CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on a description of research design, informants and setting of the study, data and source of data, research instruments, research stages, data collection techniques and data analysis.

3.1 Research Design

In this research, the researcher uses mix method research. According to Creswell (2002), mix method research is a procedure for collecting, analyzing and "mixing" both quantitative and qualitative data at some stages of the research process within a single study, to understand a research problem more completely. Teddlie & Tashakkori (1998) argumented that when used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis.

According Sugiyono (2011) mix method is a method of research by combining between two research methods at once, qualitative and quantitative in the form of research activities, will produce more complete data, valid, reliable, and purpose.

Meanwhile, according to Johnson & Cristensen (2007), mix method or combination of research methods is combination or correlation between qualitative and quantitative research methods (allowing a philosophical basis, use of the approach and combine both approaches in the study).

The mix method approach is needed to answer the research question which has been summarized in chapter I, the first research question can be answered

through quantitative approach and the second research question can be answered through qualitative approach. It aims to find out what methods that they used in translating two abstract texts of English journal and also to know their reason why they used that method in translating two abstract texts of English journal.

Creswell (in Sugiyono, 2013) classifies the main model mix method into two, the sequential model (consecutive combination), and the concurrent model (mixed combination). There are three kinds of the sequential model, namely sequential explanatory (sequence explanatory model), sequential exploratory (sequence model of discovery), and sequential transformative.

Meanwhile, there are three kinds of concurrent models, namely concurrent triangulation (qualitative and quantitative mix balanced way), concurrent embedded (mixed reinforcement or second method strengthen the first method), and concurrent rent transformative.

This study will use the Sequential Explanatory model, which in this method in the early stages using quantitative method that researcher will give a test which is two abstract texts of English journal, then the researcher will determine the translation methods that they used in translating it by rubric of translation into Foreign Language and the next stage using qualitative method in order to know their reason why used that method in translating two abstracts of English journal, the researcher will interview all informants about what methods they used in translating two abstract texts of English journal that have been tested to them.

The weight of the method is more on the first stage method that is quantitative method and then completed with the qualitative method. The

combination of data between the two methods is interrelated between the first stage of the research (quantitative research results) and the next stage (qualitative research results).

Regarding one of two approachs in mix method is quantitative approach, and to the one of quantitative approach characteristic that quantitative research has research instrument that is giving a test that stated by Sugiono (2013), so the researcher will give a test which is two abstract texts of English journal.

The researcher will analyze the methods they used in translating two abstract texts of English journal through rubric of translation into Foreign Language, and the next stage is interviewing them to know their reason why they used thos method. In the end the researcher will describe the students' translation method in translating two abstract texts of English journal that is seen from the result of rubric of translation into Foreign Language and their reason why they used that method that is seen from the result of interview that the researcher did to them.

3.2   Informants and Setting of the Study

The informants of this study are 6th semester students of English Education at Education and Teacher Training faculty of University of Muhammadiyah Gresik year 2015-2016 who took translation class in 5th semester. The researcher will take 23 students as informants in this research, because the total of students in English education 6th semester who joined translation class are 15 students from morning class and 8 students from evening class. The researcher will give a test translating two abstract texts of English journal into Indonesian to 23 students, then the researcher will selecting some students and interviewing them based on the result

of students' score that refers to rubric criteria.

This study will be conducted to know students' methods by giving a test which is two abstract texts of English journal and the students' reason why they used that method which is seen from the result of interview that the researcher did to them. The setting of the research is one of a class of English Education of University of Muhammadiyah Gresik and will apply two abstract texts of English journal translation as the material.

3.3   Data and Source of Data

According to Arikunto (1996), the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation.

To conduct this research, there are some data about translation methods that should be collected. First, is data about brief explanation of translation methods. Source of that data is some translation books and literature studies. Second, is data about what translation methods that used by the students and why the students used that method can the researcher gets from the participant directly. The source of those data for this research was from the students of English Education who join translation class by giving a test and conducting interview. The researcher will give a test to find out the translation methods that they used, and the next stage the researcher will interview them according to the interview guidelines to get more information about why they used that method. At the end, the researcher will describe students' translation methods as was seen from the result of rubric of translation into foreign language and their reason why they used that method as was seen from the result of interview that the researcher did to them.

3.4   Research Instruments

To make the data collection easier, the researcher will use some instruments. In quantitative research, in general, research instruments that can be used by researcher in quantitative research, are giving a test, questionnaire, interview, observation, scale and also observation. In contrast to qualitative, Marshall & Rossman (1999) stated that "The most common sources of data collection in qualitative research are interviews, observations, and review of documents ".

