CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research applies qualitative method. In this study, researcher wants to investigate how translation ability of four semesters students of English Language Education in Riau Islamic University by analysis methods that used and problem that faced by students in translating a descriptive text. The writer analysis text by choose procedure of translation based on Reiss and Newmark. Reiss functional approach aims at first in the systematic assessment of translation. The approach borrows three ways of categorizing the language functions conceived by Karl Bühler. Reiss links these three functions in relation to the language dimension and to the type of text or communication situation used, but the researcher uses only informative text types based on the text that given to the students. After calculating the data, researcher analyze it to get the result of the translation ability of students. And then, students' translation ability can be seen from the assessment based on indicators assessment of translation.

3.2. Source of Data

Qualitative research is a mean for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of the reasearch involves emerging questions and procedures, data

typically collected in the participant's setting, data analysis inductively building from particular to general themes, and the researcher making interpretations of the meaning of the data (Creswell: 2007). In conducting qualitative research, the data of the research can be collected through two ways; they are primary data or secondary data. Primary data is the data which is directly derived from interview with the relevant informant. It can be recorded or written by the researcher. In contrast secondary data refers to provided data which can be drawn from reading, looking and listening to the data source (Rugayah: 2016).

In this research, the researcher will use primary data. It is the result of translation ability of four semester's students in Riau Islamic University. In finding the primary data, the researcher gets source of text from the internet. The text selected is report text. It is chosen based on the author's experience of her translation course from previous class. The report text chosen is given to the four semester's students in Riau Islamic University. The have to translate into target language. The result of the translation becomes primary data in this research.

3.3. Participant of the Research

Particpiant is the whole subject that will investigated in a research (Furi:2007). Factors such as expense, time, and accessibility frecquently prevent to gain information the whole information. Therefore, the researcher

requires to be able to obtain the data from smaller group or subset of the total participant under the study. This smaller group or subset called sample.

Based on that statement, the participant of the research is all the fourth semester students of English Department in Islamic Riau University. There are 171 particpant of the fourth semester students of English Language Education which consists of six classes. By using simple random sampling technique, the reseacher chooses 5 students as samples from each of the classes. The sample of the research as the following table:

Table 3.1. Participant of the research

No	Class	Total
1	4A	5
2	4B	5
3	4C	5
4	4D	5
5	4E	5
6	4F	5
	Total	30

3.4. Location of the Research

This research will be conducted in Riau Islamic University, Pekanbaru, that is in English Language Education of the fourth semester students in academic year 2018. The researcher considers doing research there because it meets several criteria. The criteria are (1) there is a good communication between the researcher and the sample, (2) the researcher is familiar with these locations, and (3) translation is one of the course in the English Department and it is an appropriate topic to be raised for teaching and learning.

3.5. Instrument of the Research

The instrument is a mean to assist researcher in collecting data by reading letters, announcement, meeting summaries, a written statement of specific policies and other materials, Rugayah (2016: 23). In this research, the researcher will apply two written tests, those are questionnaire and translation tests. The questionnaire is used to collect the data of students method in doing translation test and translation test is used to collect the data of students' translation ability.

1. Quisionaire

   Questionnaire is a tool in gathering information through written questions, it is one of the most widely used social research technique (Blaxter: 2010). In addition, questionnaire is a list of question that given to the persons to give their responses concerning the questions. Based on the definition above, it can be concluded that questionnaire is a list of questions that given to the respondents of the research in order to collect the information about the respondents through their responses concerning the questions. There are three points of view about the kinds of questionnaire (Arikunto : 2013), those are:

   a. Viewed from the way to answer:

      1) Open questionnaire, gives the opportunity to the respondents to answer the questions based on their own sentences.

      2) Closed questionnaire, there were some available answer, so the respondents only choose one of the answer.

b. Viewed from the given answer:

    1) Direct questionnaire, the respondents directly answer about themselves.

    2) Indirect questionnaire, the respondents answer about someone's self.

c. Viewed from its form:

    1) Multiple choice questionnaire, there were some available answer, so the respondents only choose one of the answer.

    2) Essay questionnaire, the respondents answer the questions based on their own sentences.

    3) Check list, a list that respondent only give a check (v) on the column that they agree with.

    4) Rating-scale is a list of question followed by columns which indicate a various level such as; very agree, agree, abstain, disagree, and very disagree.

    In this study, the questionnaire is given to the students to find the numerical data of how students do translation test. Based on the kinds of questionnaire above, the researcher used close direct questionnaire in the form of rating scale. The blue print of questionaire as follows:

Table 3.2. The Blue Print of Questionaire

Numb	Translation Method	Items
1.	Word for word translation	3

2.	Literal translation	3
3.	Faithful translation	3
4.	Semantics translation	3
5.	Adaptive translation	3
6.	Free translation	3
7.	Idiomatic translation	3
8.	Communicative translation	3

2. Test

A test, in simple terms, is a method of measuring a person ability, knowledge, or performance in a given domain (Brown: 2004). There are two kind of test based on the way of scoring, they are objective and subjective tests. Objective test is a form of questioning which has single correct answer. It consists of matching test, true false test, fill in the blank and multiple choice test. Then, the subjective test is a form of questioning which may have more than one correct answer or more than one way of expressing the correct answer. (Djiwandono : 2008).

