CHAPTER III

RESEARCH METHOD

A. Research Design

This study is designing in qualitative approach because this study concerns on the focuses view of the research object. The researcher is doing deep research to nine the students in translation class as a sample of research based on the lecture recommendation. The researcher uses the descriptive qualitative method. It is because the researcher tends to describe what researcher sees, hears, and asks. The researcher tries to describe student's ability in interpreting metaphor and simile of poem at UINSA Surabaya. The research design is based on logic and common sense.

B. Researcher Presence

In this research, to collect the data the researcher has roles as an instrument of the research. There are also several instruments which can be used in the research in collecting the data as the researcher presence. All the data generated from the research is expected to answer the question of the research. In addition, the research subject knows about the presence and the role of the researcher. The researcher just analyzes the students' interpretation of metaphor and simile in the poem. Thus, in this research, the researcher was not participant observer. Furthermore, the research subject accepts the

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researcher to do a research. Thus, it makes the researcher easier to obtain much information from the subject research.

C. Research Location

The researcher conducted this research in translation class at UINSA Surabaya. There were 3 translation classes in this semester. The researcher conducted the research at C class of translation class. It was because only the students of this class learn about interpreting poem. The researcher began this research on Friday, April 17, 2015 and it ended on Friday, May 08, 2015.

D. Data and Source of Data

There are two ways that can be used by the researcher to get the data; they are collecting students' assignment in interpreting poem and interview the lecturer and the students.

1. Collect Students Assignment

In the first step of research, the researcher will give a poem to the lecturer. Then, the lecturer helps to give the poem to the students and asks them to interpret the figurative language especially metaphor and simile of poem. Then, the students' assignments are collected. Then the researcher analyzes it by using assessment rubric.

2. Interview

Interview process considered as a method for conducting qualitative research, this is a technique that used by the researcher to understand the experiences of others. In this researcher, the researcher

interviews the teacher to get data about student's ability in the difficulties which faced by the students when interpreting figurative language especially metaphor and simile of poem, and the researcher asks to the lecture has done in facing student's difficulty in interpreting metaphor and simile of poem. The researcher also interviews all the students in C class of translation class at English Teacher Education Department of UINSA.

3. **Documentation**

Documentation is anything that is copied needs to be documented. The researcher uses documentation because the researcher takes the text as the document from the students interpreting figurative language especially metaphor and simile in poem.

The researcher asks the result of student's assignment (interpreting metaphor and simile of poem). The researcher asks students to interpreting metaphor and simile in poem for three times with different title. The researcher gets 19 poems as data in every meeting. The researcher uses 6 students' assignment as the sample of the research.

E. **Research Instruments**

In this study an instrument is important to find out the result of the research, so research instrument must be prepared well. In this study, the researcher uses some instruments, such as: Poem, assessment rubric, interview guidelines, and document review.

1.   **Poem**

Poem is an instrument that is used by researcher in the data collecting technique. The researcher takes this poem from "What's Poetry? Antologi Puisi" Charl-Pierre Naude the title Ghost Noon, This Is The sea by Victor Diamini and The Broken Potion by Alexzandria Sanchez as material in this research.

Here is a poem that will be used by the researcher: (See appendix 1)

2.   **Assessment Rubric**

An assessment rubric is an attempt to communicate expectation of quality around a task. Assessment rubric is used to delineate consistent criteria for grading. It is aimed at accurate and fair assessment, fostering understanding, and indicating a way to proceed with subsequent learning/teaching. The researcher uses assessment rubric because the researcher assess student's ability in interpreting figurative language both metaphor and simile by giving score. Assessment rubric makes the researcher easy when the researcher analyzes students' ability. This rubric is adapted and validated by Kyarletts.

Table 3.1

Interpreting Figurative Language of Poem[47]

CATEGORY	LEVEL 1	LEVEL 2	LEVEL 3
Comprehension	Student has trouble understanding most of metaphor and simile.	Student understands some metaphor and simile.	Student clearly understands metaphor and simile.
Analysis	Has trouble identifying metaphor and simile in the poem.	Identifying two metaphor and simile used by the poet, but has difficulty describing how these relate to the meaning or feeling of the poem.	Insightfully identifying several metaphor and simile used by the poet and thoughtfully relate how they are used by the poet to reinforces the theme, meaning, mood, or feeling of the poem.
Level of Thinking	Thinking limited information and understanding. States the basic situation in the poem with no real analysis of metaphor and simile or uses quotes without adequate explanation.	Demonstrates two analytical thinking. Analyzes elements of the poem figurative language especially metaphor and simile using quotes or examples to back up interpretation.	Demonstrates synthetic thinking. Analyzes elements of the poem using more than two quotes or examples to back up interpretation. Critically examines the author's purpose, style, effect of the poem on the reader.

