

CHAPTER III

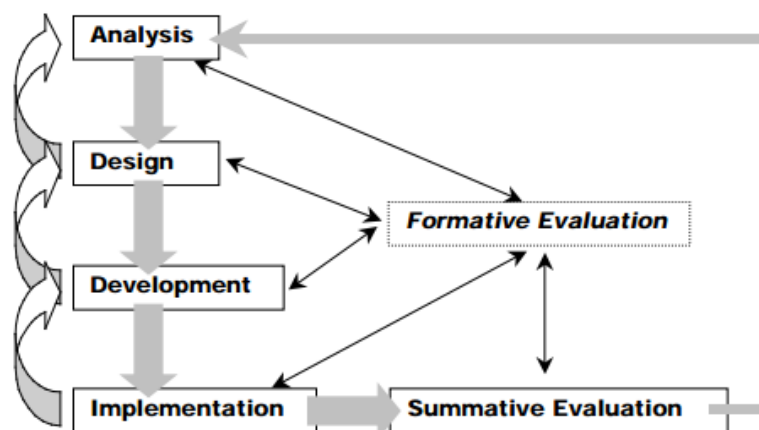
RESEARCH METHOD

3.1 Research Design

This study applies Research and Development as the design for the reason that it is intended to develop translation material for English language education department students. Bock (2001) in Putra (2013) defined that research is a process of acquiring new knowledge and development is a process of applying knowledge to create a new device. The product of this study will be in the form of teaching/learning material.

In developing materials, some steps should be followed systematically by the researcher. A variety of instructional development models have been proposed by experts. One of the most used models is ADDIE model, which is originally formulated by Steven J. McGriff. The elements which build ADDIE are Analyze, Design, Develop, and Evaluate (Welty, 2007).

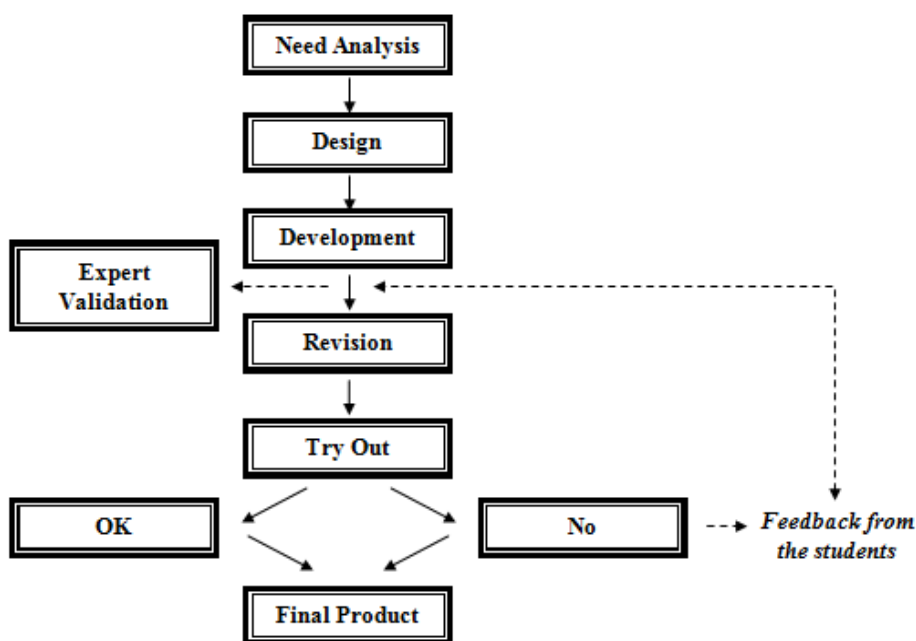
Figure 3.1: McGriff's ADDIE Model



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In this study, the researcher uses the ADDIE model which is adapted by Asmara (2012), cited from Februanti (2015). The diagram of the ADDIE model is as the following:

Figure 3.2: Asmara's ADDIE Model



3.2 Subject

The subjects of this study are twenty-one students of English language education department at University of Muhammadiyah Gresik. In line with one of the intentions of this study, process-oriented interpretation, all of the students chosen to participate in this study have passed the translation course. It is because they have experienced translation learning so that they can share their process-oriented interpretation in teaching learning translation while relating to their experience. In obtaining the understanding the needs of learning translation, twenty-one students are invited to participate in this study.

