

CHAPTER III

RESEARCH METHOD

This chapter presents about the researcher's step in conducting the study. The explanation consists of approach and research design, setting of the study; including time and place of the study, data and sources of the data, research instruments, data collection technique, and data analysis technique, checking validity of findings, also research stages.

A. Approach and Research Design

This research uses qualitative descriptive to find out the research question. Newman and Benz stated that qualitative method is used when the research aims to develop a theory that will explain what was experienced by observing and interpreting reality.¹ Additionally, the study uses contrastive analysis as the approach in determining the data. As Gass and Selinker explained contrastive analysis is a way of comparing languages in order to determine potential errors

¹ Isadore Newman and Carolyn R. Benz, *Qualitative-quantitative Research Methodology: Exploring the Interactive Continuum* (the United States of America: Southern Illinois University Press, 1998), p. 3

for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second-language-learning situation.²

B. Research Setting

This study takes place in English Teacher Education Department (ETED) of Sunan Ampel State Islāmic University of Surabaya. It is located at St. Ahmad Yani, 117, Surabaya. Furthermore, the research has been done in June 2016. As the data that has been examined was secondary data, the researcher analyzed it as soon as the thesis proposal appraisal had been done.

C. Data and Source of Data

1. Data

The data that is used in this study is words, phrases, and sentences which have been produced by students in their translation text from Indonesian language to English. Researcher tended to retain the data from the previous researcher as mentioned above to answer the research questions.

2. Source of Data

Related to the data that are needed in this research, as the documentation is students' submitted assignments; the documents will be obtained from students of English Teacher Education Department in Sunan Ampel State Islāmic University who were enrolling translation class in 2015 event

² Susan M. Gass and Larry Selinker, *Second Language Acquisition: An Introductory Course* (New York: Routledge/Taylor and Francis Group, 2008), p. 96

semester. Specifically, there were 25 students who have translated the Indonesian text in the translation class and had been examined by the previous researcher. Thus, the researcher also takes the 25 students as source of the data in this study.

D. Instruments

Data are required to carry out the findings of this study. Those data can be obtained by using these following instruments;

1. Main Instrument

In this research, the main instrument is of course the researcher. The researcher collected the documents in form of students' English translation text and the Indonesian version of the translated text. Grammatical transfers that are found from the documents are used as the data which has been analyzed by the researcher.

2. Instrument Tools

These particular tools are needed for collecting the data in this study:

a. Documents

Documents in this research are the collected works of students' English translation assignments in 2015. The Documents will be the most important instrument for this research. Those are used as the basic data in analyzing grammatical transfers that occur in students' works.

E. Data Collection Technique

Creswell stated that various ways in collecting data are included into qualitative method, those are: researcher can collect information through unstructured or semi-structured observations, interviews, documents, and audio-visual recorded information. He also suggested not to doing random sampling or selection of a large number of participants.³ This research used all the mentioned technique, excluding the observation; as researcher did not do the observation during the class was running.

Specifically, in this study, the data is collected from students' works in the translation class' assignment. The researcher used the documents from the previous researcher. Those are used as the object of the analysis. In Smith's explanation, even though using secondary data does not require many steps, but this does not mean that it is necessarily free of ethical consideration.⁴ Researcher still had to get the permission from the previous researcher and the respondents or the subjects. The first data in this research will be obtained from the result of the analysis in which related to the theory as explained in the review of related literature.

³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edition (Los Angeles: SAGE Publications Inc., 2009), p. 145

⁴ Emma Smith, *Using secondary data in educational and social research* (Maidenhead; New York, NY: McGraw Hill/Open University Press, 2008), p. 78

F. Data Analysis Technique

As explained above, this research uses the descriptive qualitative method. Therefore, researcher's analysis is a significant step to figure out the research findings. According to Creswell, qualitative research data analyses are different; depend on the type of strategy used. It often uses a general procedure data analysis as this following figure⁵:

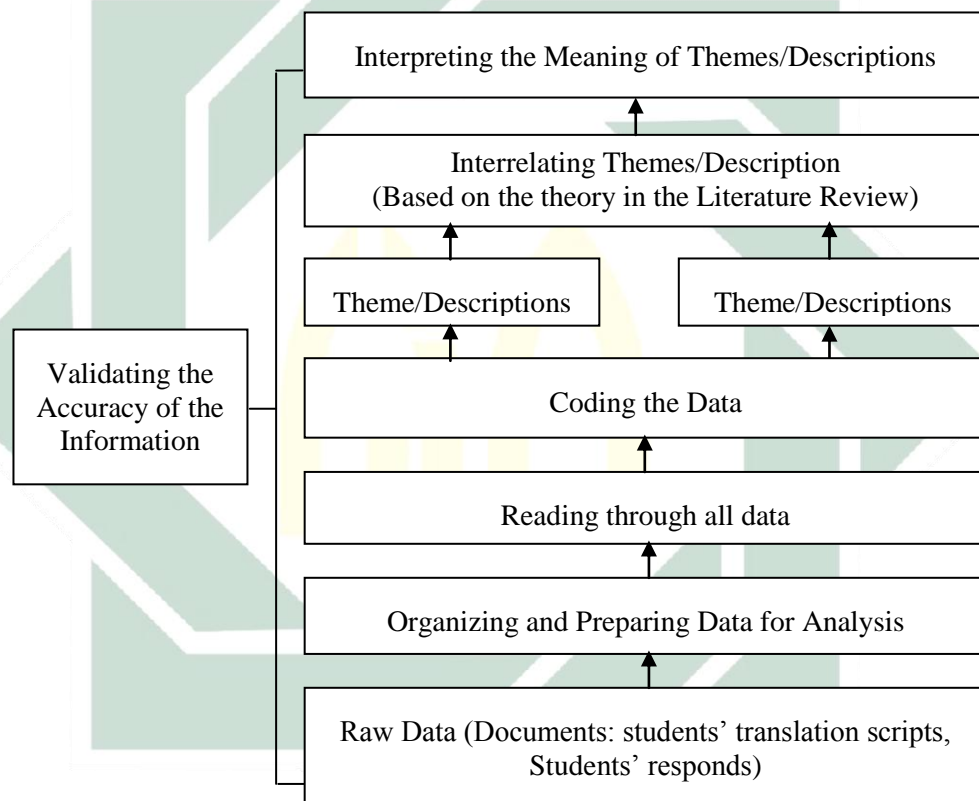


Figure 1.1 Data Analysis in Qualitative Research adapted from Creswell

⁵ Creswell, *Research Design: Qualitative, Quantitative ...* p. 150–151.

A linear and hierarchical approach building from bottom to top is suggested in this figure. Particularly, it is applied in this research as the following steps:

Step 1. Raw Data. Collecting the data: this involves the documentation and the responds from the interview.

Step 2. Organize and prepare the data for analysis. This means after collecting all of the data, the researcher arranged the data into different types depending in the sources of information and the purpose of collecting the data.

Step 3. Read through all the data. In this step, the researcher attempted to obtain a general sense of the information and to reflect on its overall meaning: What general ideas are respondents saying? What is the impression of the responds? What the use of the information? Here, the researcher begun to illustrate the general thoughts about the data.

Step 4. Coding the Data. At this time, detailed analysis has begun, the researcher started to figure out the main point that the subjects showed; before relate them into the theory. Furthermore, the researcher started to work on each document and respond.

Step 5. Theme/Descriptions. By coding the data, researcher figured out the points that respondents have given. After rendering the information, researcher included it into two categories; based on the two research questions in this study; the types of grammatical transfer and factors in grammatical transfer in students'

translation. The information is aimed to answer each question based on the coding. Those are included into the theme, while the descriptions are the detail information following it. Beyond identifying the theme, researcher started to do complex analysis and interconnect to the theory before going further to the descriptions.

