

CHAPTER III RESEARCH METHODS

3.1 Research Methods

A research method may be understood as all those methods or techniques that are used in the research. In other words, all those methods which are used by the researcher during studying her research problem are termed research methods. The research method used in this research was qualitative method. Because the researcher does not apply any treatment and experiment in the research.

Sugiyono (2013, p.7) state that the qualitative research method is new because this study has only recently become prominent. This philosophy, known as positivism, also contains artistic elements. Because the research findings are largely about the interpretation of field data, this method is known as the interpretive method. Furthermore, Bogdan & Biklen, (1992, p.28) in Siregar (2019, p.111) state that state that description of a phenomenon that occurs naturally without the interference of an experiment or an artificially fabricated treatment is the goal of descriptive qualitative research.

Based on the explanation above, the researcher use a purposive sampling technique to take samples based on several considerations and detailed criteria. Sugiyono (2013, p.85) states that purposive sampling is a method for taking samples depending on several factors and has certain requirements. Researcher take a sample of several students consisting of seventh-semester English students who are indicated to have difficulty in translation narrative text at Universitas Muhammadiyah Kotabumi.

3.2 Place of The Research

This study was carried out at Universitas Muhammadiyah Kotabumi. It is located on Jl. Hasan Kepala Ratu No. 1052, Sindang Sari, Kotabumi, North Lampung. The reason why researcher conducted research at Universitas Muhammadiyah Kotabumi because there translation course and researcher found indications of translation difficulties in seventh-semester students of the English education study program.

3.3 Data Source

Data is information collected by the researcher to answer research problems. Arikunto (2010, p.172) states that research data sources are the subject where data is collected. In this study, the source of data were taken from seventh-semester English students at Universitas Muhammadiyah Kotabumi. This research focuses on the activities of English language students in translation. The data sources focused in written form, which will be collected by the researcher in written form. Data will be collected from several activities such as documentation, test, interview and questionnaires. Documentation means several data taken from students' learning activities in the class. The researcher also gave a test to seventh semester English students, which was translating narrative text from Indonesian into English to find out the students' difficulties in translation. After that, the researcher will analyze the students' test results, 10 students who have the test results with the highest number of mistakes will be used as research subjects. That is how the researcher determines the research subjects. In addition, books and journals on students' difficulties in translation are also sources of research data.

TABLE 1
PERCENTAGES OF EACH TYPE OF SAMPLE DATA

No.	The Mistakes of	Calculation	Percentages
1.	Syntactic (grammar)	$211/602 \times 100\%$	35.4%
2.	Lexical (vocabulary)	$89/602 \times 100\%$	15%
3.	Morphology (meaning)	$17/602 \times 100\%$	30%
4.	Textual (context)	$16/602 \times 100\%$	30%

The percentages of the indicators (grammar), (vocabulary), (meaning), and (context) each in the following table.

TABLE 2
SUMMARY OF SAMPLE DATA

No.	Students Initial	Grammar	Vocabulary	Meaning	Context	Number of Error
1.	RDS	23	10	3	1	37
2.	YN	22	12	2	1	37
3.	Rnh	19	9	1	1	30
4.	ArA	25	11	2	1	39
5.	InI	23	7	2	1	32
6.	AN	23	12	2	4	37
7.	AL	21	5	1	2	27
8.	DL	18	5	1	1	24
9.	DW	18	14	2	2	34
10.	EkS	19	4	1	2	24
Total		211	89	17	16	602
Percentages		35.4%	15%	30%	30%	100%

The data above shows that the 10 students with the highest mistakes were selected as respondents.

