CHAPTER III
RESEARCH PROCEDURES

3.1 Research Method

The researcher employed a descriptive case study as a research methodology in this study. This approach is relevant because it is used to look into a current case in the context of the real world (Yin, 2014). Besides that, this method aims to 'provide a thorough, contextualized picture of a particular phenomenon' without actually trying to change anything (Widodo, 2013). It investigated and described in detail students' perceptions of the use of the project-based learning model in the translating and interpreting course.

3.2 Focus of the Research

The focus of the research is the use of project-based learning in the Translating and Interpreting course. It is to find out the benefits of project-based learning in the Translating and Interpreting course.

3.3 Setting and Participants

The study was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. Determining the research setting was based on the consideration that research for the benefits of implementing project-based learning in the Translating and Interpreting course had not been carried out, so that it was in accordance with the required data. This research aims to find out the students' perceptions of the benefits of the use of project-based learning in the Translating and Interpreting course. This course provides students with theoretical and practical knowledge of the translating and interpreting from English into Bahasa Indonesia or vice versa. This study involved three English Education Department students who have already finished the translating and interpreting course in 2023. Three participants come from all four different classes as a representative of each class. These participants were chosen because they have completed all of the projects in the translating and interpreting course. The class projects that have been done such as song covers and making a subtitle for a short movie, news reader interpretation, and tour

guide. The participants contained specific traits or characteristics, like experiences, actions, and roles in the learning process, that would allow for in-depth investigation and comprehension of the subject the researcher wanted to explore. And then these participants were willing to become research participants.

The steps used to protect human participants should be disclosed in a qualitative study. Ethics matters, especially when it comes to organizing, carrying out, and assessing research. As a result, the researcher has an ethical obligation to safeguard the rights and welfare of study participants (McMillan & Schumacher, 2006). Participants were guaranteed confidentiality and anonymity, as well as the right to discontinue the research at any time. The participants and the interviewer agreed on the dates and times for the interview. This is the first step in developing a relationship of trust with the participant. Participants received consent papers after agreeing to participate. Also, participants were requested permission to record their interviews so that their comments can be included in the research presentation. The subjects of anonymity and confidentiality are also covered by the participants. They were guaranteed that neither the institution nor their names would appear in print.

3.4 Technique of Collecting the Data

The researcher used a semi-structured interview as the medium in collecting the data since it produces greater detail and depth of data. In semi-structured interviews, the researcher initiates open-ended, impromptu follow-up questions in addition to predefined survey items. Based on their initial response, the respondents were given the chance to share additional information through these probes (Ahlin, 2019). Hence, the step of conducting the semi-structured interview (Adams, 2015):

1) Choosing respondents and scheduling interviews

The study involved four participants enrolled in the Translating and Interpreting course with several characteristics considered. Also, the researcher got in touch with them to ask for and arrange an interview time.

2) Creating interview questions and an interview guideline

The interview questions were adapted from the theory of project-based learning steps by Delise & Robert (1997) and 7 principles of project-based learning by Larmer et. al. (2015) as the framework of the topic of the study related to project-based learning in the classroom.

3) Initiate the interview

Requesting consent to record this interview was the first step in this phase. The conversations that occur when using this method were recorded by the researcher using Google Meet. The individual was asked to talk openly by the interviewer. The interviewer took into account how long the interview will last. It then starts with a question from the list of questions.

4) Interview technique refinement

The interview was recorded using Google Meet and voice recorder, and each interview lasts between 30 and 60 minutes. Due to the obvious geographical distance between the researcher and the participants, this technique was chosen. The interviews were done on different days because of the consideration of the participants' availability.

5) Semi-structured interview analysis and reporting

In this phase, the researcher reviewed the collected data to ensure its accuracy. The data was translated and transcribed. After that, it was analyzed by Thematic by Braun and Clark (2006). The interview questions were adapted from the theory of project-based learning steps by Delise & Robert (1997) and 7 principles of project-based learning by Larmer et. al. (2015).

3.5 Technique of Analyzing the Data

The interview was analyzed using thematic analysis as the data analysis procedure. The goal of thematic analysis is to identify themes, classify the data that are important and interesting, and pattern it into themes to describe the point of information that the researcher proposed in the study. It was developed by Braun and Clarke (2006) who explained that thematic analysis is a qualitative data analysis process to analyze, organize, describe, and classify the

result into themes in a data set by decoding them into themes. The use of thematic analysis is simply summarizing the data obtained.

