

## **Chapter Three**

### **Methodology**

This chapter overviews the methodology which is used in this research. This chapter consists of research design, research setting, participant of the research, data collection method and the last is data analysis. In addition, this chapter explains how the researcher conducts and also analyzes the data.

#### **Research Design**

This research used qualitative methodology is doing the research. The method is suitable for this research in order to know students' strategies in doing consecutive interpreting. Creswell (2012) stated that qualitative research aims to consider the problems and advance the deep understanding of an issue or a phenomenon. In order to get the deep information, Creswell (2012) mentioned that the qualitative research will also elaborate between the phenomenon and issue. This research used descriptive qualitative design. Descriptive qualitative design can reveal deeper understanding of the social world. Hancock (2009) claimed "descriptive qualitative attempted to broaden and or deepen the thoughtful of how things come to be the way in our social world" (p. 6). Moreover, descriptive qualitative focuses on reporting of occurrence and view on the data which cannot be adequately expressed numerically, it also focuses on description and interpretation (Hancock, 2009). Since this research aims to find out strategies employed by students in consecutive interpreting, descriptive qualitative design is suitable for this research to gain the data deeper.

### **Research Setting**

The research took place at one of private universities in Special Region of Yogyakarta. The researcher chose this place because of two reasons. Firstly, this department offers elective courses for students. Interpreting course is one of the elective courses that the researcher wants to explore and it is provided by the department. It helps the researcher to get some information about interpreting course from the lecturer and the participants. Secondly, this place is very suitable to meet the participants for doing the interview. This campus has many rooms to students as the place to do their activities, so it ease to chose comfortable room to meet the participants. Thirdly, the researcher is also a student in this department and the participant are students of batch 2013, the same batch as the researcher. Moreover, the researcher has some friends and familiar with the lecturers at this department. Thus, it helped the researcher in access to communicate with the participants.

### **Participants of the Research**

The researcher changed the participants from students' batch 2014 to students' batch 2013, because students' batch 2014 did not get assessment of consecutive interpreting. There were some requirements for the participants of this batch. First, the participants are the students' batch 2013 who have joined the elective course in the department, namely interpreting course. Students in this batch are active students who are registered. Second, the students who have joined the course must have experiences in doing interpreting practices. They also know and remember the activities and assessments given by the lecturer in the course.

In this research, the researcher used purposive sampling to choose the participants. To consider the participants, the researcher chose the students based on their grades on interpreting course. There are fifteen names that were given by the interpreting lecturer as the recommendation to become the participants. There are five students as the good grade, five students as the medium grade, and five students as the low grade. From fifteen students, the researcher chose one student from each grade and the total of the participant was three students. The researcher only used interpreting grade, because the researcher just want to research about interpreting skill from the participants. After deciding the participants, the researcher made an appointment with each participant. In order to protect the participant's identity, the researcher used pseudonym.

### **Data Collection Method**

In collecting the data, the researcher used interview to gather the data. Supported by Kvale (1996) as cited in Cohen, Manion and Morrison (2011) interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social situated of the research data. In order to explore students' strategies in interpreting course, interview is suitable to obtain the data. The researcher wanted to gain information from the participants' opinion and experiences in using strategies in interpreting.

The interview used Indonesian language. The reason of using Indonesian language was because it is daily language for communication used by both students and the researcher. Therefore, it made the participants understand easier,

so they were able to answer the question. In addition, the researcher used open-ended interviews to gain the data. In order to get the data, “all interviewees will be asked the same basic questions in the same order” (Cohen et al, 2011, p. 413). It was also conducted to attain the deep information about their experience in interpreting course. The tools that were used for interview guideline were cellphone recorder from the researcher, interview guideline, pen, and a note. The time of interview was for about 9-12 minutes for each participant. The interview was done on November.

### **Data Analysis**

In analyzing the data, the researcher used coding. A code is simply a name or label that the researcher gives to a piece of text that contains an idea or piece of information (Gibbs, 2007). As supported by Kvale (2007) as cited in Cohen et al. argued, “The themes or codes are consistent phrases, expressions, or ideas that were common among research participants” (p.2). After doing the interview, the researcher did transcribing. Transcribing is a transcription from one set of rule systems (oral and interpersonal) to another very remote rule system or a written language (Cohen et al., 2011). The transcription typed on Microsoft Word.

The next step is member checking. Creswell (2000) described, “The member checks as the most crucial technique for establishing credibility” (p.4). In this step, the researcher asked the participants again about their answer. If there are any mistake(s), the researcher revised it.

After doing member checking, the researcher did the coding. Coding is the translation of question responses and respondent information to specific categories

for the purpose of analysis (Cohen et al., 2011). It is also the process of breaking down segments of text data into smaller units (based on whenever criteria are relevant) and then examining, comparing, conceptualizing and categorizing the data (Strauss and Corbin, 1990). The researcher will use color to label the coding. It is more effectively for the researcher on data processing.

There were several steps of coding which was undertaken by the researcher to begin analyzing the data. Firstly, the researcher gave label or theme by coloring specific statements from the transcription on the interview that considerably answered the research question. Then the researcher gave category or theme for each color. There were six labels of color and each label of color in the statement which are different. This is the following labels of color.

After labeling the statement, the researcher collected all colored statements and grouping all statements into new table. Thus, from the new table, the researcher categorized them into the same statement. There are two categories namely students' strategies before interpreting practice and students' strategies employed while interpreting practice. Each category has sub themes itself. After all statements were grouped into some categories, the researcher translated all the statements and wrote the findings. This is the following labels of color:

Table 1.1 <i>List of color coding for students' strategies employed before interpreting practice</i>	
Understanding the context	

Table 1.2 <i>List of color coding for students' strategies employed while in interpreting practice</i>	
Making note taking	Red
Decoding notes	Yellow
Listening to the source language	Green
Coping tactics	Grey
Expression and reformulation	Dark Blue