3.4 Research Instrument

Research instrument is a tool used by the researcher to measure the variable. Arikunto (2010, p.203) states that Research instruments are tools used to collect data to facilitate work and produce high-quality results. Test, interview and questionnaires are the research tools used in this study. The researcher give a test

that is narrative text, students will be asked to translate narrative text from Indonesia into English. From the test, it is expected that all students' difficulties in translating Indonesian into English in the seventh semester of the English Education Study Program of Universitas Muhammadiyah Kotabumi can be observed and known. Next is the interview. Researcher will conduct interviews with several students, researchers will ask questions related to the difficulty of translating narrative text. And the last is to fill in the questionnaire. The researcher used a questionnaire to get more data from the students to answer the question of what are the students' difficulties in translating narrative text from Indonesian to English on the seventh semester of the English education study program of Universitas Muhammadiyah Kotabumi. The following are the specifications of the instrument test:

Terjemahkan cerita di bawah ini dari bahasa indonesia ke dalam bahasa inggris.

Putri Salju

Pada jaman dahulu kala, ada seorang gadis cantik yang tinggal di sebuah istana, dia tinggal bersama dengan paman dan bibinya setelah orang tuanya meninggal dunia. Dia tinggal tidaklah bahagia, paman dan bibinya selalu membuatnya bersedih hati. Semua kegiatan istana di atur oleh mereka.

Suatu hari, saat putri salju ingin pergi ke kamar tidurnya, dia melewati ruang makan. Dia melihat paman dan bibinya di ruang makan, mereka mengatakan bahwa mereka akan memindahkannya ke Amerika. Putri salju sangat terkejut dan dia menjatuhkan pot bunga. Mereka melihatnya dan mereka membawanya ke gudang.

Putri salju sangat sedih dan dia berusaha untuk melarikan diri dari istana. Itu pun berhasil, dia bisa melarikan diri melalui jendela. Dia berlari secepat dia bisa lakukan, dia masuk ke hutan. Dia berjalan dan berlari di dalam hutan yang gelap. Dia bertemu dengan hewan liar dan dia bersembunyi. Setelah lama, dia merasa sangat lelah dan mengantuk, dia menemukan sebuah penginapan kecil dan dia memutuskan untuk masuk. Dia membaringkan tubuhnya di lantai.

Tujuh kurcaci sangat kaget setelah mengetahui ada seorang gadis yang berbaring di lantai, mereka melihatnya karena tubuh mereka berbeda. Putri salju membuka matanya dan dia bertemu dengan mereka. Dia menceritakan tentang kehidupannya dan mereka menerimanya sebagai adik perempuan bungsunya. Mereka hidup bahagia selamanya.

Next, specifications of the instrument interviews to analysis the difficulties in translating narrative text from Indonesia into English translation on the seventh semester of the English education study program of Universitas Muhammadiyah Kotabumi:

TABLE 3
SPECIFICATION OF INTERVIEWS INSTRUMENT OF STUDENTS'
DIFFICULTIES IN TRANSLATING NARRATIVE TEXT

No.	Question
1.	Do you encounter words that have multiple meanings, making it difficult to find the correct meaning in the target language? Follow-up question: If Yes/No, can you explain it!
2.	Do you have difficulty translating idiomatic phrases? Follow-up question: If Yes/No, can you explain it!
3.	Do you have difficulty deciphering the whole sentence even if you know the words? Follow-up question: If Yes/No, can you explain it!
4.	Do you have difficulty to arrange texts in the target language? Follow-up question: If Yes/No, can you explain it!
5.	Do you find any new word formation in the text that changes the word or meaning in the text? Follow-up question: If Yes/No, can you explain it?

6.	Do you have difficulty in using/choosing the right words to form a sentence? Follow-up question: If Yes/No, can you explain it?
7.	Do you find the differences between the Indonesian structure and English structure difficult to translate? Follow-up question: If Yes/No, can you explain it?
8.	Do you have difficulty in understanding the textual meaning of a text? Follow-up question: If Yes/No, can you explain it?

And the last, specifications of the instrument questionnaires to analysis the difficulties in translating narrative text from Indonesia into English translation on the seventh semester of the English education study program of Universitas Muhammadiyah Kotabumi:

TABLE 4
SPECIFICATION OF QUESTIONNAIRES INSTRUMENT OF
STUDENTS' DIFFICULTIES IN TRANSLATING NARRATIVE TEXT

Variable	Aspect	Indicator	Number of item	Code
Difficulties in translating narrative text from Indonesia into English translation.	Linguistic aspect	Lexical: The lexical aspect tends to refer to the meaning in the dictionary.	2 and 3	V
		Syntactic: The syntactic aspect deals with how words can be combined to form phrases and sentences.	4, 6 and 7	G
		Morphological: The morphological aspect refers to the field of linguistics that examines	1 and 5	M

		how a word can be formed.		
		Textual: Textual aspect refers to the meaning of the context of a particular sentence.	8	C
			Total: 8 item	

Modify by Hastuti., Abshrini., & Eliza (2020, p.142)

3.5 Technique of Collecting Data

In this research, researchers used test, interview, and questionnaire as techniques used to collect research data.

a. Test

Difficulties of translation can be identified through tests. The test will be conducted on seventh-semester English education students. The researcher will provide a narrative text in Indonesian and then the students will be asked to translate the narrative text into English. From the test, it is expected that all students' difficulties in translating narrative text from Indonesia into English on the seventh semester of the English Education Study Program at Universitas Muhammadiyah Kotabumi can be observed and known.

b. Interview

Interviews are conducted by two people, namely the interviewer and the interviewee. Moleong (2012, p.186) in Sukmawati (2019, p.23) state that an interview is a conversation with a specific purpose. The interviewer is the person who asks some questions and the interviewee who provides answers to those questions. The researcher will ask questions and record the answers of the

interview students. The interview process will be supported by the questioning list. In this research, the questioning list contains 8 questions about translation difficulties. The students will be asked about 8 questions by the researcher.

c. Questionnaire

Translation difficulties can be identified through a test questionnaire. The test questionnaire will be conducted on seventh semester English education students. The researcher will provide a questionnaire containing questions related to difficulties in linguistic aspects, namely syntactical (grammar), lexical (vocabulary), morphology (meaning), and textual (context). Then the students will be asked to fill in the questionnaire. From the test questionnaire, it is expected that all students' difficulties in translating narrative text from Indonesian into English in the seventh semester of the English Education Study Program at Universitas Muhammadiyah Kotabumi can be observed and known.

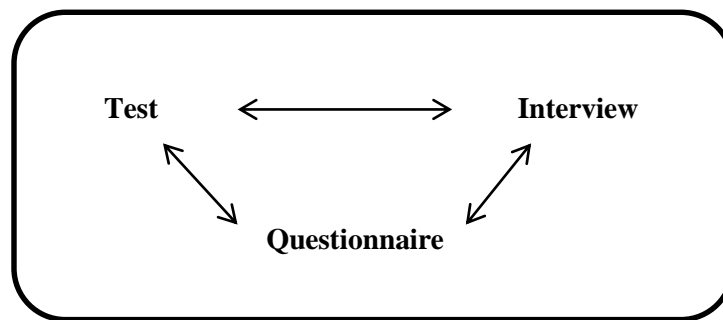
3.6 Validity Data

The data in this study can be considered valid and reliable to support the truth of the data and research findings. The purpose of data validity is to establish the degree of confidence in the accuracy of research findings and connect data with relevant empirical evidence. In this research, researcher used two ways to validity of data. To increase the level in qualitative research, the researcher used triangulation and expert judgment.

1. Triangulation

Sugiyono (2007, p.330) state that the purpose of triangulation is not to ascertain the reality of identical social phenomenon but triangulation aims to deepen one's understanding of the subject under investigation. Source

triangulation and other techniques are used in this study to assess the validity of the data. According to Setiyadi (2006:31) defines triangulation as a combination of two or more methods in collecting data, to enrich the data and make more accurate conclusions. However, in this research was used triangulation of technique. In this research, the researcher used three method, those are test on seventh semester semester of English education study program, and then checked by interview with the same subject and the last it checked by questionnaire on the same subject.