The study adopted six steps of thematic analysis: (1) familiarizing with the data, the researcher has to familiarize the data obtained (2) generating initial codes, the researcher analyzed the data by dividing it into abstract points (3) searching for themes, classifying the data has been coded into themes (4) reviewing themes, reviewing the data classified to the reliability and the suitability to the research questions (5) defining and naming themes, developing the themes (6) producing the report, presented the analyzed data to the study (Braun & Clarke, 2006).

1) Familiarizing with the data

The data were transcribed to provide documentation for the data after being collected for the interview. To become familiar with the data, the researcher reviewed each participant's interview transcription.

2) Generating initial codes

Table 3.1 Generating Initial Codes

Codes	Utterance	Source
Translation skill	The translation has to be equivalent, right? I came to know that it's okay to do a literal translation. Because literals don't pay attention to equality of meaning. But now my translation skills pay more attention to the meaning from L1 to L2, not too literally. In the News Reader project, we know several vocabularies that are actually used in certain contexts. For example, whatever vocabulary is used in delivering news, and also whatever	Participant 1

	content is presented, automatically my vocabulary skills increase and my translation skills also increase because of the knowledge of the new vocabulary and spontaneously.	
	I had an experience like the Lebah Ganteng (Famous Translator), Teh. If the project is from Indonesian to English, I feel more confident when I'm asked to translate something.	Participant 2
Vocabulary mastery	After carrying out the project, I came to know some vocabulary that is specific to certain field , such as when I worked on a project News Reader containing legal topics and the film industry, I discovered a lot of new vocabulary. One of them is the word "Manslaughter" which in the legal field means unintentional killing. Apart from that, there is also the word "Armor", that in the context of the film does not mean armor but refers to the term for the crew who are responsible for handling weapons used as property in filming and ensuring their safety on the shooting location.	Participant 2
	Well, at that time my project was about the world of entertainment. So I know special terms in the entertainment world.	Participant 2
	Book translation and journal translation are more or less the same, namely increasing the	Participant 2

	vocabulary of specific terms according to the field of the journal	
	This project-based learning helped me improve my vocabulary and translation skills. For example, when I do a News Reader project, I have to listen and translate the contents of the news first so that I can understand the contents of the text. When we make subtitles, it doesn't translate right away. But we have to know the context of the conversation, what is the right word to use. So, I am more aware of choosing good and appropriate words when translating. And there were more than 1 assignments which made me get used to new vocabulary and translating a text.	Participant 3
	The song cover project is not much different from the subtitles we can choose the right words that go into the rhythm of the song.	Participant 3
Speaking confidence	Then the confidence to speak English when we speak to foreigners.	Participant 1
	I am more confident in speaking English. It is because of the direct experience with tourists from outside. After communicating with foreign tourists, I just feel more confident. Previously, I was afraid to speak English because I was afraid that my pronunciation would	Participant 2

	not be clear, but after working on the project, I was more confident because at that time even foreigners understood what I was saying.	
	The tour guide project made me confident because I could talk to foreigners fluently.	Participant 3
Theory and practice	Yes, it is true. If you want to be effective, what's important apart from theory is practice, *Teh*. In theory, I'm confused. So, if we are in the field, we can also gain experience.	Participant 1
	The theories taught become more embedded. Because we practice directly, if it's just theory, we'll sometimes forget. If we experience the project directly, it will be more attached to it.	Participant 2
	Students are more exploratory, not only learning theory, material, not only learning to read books but we also practice, apply them in this project-based learning.	Participant 3
Students cooperation	Teamwork is better trained because there is a division of tasks. There were parts of it, yes.	Participant 1
	Increasing teamwork in discussions because most projects are in groups, like it or not, we have to negotiate	Participant 2