Step 6. Interrelating Theme/Descriptions. In this stage, all the collected data and brief analysis mentioned above will be fixed. The researcher analyzed the students' translation script by using Eckersley's theory in his book "*A Concise English Grammar for Foreign Students*", "*Fundamentals of English Grammar*" and "*Understanding and Using English Grammar*" by Betty S. Azar. Furthermore, the researcher also discussed the result of the analysis with the lecturers who are more expert in English Grammar field. Specifically, for the transfer theory, the researcher linked to Swan and Smith theory. In addition, for the findings of factors in grammatical transfer, the researcher illustrates the factors in grammatical transfer by comparing the structures of both languages.

Step 7. Interpreting the Meaning of Theme/Descriptions. The final step of analysis is exploring the analyzed data above in chapter 4: research findings and discussion. The researcher attempted to explain the phenomenon that have been found and related those to the theory as mentioned above, before finally concluded the whole research.

G. Checking Validity of Findings

In checking validity of the findings, the researcher used triangulation technique. As explained by Angen, triangulation in qualitative research is generally used as technique to ensure that data of the research is rich, robust, comprehensive, and well-developed.⁶ Additionally, Creswell also revealed that using a single method can never adequately shed light on a phenomenon; therefore multiple methods or techniques are needed in order to get deeper understanding.⁷

In Denzin, there are four types of triangulation; those are methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation.⁸ When analyzing data, the researcher also crosschecked the findings using theory/perspective triangulation; as several English grammar theories were regarded. Furthermore, analyst triangulation was applied as well; besides the researcher, expert lecturers, including the advisors also have ensured the findings.

⁶ MJ Angen, *Qualitative Health Research*, vol. 10, 2000, p. 379,

⁷ John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (Thousand Oaks, CA: SAGE Publications Inc., 1998), p. 57

⁸ NK Denzin, *Sociological Methods* (New York: McGraw Hill, 1978), p. 72

H. Research Stages

The process of this study will be done as these following stages:

1. Take a preliminary research

Students of ETED in Sunan Ampel State Islāmic University of Surabaya often write paragraphs that are grammatically inappropriate on their writing assignment. Even though they have passed Structure courses and have been assessed for their linguistic skill, they still have problems or difficulties in constructing sentences correctly. A small observation has been done by the researcher during Translation class in academic year 2014/2015. The researcher has briefly read students' works and analyzed shortly about some grammatical errors which seemingly occur caused by Indonesian language interference. Therefore, the researcher decided to find out the involvement of Indonesian language grammar in students' English translation in that academic year.

2. Decide the research design

The researcher wrote the title of this study and research question first before go ahead to the research design. After drawing focus of the topic that will be discussed, the researcher decided the research design of this research along with the outline, including the data that might be needed.

3. Conduct the research:

a. Collecting data

As the data are obtained from the students' English translation from Indonesian language articles, the researcher will collect the documents after the students' have submitted their works; then the researcher will begin to analyze them.

b. Analyzing the data

After all the documents have been collected, the researcher will be able to analyze the data based on the theoretical framework in chapter II and additional books related to English Grammar. Specifically, the books that have been used in this study are "*A Concise English Grammar for Foreign Students*" by C.E. Eckersley; "*Fundamentals of English Grammar*" and "*Understanding and Using English Grammar*" by Betty S. Azar. Furthermore, the researcher analyzed the classifications of grammatical transfer made by the students based on the theory in chapter II, and figured out the factors in grammatical transfer in students' English translation.

c. Interviewing subjects

Directly ask some particular information based on the result of the analysis to the students can give clear explanation about the data. The researcher can categorize weather some grammatical relation in their

English translation are containing Indonesian language transfer or not. In addition, it can reinforce hypothesis or predictions that occur during the analysis process.

d. Combining the first data and the result of interview

The result of the documents analysis and the interview are combined. After relating the analysis of students' work and the theory in chapter II, which are also supported by the subjects' explanation through interview, the researcher will explain the research finding in discussion section.

e. Concluding the result of the research

The result of the analysis and the theory are combined, the researcher make the conclusion of the research based on the whole sections of this study that have been discussed.