculation of the relationship between two variables was conducted. As stated above, if data are normally distributed and have similar variance, the computation will use Pearson Product Moment.

However, if in fact the data are not normally distributed and have different variance, the appropriate statistics to use is Spearman rank order correlation. In the Spearman formula, the data must be converted first into ranked data before being computed.

Afterward, after the result of computation was obtained, the writer tried to determine whether there is a correlation between two variables or not. If there is a correlation, it is significant or not. To determine whether or not the correlation is significant, the writer compared the value r_{obs} (correlation coefficient) with the r_{table} . The level of significance will be 0.05. If the r_{obs} is greater than r_{table} , it means that the correlation coefficient is statistically significant and the null hypothesis (H_0) can be rejected, and so alternative hypothesis (H_a) is accepted. In addition, to investigate the strength of the correlation, the r value is also consulted to the table of r coefficient (Arikunto, 1998).

On the other hand, if using Spearman correlation, the interpretation of r (correlation coefficient) would be based on the table of critical values of Spearman's ranked correlation coefficient (r_s). The determination of significance of r_s is done by consulting the r_s gained with the critical value at the level 0.05. Moreover, the determination of critical value is based on the n (i.e. the total pairs). If the value of r_s is equal to or greater than the value of r_{table} , the correlation coefficient is statistically significant and the null hypothesis (H_0) can be rejected,

and so alternative hypothesis (H_a) is accepted. In addition, to investigate the strength of the correlation, the r value is also consulted to the table of r coefficient (Arikunto, 2001 as stated in Maskar, P. 2008)

Table 3.2

Degree of Coefficient Correlation

Score	Interpretation
0.800-1.00	Very High
0.600-0.800	High
0.400-0.600	Moderate
0.200-0.400	Low
0.00-0.200	Very Low

(Arikunto, 2001:147)

After finding out whether there was a significant correlation, the next step was interpreting and discussing the findings which were elaborated in the next chapter. The findings are interpreted in the light of reading and translation theories that have been previously discussed.