

CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and approach utilized in this study by discussing the methodology and the context in which the study took place. This chapter begins with a discussion of research design, elaboration of the students' current education setting as well as the current field setting, justification for the participants' selection, restatement of the research questions, and discussion of data collection methods, and elaboration of data analysis relative to the instruments used.

3.1. Research Design

This study uses qualitative research where the content analysis method is used to collect research results. The qualitative method treats participants really like a subject not an object. Qualitative methods seek to understand and interpret the meaning of an event of human behavior interaction in a particular situation according to the researchers' own perspective. This research aims to identify, and understand the challenges what students feel in the percentage table, its frequency. At the end of the study, students would ask to make reflections to understand the source of the mistakes they made.

3.2 Setting and Context

This research was conducted in the translation class in the fifth semester which includes A and B classes of the Department of English Education IAIN Kendari. The reason for choosing this arrangement is based on the initial research conducted by the researcher, the researcher found that one of the lecturers, especially in the translation class, applied the PBL method in his class. In translation class students are taught about several stages in translating, such as Word for word translation, literal translation free translation, faithful idiomatic translation, and semantic communicative translation. In this translation class, lecturers often use PowerPoint while teaching which displays learning material. The tasks that are often given by lecturers when in class are translating novels and projects given by lecturers, such as; search for regional stories on the Internet and translate them into English. After that, students also have to draw and design the storybook as attractive as possible. This project is an assignment given to students in the form of small groups to work within a certain period of time to complete a task based on their experience and abilities.

3.3 Participants

The participants of this study were students majoring in English at IAIN Kendari which consisted of 20 V semester students of the 2019/2020 academic year who were involved in Translation including classes A and B. They were between 21 and 22 years old. In determining the participants, first conduct a small study to find criteria that are in accordance with this study. Purposive sample is a non-probability sample selected based on population characteristics and research

objectives. Purposive sampling was used to determine the usefulness in this study because not all fifth semester participants had criteria that matched the phenomenon with this study. Therefore, the researcher chose a purposive sampling technique that stipulates certain things that must be met by the participants used in this study. In this study, the participants were students who met the criteria. The criteria used in this study are firstly the activeness of students in learning Translation and students must be involved in the Translation project. Second, the student is late in submitting the translation project assignment and third, the student who gets the highest score.

3.4 Instrument

According to Sekaran (2000), the quality of research data depends on the quality of the instruments and the quality of the data collection techniques (Isti, 2010). Therefore, in this study the researchers using instruments, such as reflections.

a. Reflection

Researchers use reflection to obtain data because journaling or reflective learning is considered one of the most commonly used strategies because of its practical use. The use of reflection also aims to obtain more accurate information about the challenges students feel when working on translation projects in class.

In this study reflection includes analysis of the broader context of experience and action, meaning and sense, and is also used as a research strategy to collect data. According to Moon, reflective writing can be done for several reasons, such as: theory development and adjustment in practical studies,

preparation of action plans, solution of ambiguity and search for alternatives, evaluation of personal progress, etc.

There are fourth questions for reflection and can be seen (appendix). Focus on reflecting on what challenges students experienced in the Translation project by noting what was going on in it, what they were feeling, and what they were thinking.

3.4 Data collection

Reflection on student roots once after carrying out the Translation class and after students have scored on their project. Student reflections are shared online via the Google form. Then, the researcher sent an email containing a reflection link to access it and a researcher's review of the research objectives for each participant. In answering this reflection, students are asked to use Indonesian, not English. This is so that the flow of their thoughts is not hindered by language difficulties. In addition, researchers gave participants one week to answer reflections and convey them. This is because writing can take a long time for students. So one way to show that this writing is valuable is to give students time to write.

3.5 Data analysis

The data were analyzed by reference to the procedures of sequential explanatory strategy by Creswel (2009). First, the data obtained both from reflections and were tabulated on Microsoft Excel. Second, the data were classified based on several themes based on the research questions about EFL

students' challenges in translation project-based task. Third, the researchers coded, reviewed, analyzed, and integrated the emerging themes as reflected by the 20 participants that led to the final results of data analysis and further used them as a basis of the conclusion drawn. The most relevant excerpts as the empirical answers to the research questions in this study were presented in the result section.

3.6 Example of coding and categorization

Q1: From the three stages in the process of making a Translation project, namely, looking for folk stories, determining the design of pictures and story book covers, and translating regional stories into English. Explain what stage in your opinion is the most challenging of your abilities when working on a Translation project!