In this study the researcher will give a test and conduct the interview for collecting the data. Research instrument is tool to guide the researcher for gathering data during the research process. To collect the data, the researcher will use two instruments, they are:

1. Giving Test

In this study, the researcher will give a test that translating two abstract texts of English journal into Indonesian to analyze students' translation method. Students are asked to translate by the methods they have learned in Translation class in 6th semester. An abstract of English journal is taken from a local journals written by the lecturer in faculty of Teachers and Training in University of Muhammadiyah Gresik that has met the standard, because the level of language use that used in the local journal does not really makes the students difficult to translate.

2. Interview guideline

In this study, the researcher will use a semi-formal interview, which includes an outline of the topics or issues to be discussed, and in practice

interviewers free to vary the words in asking some questions to them, so that the researcher can asks some additional questions if the researcher has not obtained clear information.

The interview guideline will design by the researcher itself by considering and combining some theories about methods in translation. In this study, the researcher only do one section of interview. This was a way to know the students' reason why they used that method. In this section the researcher and participant knew that they were did this interview to generate data based on the guideline.

3.4.1   Checking Validity

Validity comes from the word validity which means how far the accuracy of the measurement (test) in performing the measuring function (Azwar, 2011). In simple terms, validity addresses the question of how well social reality is measured through research according to the constructs that researchers use to understand it (Neuman, 2007).

According to (Sugiyono, 2004), there are three types of measurement validity, among others:

1. Construct Validity, by using the opinions of experts (experts judgment).

2. Content Validity, done by comparing the contents of the instrument with the subject matter that has been taught.

3. External Validity, by way of building the similarity between the criteria that exist in the instrument with the empirical facts that occur in the field.

In this study, the researcher will use content validity and construct validity to measure the validity of instruments used in this study, namely test and interview guideline.

3.4.1.1 Validity of Test

To meet the validity of the findings, the researcher gives a test which translating abstract text of English journal into Indonesian. Then to check the validity of the test, the researcher will use content validity, it will be used to determine the degree of appropriateness in regards for instrument in this research. That is employed during this research with the sole purpose of track students' translation method used in translating two abstract texts of English journal. The test which is abstract text of English journal will use is valid, because during 6th semester, students are taught how to translate an abstract text of English journal in 5th semester. That proved in third coloumn "Materi Pembelajaran" point number two "Terjemahan Penelitian", it related to translate abstract text of English journal. This validity of the test is shown in figure 3.4.1.1.1.

Minggu Ke-	Capaian Pembelajaran Khusus	Materi Pembelajaran	Metode / Strategi Pembelajaran	Indikator Pencapaian Pembelajaran	Assessment Bentuk	Bobot (%)
11-12	Terjemahan IPTEK, karya sastra, penelitian terjemahan dan mengaplikasik annya	Terjemahan ke dalam bahasa Indonesia - Terjemahan arikel *The Jakarta Post* - Terjemahan penelitian - Terjemahan karya sastra - Terjemahan bebas	Kuliah, brainstorming, kerja kelompok, presentasi . (TM = 2 x (4 x 50') Tugas 1: - Praktek menerjemahkan berbagai sumber teks dalam bahasa Inggris ke dalam bahasa Indonesia. - Membuat tayangan presentasi (power point) BT+BM = 6 x 4 x 50'	Mampu menerjemah kan berbagai sumber teks dalam bahasa Inggris ke dalam bahasa Indonesia	- Menerj emahk an berbag ai teks bahasa Inggris ke dalam bahasa Indone sia	25%

Figure 3.4.1.1.1
Rencana Pembelajaran Semester

3.4.1.2 Validity of Interview Guideline

The interview guideline will design by the researcher itself by considering and combining some theories about methods in translation. In conducting interviews, the researcher has prepared several written questions which in implementation can be developed according to the respondent's answer. Questions that have been prepared by researchers amounted to 10 questions as follows in figure 3.4.1.2.1.

No	Topics	Interview	
		Number of Item	Item Number
1.	Theories about methods in translation	2	1,2
2.	Students' perception about translation methods	3	3,4,5
3.	Kind of students' translation method used	2	6,7
4.	Students' reason using that method	3	8,9,10
Total		10	

Figure 3.4.1.2.1

To test the validity of interview guideline, researcher will use construct validity or judgment experts. In this research, experts are asked his opinion about the instrument that has been prepared (Sugiyono, 2007). Interview guidelines that have been prepared by the researcher will be consulted again to the supervisor so that it can be declared valid.

3.5   Research Stages

1.   Preliminary research

In preliminary research, the researcher interviewed some students of 6th semester of English education about translation class to know how they learn to translate an abstract of English journal and their difficulties in learning how to translate it. After doing an interview, the researcher knew if the lecture taught them in translating an abstract of English journal using software, they also had a little time to learn how to translate an abstract of English journal because they more often taught about how to translate songs and subtitles using software, and their difficulties during learning how to translate it are because they had

a little time to learn how to translate an abstract of English journal, so they less in knowing deeper about methods in translating an abstract of English journal. Moreover, they more often translating using software, so they got difficulty in manual translating.

