

CHAPTER 3

RESEARCH PROCEDURES

This section provides research procedures. This section is separated into six parts: the method of the research discussed, the methodology used and how it works, the focus of the research, the setting, and participants that discussed the place and the participants taken in this research, the technique of collecting, analyzing the data and the last one is time and place of the research.

3.1 Method of the Research

The Descriptive case study was used as the research method for this research. A descriptive case study explains complex issues by presenting natural phenomena within the context of the facts under consideration (Zainal, 2007). Researchers can analyze existing phenomena to generate the needed data. Furthermore, the goal of a qualitative descriptive study is to summarise the experiences of individuals or participants (Lambert & