Chapter Three

Methodology

This chapter discusses the methodology used by researchers in this study. There are five parts, namely research design, research arrangement, research participants, data collection instruments, data collection procedures, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

The purpose of this study was to find out what linguistic problems faced by students when translating text. This study also aims to find out what strategies are used by students to overcome linguistic problems in translating texts. Based on the objectives described earlier, this study uses qualitative research methods. Creswell (2012), states that qualitative research is the most suitable research method for exploring problems and developing certain problems. As revealed by Creswell, this method is suitable for use by researchers because it is very helpful in in-depth research, and also researchers can know and determine what is being done by students in translating.

Creswell (2012), stated that qualitative research is carried out from a small number of individuals to obtain in-depth information. Strauss and Corbin (1998), also stated that qualitative research is a method used to gain an in-depth understanding of certain phenomena such as feelings, thought processes, and emotions that are difficult to learn through other people's research methods. This explanation is in accordance with the aim of the researcher, namely to obtain in-depth information about linguistic problems and strategies to overcome problems.

Therefore, this study uses qualitative descriptive to investigate certain phenomena. Because qualitative research involves in-depth information, descriptive qualitative information

allows researchers to develop detailed levels of deep involvement in actual experiences (Creswell, 2012). As explained above, researchers also need a small number of individuals because researchers need deep information to get it. Because researchers want to investigate the problem or phenomenon faced by of the English Language Education Departement (ELED) students from a private university in Yogyakarta in translating text, this method is sufficient and appropriate to use.

Research Setting

The researcher conducted this research in the Department of English Education (ELED), a private university in Yogyakarta. This study was conducted in December 2018. There are several reasons for choosing ELED as a setting. First, because ELED is a major in English, it can focus more on English lessons. However, students who study in ELED mostly use Bahasa Indonesia, so ELED is in accordance with the reason for the study because the researcher examined the problems faced by students in translating the text. Secondly, ELED has a translation course. In addition, the researcher chose ELED as the location of the interview because researchers were still studying at the same university and department as the participants. Third, another consideration for choosing ELED is accessibility from research arrangements. In this case, researchers have access to collect data from ELED, a private university in Yogyakarta. Based on these reasons, ELED from one private university in Yogyakarta was chosen as the research arrangement in this study.

Research Participants

Creswell (2012), stated that in the qualitative research, the number of participants is undetermined as long as the data gathered has answered the research questions. Besides, the least number of participants is sufficient. To select participants, the researcher used purposive sampling.. Sugiyono (2016), defined "purposive sampling is a technique of sampling data sources

with certain considerations" (p. 85). The reason the researchers used a purposive sampling technique was because not all students had criteria that were in accordance with the phenomenon under study. Therefore, the researcher chose a purposive sampling technique that determined certain considerations or criteria that must be met by the participants used in this study.

The criteria chosen by researchers are students who have learned about translation courses. In addition, researchers take students who have joined or attended a translation course because it makes it easier for researchers to collect data. After the researcher got the students selected to be participants, the researcher gave several questions that were suitable for the study.

In this study, the selected participants were a class of 2015 students of the Department of English Language Education (ELED) who had met certain criteria. The intended criteria such as selected participants have taken translation courses and received unsatisfactory results, so that they may have difficulty translating. In addition, the researcher took three students from the 2015 ELED class to become participants. The three participants consisted of 3 female students. The three participants were given pseudonyms namely Sanny, Sally, and Sirri.

Data Collection Instrument

This study used interviews as an instrument to collect data from participants. The purpose of using the interview instrument is to collect data related to this study. According to Creswell (2012), there are two instruments which can be used to collect the data for the qualitative research method, interview, and observation. Cohen, Manion, and Morrison (2011), stated that the interview is a flexible tool for data collection involving verbal, non-verbal, and verbal and listening. They also added that interviews can get data directly in a natural environment. This instrument provides data that is more valid and authentic because sometimes what people do may be different from what they say.