2. Research planning

In this stage, the researcher try to organize the plan to make the study well organize. The researcher organized the research problem and topic, finding and analyzing theories that related to the topic, looking for the previous study, deciding the research methods, and finding the appropriate instrument that is used in this study. Moreover, the researcher try to make the study valid.

3. Research

In conducting research, the researcher will do all of the research procedure. The researcher will give a test to find out what translation methods they applied, then interview them to know the reason why they used that method in translating two abstract texts of English journal.

4. Writing the report

In this stage, the researcher write the reports by reporting the finding and result of the study that she has collected from those techniques using appropriate instruments. The writing report was in the form description. The researcher will describe the finding from giving a test and interviewing about what translation methods applied by the students in translating two abstract texts of English journal and what the

reason is.

3.6   Data Collection Techniques

For collecting the data, the researcher will give a test and do interview.

1. Give a Test

    The researcher will give a test to the students which is two abstract texts of English journal translation. After that the researcher will use a rubric of translation into foreign language that the researcher adapting from www.bristol.ac.uk, modified by herself and consulted also validated by supervisor to find out the students' translation method in translating two abstract texts of English journal. It will answer first question which is finding out the students' translation methods in translating two abstract texts of English journal

2. Interview

    The researcher will conduct the interview to get deeper information from the students. What the students' reasons used that method in translating two abstract texts of English journal until the researcher can conclude the reason why they used it. It will answer second research question that is knowing the reason why the students of 6th semester used that method in translating an abstract of English journal.

3.7   Data Analysis

According to Mukhtar (2013), data analysis means process of separating, grouping and combining some data which is collected from the field empirically to

be a structured group of information and systematic, that will cover as research conclusion. So, data analysis means a process to answer the research problem.

In analyzing quantitative data (the result of the test) which is two abstract texts of English journal, the researcher will use a rubric of translation into foreign language that the researcher adapting from www.bristol.ac.uk, modified by herself and consulted also validated by supervisor, statistic descriptive is used for analyzing accurately quantitative. The presentation of data in this quantitative research is in the form of table, consist of some aspect those are:

1. Understanding and communicative meaning, in this aspect the researcher will check students' understanding and whether their translation has communicative meaning or not in translating source language into target language.

2. Equivalent meaning, in this aspect the researcher will check between source language and target language, they had equivalent meaning or not.

3. Command of punctuation and grammar, the researcher also will check whether students use appropriate punctuantion and good grammar or not.

4. Knowledge and use of vocabulary in target language, this is the most important aspect which can measure students' vocabulary, from this aspect the researcher will check how students can translate every word from English into Indonesian language use appropriate translation methods to translater an abstract of English journal.

5. Correctness of Indonesian sentence, in this aspect the researcher will check correctness of Indonesian sentence that students used.

6. Legible translation, this last aspect will check a perfection a whole of translation. The researcher will check whether students' translation is legible translation or not.

With this analysis, the researcher will know the total score of all students on the research findings, whether included in the category Excellent, Very Good, Good, Enough, Poor, Very Poor, which each category can determine the method that students used in translating two abstract texts of English journal.

Then, in analyzing qualitative data (the result of interview), by using Miles and Huberman model the researcher will do data reduction, data display and conclusion drawing (Sugiyono, 2013) as follows:

1. Data reduction

Data reduction aimed to reduce original data by choosing the important point, focusing on particular part of topic so that the result can give the researcher clear description, and facilitating researcher to continue the next step (Sugiyono, 2013).

Actually, there are many unimportant data from interview stage. Data reduction assisted the researcher to centralize their critical thinking in reducing data. Hence, the researcher could display the clear data depending on the topic in observation guide (Sugiyono, 2013).

In this study, during conducting interview, the researcher saves students' answer and perception in a note, after that the researcher will

reduce useless data by summarizing, choosing main data, focusing on the important thing and look for theme directly.

2. Data display

This stage was done after data reduction. Furthermore, it showed the clear data in several categories. Thus, data display can be called as stage which provides qualitative data in short explanation, chart, flowchart, and many other kinds (Sugiyono, 2013).

In this study, after reducing useless data, the next step is displaying the data. The researcher will observe the result of students interview, those data are saved in filed notes. After that the researcher classifies their reason based on kind of translation method that they used. By displaying the data after data reduction, it was easy to be understood and continued to the next stage.

3. Conclusion Drawing

After data display, the last stage in analyzing data from Miles and Huberman model is conclusion drawing. According to Sugiyono (2013), the collected data is categorized, found pattern, and finally concluded by the researcher.

In this study, after doing analysis process the researcher makes a conclusion and describe about what translation methods that most applied by the students and what the reasons they used that method. The researcher also draws the result into a diagram. It will support the basic conclusion of the research.