3.3 The Instruments of Data Collection

During the data collecting, the researcher uses two kinds of instruments, they are need analysis questionnaire for students; and evaluation checklists for both experts and students. The first instrument is need analysis questionnaire. The questionnaire which is used in this study is adapted from Wang's (2014) student-centred translation course need analysis for EFL college students. The questionnaire consists of fifteen items with the distribution of six multiple choice questions and nine essay questions. For the information being sought in the questionnaire, one item is about the goal of the participant in learning translation, five items are about their experience in learning translation, two items are about the material in learning translation in general, and seven questions are about the material in learning translation concerning business topic. The data of the questionnaire will be gathered from the students of English language education department who have passed the translation course in University of Muhammadiyah Gresik to seek the needs of the students in learning translation.

The second instrument is evaluation checklist. There are two types of evaluation checklist, for the experts and for the students. For the experts, the data of the checklist will be gathered from the lecturers as the experts of translation material and the material concerning the business topic. This type of checklist will be used to understand opinions of the experts about the material and to test the validity of the developed translation material. On the other hand, the checklist for the students will be collected from the students who take part in the try-out of the material to understand the comprehension of the students on the presented

materials and to get comments as well as feedbacks on learning translation using the given material.

3.4 The Procedure of Developing Business Translation Material

3.4.1 Need Analysis

The first step in developing material is need analysis. In this step, the researcher will gather the data from the subjects through need analysis questionnaires (Appendix 1) to understand their needs in learning translation. The questionnaire consists of four parts, each part with different focus: the learning goal, the preferences on the content of the material, the preferences on learning activities, and the preferences on learning evaluation. To avoid the ambiguity and other problems of the questionnaire during the data gathering, a pilot study to test the questionnaire will be done by inviting two students. From the gathered data, the researcher will be able to determine the appropriate material to be presented in the product of this study.

3.4.2 Design Instructional

The researcher will do the planning of the material according to the collected data. First, the researcher will formulate the syllabus for the material. The syllabus will be designed to match the needs of the subjects. Second, the researcher will make the draft of the material. The draft will cover the content of the material, including chapters with activities, exercises, and related information.

In creating the material, the researcher will follow Harmer's ESA (Engage, Study, Activate) approach. In the engage stage, an activity is provided to motivate the students before they start to study the material. In the study stage, the material is presented to be learned by the students. In the activate stage, the exercises are

provided to check the understanding of the students on the material presented in the previous stage. In this study, the engage stage will provide the exercise of vocabularies relating to the material that will be learned. In the study stage, the material will be presented. For the activate stage, the exercises of sales letter and translation will be provided.

3.4.3 Developing Material

In the developing step, the researcher will follow the draft of the material, focusing on content, which has been prepared in previous step. Next, the researcher will complete the material with opening and closing attributes, such as preface, table of content, references, etc. By providing those mentioned elements, it is hoped that the material will be helpful for students to learn translation inside and outside the classroom.

The first chapter will present the material about vocabularies, characteristics, and translation steps of sales letter along with the exercises. In the second chapter, the material about vocabularies, characteristics, and translation steps of inquiry letter will be presented with exercises. The third chapter will present the material about vocabularies, characteristics, and translation steps of order letter along with the exercises. In the fourth chapter, the material about vocabularies, characteristics, and translation steps of complaint letter will be presented with the exercises. The fifth chapter will present the material about vocabularies, characteristics, and translation steps of adjustment letter along with the exercises. Furthermore, exercises will be provided.

3.4.4 Expert Validation

After creating the material, the researcher will invite the experts, who are the lecturers of translation course at University of Muhammadiyah Gresik and who master about business texts since the material of this study is dealing with, to evaluate the whole material, including content and design, and to verify the validity of the material according to the knowledge owned by the experts of good translation material. The data will be recorded in the form of evaluation checklist for experts (Appendix 2). After the evaluation process, the researcher will decide which parts of the material to be revised.

3.4.5 Try-out of Material

After developing the material, the researcher will conduct the try-out to five participants. The researcher will arrange the time of the try-out according to the availability of the students. First, the participants was given time to read the material. Then, they were asked to do some exercises provided in the material. After that, the participants were requested to fill out the questionnaire to know their comments and suggestions toward the material. The questionnaire is purposed on knowing their feedback about the content and design of the material. Their feedbacks will be used as the basis by the researcher to modify the material.

3.4.6 Revision of Material

After the try-out, the researcher will modify the revised material. The modification is according to the feedbacks given by the students who have done the try-out. So, it is expected that the final product of this study will fulfil the students need well.

3.4.7 Final Product

The last step is final product. After being revised, the material is ready to be used by the teachers and students in teaching learning translation.

The first to fifth chapter will provide the material about five different types of business letter. Each chapter will focus on the characteristics, vocabularies, and translation of the business letter type being presented with the exercises.