NO	Participant	Q1	Difine story	Design picture and cover	Translati ng
1	P1	In my opinion, the most challenging thing is to determine the design of the image because it must be adapted to the circumstances in folklore and we have to find the appropriate character		1	
2	P2	Deciding on the design and drawing, because I don't have the artistic talent for drawing, that's why I feel		1	

		it's a big challenge for me	
3	P3	The stage of determining the most difficult image design. Because none of us are good at drawing illustrations, let alone illustrations about folklore in the past	1
4	P4	From the three stages we did, the stage of translating regional stories into English was the stage that challenged my ability the most. me and my group must be able to translate the local language into English properly and correctly according to the translation rules that we have learned in the translation class	1
5	P5	Determining the design of the image, analyzing the story and converting it into the form of an image is a difficult stage, especially for drawing I have no skills at all	1



6	P6	<p>In my opinion the most challenging is in determining the cover because the cover that is made must be in accordance with the story that we raise in the project. So in determining the cover, we must also be careful so that the results match what we are facing</p>	1
7	P7	<p>Of the three stages in the process of making the translation project, in my opinion the most challenging stage is translating regional stories into English because maybe my Indonesian is not good, moreover, I don't know any regional languages, so that's what made it the most difficult for me to learn. translating regional stories into English. but with a group of friends who can help it would be resolved in a timely manner.</p>	1
Total			5
			2

Q2 : What are the difficulties you feel when working collaboratively (work in groups) in completing your project assignments? Explain!

No Participant	Q2	Different opinion and lack of communication	Its difficult to get together	No one good at drawing	Nothing difficulties
1 P1	The difficulty I experienced was when I finished the folklore drawings. In our group there are no group members who have drawing skills so we have to ask other people for help				1
2 P2	The difficulty I face when I'm in a group is drawing, that's why I prefer to write stories or color instead of drawing				1
3 P3	Our difficulty together is only in the difficult				1

	<p>problem of drawing the characters in the story. After that nothing</p>	
4 P4	<p>the first difficulty is the difficulty of determining the story to be chosen, the second is determining the design of the image that would be displayed in the story. I got these two difficulties because it was difficult for me to determine the design of the story and me and my group were confused which folklore we would use.</p>	1
5 P5	<p>I think everything is not that difficult, some are difficult but not too much because my group is very good at working on this</p>	1



	project			
6 P6	The difficulty that I get is that sometimes there are friends who are difficult to contact because they are busy and it is difficult to get together because the location is far apart	1		
7 P7	The difficulties I feel when I work collaboratively are when I call together, the reason is usually because the house is far away or there is no vehicle to go to campus.	1		
	Total	2	4	1

Q3 : Is the time given by your lecturer to complete the project is enough or not?

Explain !

No	Participant	Q3	enough	Not enough
1	P1	Enough because the time given is quite long, besides that the lecturer also opens a consultation session so that we can complete the project on time	1	
2	P2	It's enough because the duration is long because the duration is more than a week if I'm not mistaken I forgot.. With that much time we are given the opportunity to prepare the ingredients carefully	1	
3	P3	Have enough	1	
4	P4	the time given by our lecturer was enough for me and my group of friends to complete	1	

		our translation project so that the work on this project can be completed in accordance with the time limit given	
5	P5	It's enough in my opinion, in my opinion if the time is extended it would be used to relax because I know that there is still a lot of time, but not if the time given is tight	1
6	P6	I think the time is enough Because We can finish it place time	1
Total			6

Q4: Briefly describe how you faced the difficulties and challenges you felt while working on this project

No	Participant	Q4	Discussion	Divide a task	Ask for help to others
1	P1	The way we deal with difficulties is by discussing with group friends and finding the right solution like when drawing characters in story books	1		
2	P2	The trick is to do what I can do... If it's difficult, I don't force it because the difficulty really comes from creativity			..
3	P3	We discussed how to get the pictures in the story finished. And there's someone we can turn to for help. However, in fact, he canceled to help, in	1		

the end one of us
made a makeshift
drawing.

4 P4 the first way is, **1**
maintaining good
communication with
group friends, every
challenge faced in this
project can be
overcome by good
communication
between fellow group
members

5 P5 The difficulty I felt **1**
when this project was
in the making of the
image design,
coloring and
translating it into
English. Because
many new words are
not known and
making sentences is a
little difficult, but

thanks to my group
they are very smart in
this project. Coloring
is also a little difficult
because combining
the right colors to
make it look good is a
bit complicated,
fortunately there was
another group of
friends who taught my
group so everything
could run smoothly
until the project was
finished.

6 P6

My way of dealing **1**
with difficulties and
challenges is by
always
communicating with
my group members so
that whenever there is
a problem we solve it
together

7	P7	<p>The way I deal with the difficulties that I feel when working on this project is that I distribute tasks to the group team, such as someone whose job is to find inspiration, someone to translate, someone to draw, someone to color and also what would be written down, so the project this time everything went smoothly and finished on time</p>	1
total	1	6	