Picture 2. Triangulation of Technique

From the above explanation, it can be concluded that there are several techniques to measure the validity of a research. The triangulation technique was chosen because it was considered the most appropriate technique for this research.

2. Expert Judgment

To ensure the research instrument namely the test, questions in the interview and the questionnaire were really able to find out the appropriate information or data in this research, the researcher asked for the construct validity from experts of English lecturer.

TABLE 5
EXPERT JUDGMENT

No	Experts' Name	Job Position
1.	Rulik Setiani, S.S., M.Pd.	Expert I
2.	Dewi Sri Kuning, S.Pd., M.Pd.	Expert

Mrs. Rulik Setiani, S.S., M.Pd. and Mrs. Dewi Sri Kuning, S.Pd., M.Pd. were chosen as validators because the researcher considered the English lecturers above as experts who had experience in exploring research instruments. The validation criteria used were if both experts agreed that the list of questions was by the problem and could represent the indicators in this research.

3.7 Data Analysis Technique

Data analyzed using the Miles and Huberman model. According to Miles and Huberman (2014) theory who stated the qualitative data consist of three concurrent flows of the activity: data condensation, data display, drawing and conclusions.

a. Data condensation

Data condensation was a part of analysis with focusing, simplifying, abstracting, and transforming the raw data. Data reduction occurs continuously throughout the life of any qualitatively oriented project. So, after the data was collected, the researcher reduced unimportant data from the students. The researcher also employed codes to separate the data depending on the translation mistakes made by English students during the categorization procedure. In this study, there were several codes used.

1). Translation difficulties are divided into three general sections based on language aspects; morphology (meaning), syntactical (grammar), lexical (vocabulary), and textual (context).

2). The code "M" symbolizes meaning. When students make translation difficulties or errors in meaning (morphology). Researcher marks error with symbol "M".

3). To mark translation errors in grammatical aspects. The code "G" is used to symbolize grammatical (syntactical).

4). Then, the researcher used the code "V" to mark translation errors in the vocabulary (lexical) aspect.

5). The code "C" symbolizes context. When students make translation difficulties or errors in context (textual).

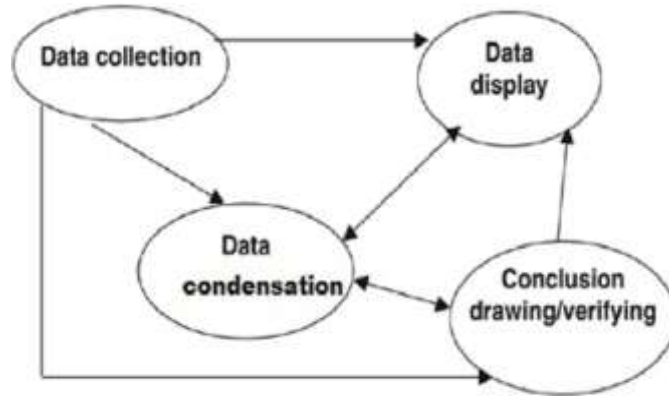
b. Data Display

Data display is the second important flow of analysis activity. Data organized and summarized to help draw conclusions. Then showed what stage of the analysis was reached. In this phase, the researcher mentioned and explained briefly the data was reduced.

c. Drawing, Conclusion or Verification

After reducing and displaying, the data was drawn from the beginning of collecting the data, the qualitative analysis was begun to decide what things mean, nothing regularities, patterns, explanations, possible configurations, casual flow, and propositions. Final conclusions may not appeared until the data collection is over. So, in this phase, the researcher drew the conclusion based on the data display. The conclusion in qualitative research might be able to answer the

formulation of the problem that was formulated in chapter I, but might be not, because as was stated, issues and problems in the qualitative research was tentative and would develop after researching in the field.



Picture 3. Components of Data Analysis by Miles, Huberman, and Saldana, 2014)