	discussions, although sometimes we also find conflicts and differences of opinion. It's just that learning how to communicate is the most important. My class rarely hang out together, with this project makes the kinship between classes grow even more.	
	It helps to improve teamwork because we have our goals together, and we have to achieve those goals together even though we have different opinions, we have to decide something.	Participant 3
Problem-solving skills	Improve our problem-solving skills. Because there are so many problems, many are tricked out to solve them.	Participant 1
	Yes, because in one of the projects, namely the tour guide, there was a problem, but thank God it was resolved. Small problems like the division of rooms at Batu Karas too, there are problems haha but they can be solved by one of them giving in.	Participant 2
	Yes. For example, when we are given a project, namely a Tour Guide, and it turns out we are experiencing difficulties, we are asked to complete this task, even if for example we don't get the tourist	Participant 3

	guide, we look for another way, yesterday we looked at PVJ and couldn't find it, then we looked elsewhere and finally found it, I think it's really helpful.	
Video editing skills	Must have editing skills. All of these projects all use a video editor. So I was forced to learn how to edit videos.	Participant 1
	Yes, *Teh*. Because nowadays it's more about content, now you know "oh, so this is how difficult it is to create content".	Participant 2
Media for the project results	I think it's good, if in public we don't know each other personally, the public, so they can be more honest in expressing their comments. For example, if you are with a classmate, you will feel bad.	Participant 2
	In my opinion, its better on YouTube, because the lecturer can give feedback right away, compared to GDrive, there's nothing to talk about, no comments. It's better to comment directly on YouTube, that's it.	Participant 3
The projects	For the project, I said it was pretty good. We really need these projects for our skills. Anyway, it's appropriate for the project.	Participant 1

	The course seemed tense but fun, *haha*. Because I'm constantly hit by projects, but the fun is because the projects help.	Participant 2
	In my opinion, this is enough to help improve skills, especially the important ones like Tour Guides and News Interpreting, which have really helped my public speaking skills. So far, this can still be used for junior level projects.	Participant 3
Interactive and communicative learning	The only thing to note is how to teach it. If possible there is more interaction between lecturers and students.	Participant 1
	In my opinion, it's suitable but maybe the lecturer could be more communicative and interactive. Because projects also need feedback.	Participant 2
	My note is the implementation has to be more interactive, more communicative, and the lecturer also has to be more involved in our projects.	Participant 3

Table 3.2 Initial Codes and the Frequency

No	Initial Codes	Total
1.	Translation skill	10
2.	Vocabulary mastery	8
3.	Speaking confidence	6

4.	Theory and practice	5
5.	Students cooperation	3
6.	Problem-solving skills	3
7.	Video editing skills	2
8.	Media for the project results	2
9.	The projects	8
10.	Interactive and communicative learning	3

3) Searching for themes

In this step, the researcher examined the codes and identified potential themes from the data that have been highlighted in the second step.

Table 3.3 Searching for Themes

Initial Codes	Sub-themes
Translation skill Vocabulary mastery	Translation skill and vocabulary skills
Speaking confidence	Speaking performance
Theory and practice	Embedded theory in practice
Students' cooperation Problem-solving skill	Students' cooperation and problem-solving skills
Video editing skills Media for the project results The projects Interactive and communicative learning	Learning evaluation

4) Reviewing themes

The researcher examined the data for each theme to assess how well it fits with the data already collected. After assessment, certain codes and topics were ultimately excluded because they wouldn't pertain to the objectives of this study.

5) Defining and naming themes

At this step, the researcher started to name the theme that is determined as answers to the research questions.

Table 3.4 Defining and Naming Themes

Sub-themes	Themes
Translation skills and vocabulary mastery	Improving students' vocabulary mastery and translation skill
Speaking performance	Encouraging students' speaking confidence
Embedded theory in practice	Providing real-life experience by implementing theory in practice
Students' cooperation and problem-solving skills	Increasing students' cooperation and problem-solving skills
Learning evaluation	Boosting students' awareness of evaluating the projects

6) Producing the report

    Finally, the researcher reported what has been gained from this study framed in the descriptive case study.

3.6 Steps of the Research

Table 3.5 Steps of the Research

No	Description	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec
		2023					
1.	Research Proposal Writing	■	■				
2.	Research Proposal Examination			■			
3.	Data Collection				■		
4.	Data Analysis				■	■	
5.	Comprehensive Examination					■	■
6.	Final Thesis Examination						■

3.7. Time and Place of the Research

This research was conducted starting in June 2023 until October 2023. It took place at one of the universities in Tasikmalaya, West Java, Indonesia in the Faculty of Educational Sciences and Teachers' Training, English Education Department.