CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research procedures. It consists of method of the reearch, research setting and participants, research procedures, data collection, data analysis and research schedule.

A. Research Methodology

This is descriptive case study. This type of case study is used to describe an invention or phenomenon and the real-life contex in which it occured (Yin, 2013). the research is conducted to give the verbal description of the students' experiences in translating English song lyric into Indonesian context.

B. Setting and Participants

This study was conducted in English Education Department at one of the universities in Tasikmalaya, West Java, Indonesia. Then, the participants were three females of students of English Education Department at fifth semester taking Translating and Interpreting class and they were 20-21 years old randomly choosen based on three classes at fifth semester.

C. Research Design

In conducting the research, these steps are applied, as follows: First, the researcher made indicator for interview guideline (sigability, sense, naturalness, rhythm and rhyme). Second, the researcher made interview questions related to those indicators. Third, the researcher visited the

participants and asked their willingness for being participants in this research with the casual private conversation. Fourth, by their agreement, the researcher began to do interviews. The interviews are recorded and conducted separately and privately. It steered in *Bahasa* because of some considerations: (1) It provided participants a fair opportunity to express themselves, (2) It encouraged participant to speak freely, (3) It made interview more comfortable to express their thoughts and opinions. Fifth, the researcher transcribed the recording of interviews. Finally, the results of interviews are decoded by the researcher.

D. Data Collection

The interview was conducted once for each student and was semi-structured so that the flow of the interview could be controlled as what this study wanted to know their experiences in doing translating project. The result of interview then was listened, transcribed and analyzed.

E. Data analysis

The researcher analyzed the data from interview using thematic analysis (Braun & Clarke, 2006). These are the following stages:

1. Familiarizing the data

    The researcher have found out the students' experiences in doing English song lyrics task based on the data of interview. Then, the researcher read and re-read the data in order to know what has been uttered by the participants and familiar with it.

Date	: Saturday, 13 April 2019
Time	: 04:30 p.m
Duration	: 13 minutes 36 seconds
Site/Venue	: Siliwangi university
Interviewer	: Researcher (R)
Interviewees	: Third Participant (P3)

Table 9. Interview Transcription Data and the Process Coding

R/P3	Transcription
R	Ini disini saya mau interview untuk penelitian saya tentang "Portraying The EFL Students' Experiences in Translating English Song Lyrics: Translation Process of Song Lyric". Hmm sebelumnya kan semester 5 sudah melakukan tugas itu ya?
R	Apa yang pertama kali kamu pikirkan tentang tugas Translating?
P3	Pas lagu paling karna gak suka nyanyi, gak suka lagu, jarang dengerin lagu jadi kaya mungkin agak sulit awalnya.

Figure 1. Familiarizing the data

2. Generating initial codes

The researcher made the sign in codes occurring in the data which related to the purpose of this study (the studnts' experiences in doing English song lyrics task) by coloring the codes. In order to identify the themes and sub-themes (Braun, V and Clarke, V., 2006) It would ease the researcher to analyze the data in the next following stages.

R/P1	Transcription	Initial Code
P1	*I think it was something new for me, and that was a challenging and also interesting for me but I am still confused how to start translating the song (P1, April 27th 2019)*	Initial difficulties

Figure 2. Generating initial codes

3. Searching for themes

The researcher grouped the codes which possibly belonged to the same theme by coloring them differently in order to make it easy to analyze.

NO	THEMES	SUBTHEMES	DATA	FINDINGS	CONCLUSION
1.	Difficulties	- Initial difficulties - Music vocabulary	I think it was something new for me, and that was a challenging and also interesting for me but I am still confused how to start translating the song (P1, April 27th 2019) When translating the song, that was because I did not like a song, I rarely heard the song. It may be difficult things to begin. (P2, April 13th 2019) ….. but I was still confused how to begin because I did not know about music in 80s. (P3, March 08th 2019)	1. P1: It was first time for the student to translate the song, she did not know how to begin to translate the song. 2. P2: Students did not like to listen to the	1. Students did not like a music, they rarely listened music. it is a problem for who want to do a translation task that has a music or sound in its project. Because song translation is a special translation task, it includes more regular basis such: ability of the translator in translating and singing. Other effect of the students' problem was how to begin to do the task because students should have translation skills and musical skills. All of the task necessary

Figure 3. Searching for the Themes

4. Reviewing the themes

The researcher reviewed the following themes to ensure whether the themes were the most appropriate. If not, the researcher removed or replaced the themes.
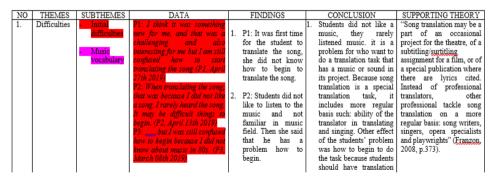
NO	THEMES	SUBTHEMES	DATA	FINDINGS	CONCLUSION	SUPPORTING THEORY
1.	Difficulties	- Initial difficulties - Music vocabulary	P1: I think it was something new for me, and that was a challenging and also interesting for me but I am still confused how to start translating the song (P1, April 27th 2019). P2: When translating the song, that was because I did not like a song, I rarely heard the song. It may be difficult things to begin. (P2, April 13th 2019). P3: ….. but I was still confused how to begin because I did not know about music in 80s. (P3, March 08th 2019).	1. P1: It was first time for the student to translate the song, she did not know how to begin to translate the song. 2. P2: Students did not like to listen to the music and not familiar in music field. Then she said that he has a problem how to begin.	1. Students did not like a music, they rarely listened music. it is a problem for who want to do a translation task that has a music or sound in its project. Because song translation is a special translation task, it includes more regular basis such: ability of the translator in translating and singing. Other effect of the students' problem was how to begin to do the task because students should have translation	"Song translation may be a part of an occasional project for the theatre, of a subtitling/surtitling assignment for a film, or of a special publication where there are lyrics cited. Instead of professional translators, other professional tackle song translation on a more regular basis: song writers, singers, opera specialists and playwrights" (Franzon, 2008, p.373).

Figure 4. Reviewing Themes

5. Naming the themes

  The themes were named as the representation of its following sub-themes. Those became the findings of this study; those show the EFL students' experiences in translating English song lyrics project.

6. Producing the report

  The researcher reported what had been gained from this study. This include the themes occurring in the EFL students' experiences in translating English song lyrics.

F. Research Schedule

  This research was conducted by interviewing three participants. The participants were interviewed three times. First participant was interviewed on 27 April 2019. Second participant was interviewed on 13 April 2019. Third participant was interviewed on 08 March 2019. The interview was conducted at Siliwangi University. After the researcher got the data he analyzed it using thematic analysis (Braun, V and Clarke, V., 2006) then he reported it based on the data.