Another reason for the researcher chose the interview as an instrument because he believed that this was the best instrument for collecting data from participants. In addition, researchers can find more in-depth information related to research. When the answers given by the participants have not been answered, the researchers dig the answers until they are answered clearly. Thus, researchers provide simple questions from specific questions. The researcher hopes that this research can be a lesson and information that is very beneficial for the community.

On the other hand, in this study the researcher conducted interviews twice. in the first interview, the researcher conducted an interview and wondered about the problem in translating. Then, at the time of the second interview, the researcher conducted an interview aimed at re-asking some questions about the answers of participants who were unclear or did not answer. In addition, when the researcher conducted an interview on the three participants, the results obtained were different. The duration when interviewing the first participant is seven minutes and thirty seconds. In addition, the duration when interviewing the second participant is seven minutes and three seconds. The last is the duration when interviewing the third participant around seven minutes past thirty eight seconds.

Data Collection Procedure

To collect data, researchers have several steps. In the first step in the data collection procedure, the researcher prepares interview guidelines to collect data. Interview guidelines help the interview process. The second step was for the researcher to ask permission to interview ELED students as participants. After getting student approval, students become participants of this study to be interviewed. In addition, the researcher began interviewing the participants and asking several questions using Indonesian. This study uses Indonesian in interviews because researchers

want to get rich information, so by using their first language, it gives participants more detailed and in-depth information.

In addition, researchers want to know the answers related to the research questions given. So, researchers ask questions related to students' linguistic problems in translating texts and their strategies to overcome these problems. The question is about the linguistic problems faced by ELED students from private universities in Yogyakarta in translating texts and how to overcome problems in translating texts. the tool used to collect data is a smart phone as a recording device to record all information requested by researchers to participants. Researchers also use laptops as transcription tools to transfer information obtained from participants into written forms.

Data Analysis

There are several steps in analyzing data. The steps are copying, analyzing, and verifying. After the interview session is complete, the first step the researcher takes is to write the recorded data into the written text. The researcher writes the data verbatim. The researcher wrote the results of the pure participants. Before conducting the coding for the next session, the researcher attempts to verify the transcribed data which is called the member examination. According to Creswell (2012), the process of checking members to check the accuracy of explanations from one or more participants. This is an important way to verify findings or analyze the results back to the interviewee and ask if this is really what they mean. This means that the researcher asks for confirmation of the results and analyzes the data obtained. The results of checking members indicate that the written data is in accordance with the participant's statement.

Then, interviews transcribed were analyzed using coding. According to Cohen et al. (2011) coding is a major feature of the qualitative data analysis. It is the process of breaking down segments of a text data into smaller units based on the relevant criteria before examining,

comparing, conceptualizing, and categorizing the data (Strauss and Corbin, 1990, as cited in Cohen et al., 2011). A code is simply a label or name that the researcher gives a piece of information from the participant's idea. Coding allows the researcher identifies similar information (Cohen, Manion, & Morrison, 2011). Interview data were analyzed using four coding steps, namely open coding, analytical coding, axial coding, and selective coding.

In open coding, researchers choose one row of data per line. Open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph (Cohen, Manion, & Morrison, 2011).

In axial coding, researchers create several categories in the table and enter data from analytic coding that matches that category. Data in axial codes are divided into each participant whose answers are analyzed in one table. An axial coding refers to a causal condition, a phenomenon, context, intervening conditions, actions and interactions, consequences (Strauss & Corbin, 1998). Cohen et al. (2011), explains that axial coding connects related codes and subcategories into categories that are larger than the shared meaning shared by the group of code in question. In selective coding, researchers selected core data from each participant from axial coding. In addition, data in selective coding is the most important data related to research questions because data from selective coding are findings. According to Cohen et al. (2011), selective coding identifies the core categories of text data, integrating them to form a theory.