3.6. Validity of Instrument

Validity is a test represents the extent to which a test measures what it purports to measure (Tuckman,1978: 163). It means that the test really measure the characteristic that is being used to measure the translation ability. To meet how validity instrument, the researcher finds two validators which has competence and expert in translation. They are Mr. DR. Marzuki,

M.Ed, a lecturer of Riau University who has credibility and experienced in this course and Mr. Kamizar, S.Pd, M.Pd; the senior profesional english teacher at State Senior High School 1 Pekanbaru who has some experiences as translator and interpreter in big overseas companies. These two experts will correct the instrument of the translation from source language to the target language given by the researcher, to determine whether it has been already valid or not. The valid instrument became the key answer of translation test in this research. Then, general way of evaluation translation in this research is based on guidelines for translation book, by Rochayah Machali, page 119-120. As the following table:

Table 3.3. Classification of Translation Ability

Classification	Indicator
Excellent	Fair delivery; It almost feels like a translation; No misspellings, no grammatical errors / submissions; There is no error in using the term.
Very good	There is no meaning distortion; there is no inflexible literal translation; there is no misuse of the term; There are one / two spelling mistakes for spelling (for Arabic there should be no spelling errors.
Good	There is no meaning distortion; There is a rigid literal translation, but it is relatively no more than 15% of the whole text, so it does not feel like a translation; Grammatical errors and idioms are relatively no more than 15% of the total text. There are one / two use of non-standard terms.

	There are one / two spelling mistakes (for Arabic there should be no spelling mistakes).
Fair	There are some literal translations that are inflexible, but relatively no more than 25% of the whole text. There are one or two non-standard / uncommon use of terms.
Poor	Too many inflexible literal translations (relative to more than 25% of all texts). Distortion of meaning and error of use of the term more than 25% of the whole text.

3.7 Data Collection Technique

There are two kinds of data collection technique in getting the data in this research, the first is questionnaire, will be used to determine students' students' method in doing translation test, According to Tuckman (1978) questionnaire is used by researchers to convert data the information directly given by a person (subject). By providing access to what is inside a person's head, this approach makes it possible to measure what person knows (knowledge or information). Questionnaire can also be used to discover what experiences have taken place (biography) and what is occurring at the present.

The second, the researcher will give the translation test to the participant of this research, to measure the ability of students in translation. The collected data is processed by using the following procedures:

1. Editing which has purpose in order the collected data is clear, easy to understand, and completed.

2. Coding which has purpose in order the data collected data can be grouped into the same category

3. Scoring which has purpose in order the data collected data can be arranged based on category in table 3.5.

3.4 Data Analysis Technique

The data of the research derived from two instruments, those are quisionaire and translation test. The researcher will use the Likert scale as the rating scale of the questionnaire. It is used to measure attitude, opinion, people's or groups' perception about social phenomenon (Sugiyono : 2012).

In filling questionnaire, the respondents are asked to choose one of those choices that they thought and felt nearly match with their condition at the time and their actually experienced. In this study, the questionnaire will be given to the students' to find numerical data of student habit in doing translation test. The questionnaire has five options, those are: *"Strongly Agree"*(Sangat setuju)*, "Agree* (Setuju)*", "Less Agree* (Kurang setuju)*", "Disagree* (Tidak Setuju)*",* and *"Strongly Disagree* (Sangat Tidak Setuju)*".* In analyzing the data, the way to score the questionnaire is as follows:

Table 3.4. Category of the Questionaire Score

Category	Score
Strongly Agree (Sangat Setuju)	5
Agree (Setuju)	4
Less Agree (Kurang Setuju)	3

Disagree (Tidak Setuju)	2
Strongly Disagree (Sangat Tidak Setuju)	1

Then, to measure whether student translation ability is high or low, the student asked to translate English text into Indonesia. The test is an essay test. This score will be analyzed descriptively to find out the students' ability on translation in report text. The aspects of student translation ability are verified based on scoring rubric, as follows:

Table 3.5. The Rubric of the Test Score

Aspects				Category	Score
Accuracy	Clarity	Naturality	Intelligibility	Excellent	5
				Very good	4
				Good	3
				Fair	2
				poor	1

After the students do the test, the researcher then takes the total score from the result of the test by using scoring guidance formula (Suharsimi Arikunto:2010) :

$$Total\ Score = \frac{correct\ answer}{total\ question}\ x\ 100$$

By using the formula above, the researcher is able to know that the score of students' ability on translation includes in a certain classification of

the score. Then, the students' score will categorize as the following table (Suharsimi Arikunto: 2010):

Table 3.6. Category of the Translation Test Score

Categories	Score
Excellent	80-100
Very Good	66-79
Good	56-65
Fair	40-55
Poor	30-39