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[47] Keyarlette, *level of analysis:* http://www.myteacherpages.com/kyarletts/levelsofanalysis. Accessed on 23 may 2015

3.   **Interview Guidelines**

Interviewing involves asking questions and getting answers from participants in a study. The researcher asks the interview questions in a specific order while others take a more relaxed approach, though still addressing all pre-planned questions about interpreting figurative language of poem.

The researcher uses interview to get the data. It is because the researcher gets more information through interview. See appendix 2
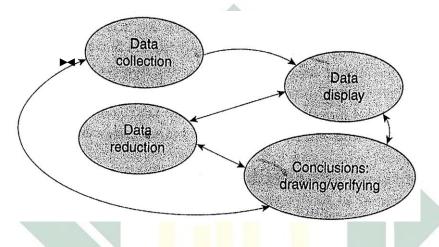
4.   **Documentation**

Documentation is anything that is copied needs to be documented. The researcher uses documentation because the researcher takes the text as the document from the students interpreting figurative language of poem.

F. Data Analysis Technique

In this study, qualitative methods are applied. The researcher collects the data from students' assignment and interview. In this step the writer collects the data based on the activities of students during interpreting metaphor and simile in poem in the translation class. In analyzing the data, the researcher used the theory from Miles and Huberman. There are three steps in

analyzing the data. They consist of data reduction, data display and conclusion.[48] The data analysis can be presented in this way

Picture 3.1

Component of Data Analysis: Interactive Model[49]

After collecting the data, the writer analyzes the data of students' ability in interpreting metaphor and simile in poem from text source language and target language using rubric assessment from Kyarletts. The analysis from students' assignment classifies in 3 levels of scoring in rubric assessment adapted by using marking scale which is stated by NIH scoring system.[50] It can be seen in the table below:

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[48] Keith F Punch, *Introduction to research methods in education*, (L: Alfabeta, 2009), 244
[49] Keith F Punch, *Introduction to research methods in education*……………………….. 174
[50] NIH, *Scoring system and procedure*, Last Reviewed on March 18, 2015.

Table 3.2

Marking Scale of the Students' Level

Criterion Strength	Score
High	9
	8
	7
Middle	6
	5
	4
Low	3
	2
	1

The levels are high, middle, low and elaborated with the lecturer and students' answers from interview. The result presents in form of description.

Then, the researcher reduces the data of students' interpret of poem. The writer reduces the data in order to simplify the data, so the writer is able to determine which data are relevant to the research questions, and which data are not. In other words, reducing the data is used in short analysis in which

sharpens, classifies, reduces and organizes the data in such a way to draw the conclusion.

Next, the researcher displaying the data related to the research questions than make the conclusion of the research that related to the research questions.

G. Checking Validity of Finding

In this step, the researcher uses methodological triangulation; it means a technique to examine validity and credibility of the data by checking the data on the same object of study but in different methods. The researcher conducts observation of the students' ability in interpreting metaphor and simile in poem three times on the selected class. Then, the researcher conducts interview both of the translation lecture and the students' to confirm the data and to obtain the deeper data. As long as the process of observation and interview, the researcher conducts documentation to record the whole information. The documentation data becomes evidence and a tool to ensure whether the data obtained have been correct or not. Thus the data obtained from the teacher and students are valid.

H. Research Stages

In this research stages, the researcher elaborates the process of research, including; preliminary research, planning, analyzing data and concluding data. The detail explanation explains as follows:

a) Preliminary research

Preliminary research here is an important thing to decide whether this research possible to be done or not. In this preliminary research, the researcher goes to the class target and asks permission to translation lecture there to do an interview with him. By interviewing the lecture, the researcher wants to ensure whether the class has material subject about interpreting figurative language of poem or not. Based on the result of preliminary research, the researcher can conduct the research in this class because in this translation class students has material study about interpreting figurative language in poem.

b) Planning

Soon after conducting the preliminary research, the researcher makes an assessment rubric of interpreting figurative language especially metaphor and simile in poem and interview guidelines as an instrument to collect the data. After passing the process of instruments validity, the researcher plans to meet the teacher of the school target to show the instruments and to confirm the researcher's pretension in doing this research.

c) Implementing

In this stage, the researcher conducts an observation to the students' process in doing oral test. The researcher uses an assessment rubric to collect the data in order to answer the first research question. Moreover,

the researcher also conducts interview to the teacher and the students' of the teacher to collect the data in order to answer the second research question. While observing the students' ability in interpreting metaphor and simile in poem and interviewing both of teacher and students', the researcher conducts documentation in form of video recording to record all of the process of collecting data.

d) Analyzing

After that, the researcher processes the data obtained, they are; the result of interpreting figurative language in poem assessment rubric and the result of interview. The processes of this step have been explained details in the data analysis technique which has been written in the previous sub-chapter III.

e) Concluding data

The researcher reflects all information obtained relating to the theory used. Then, the researcher discusses all information concerning the research to obtain the research finding. Finally, the researcher concludes the research findings to answer the research questions.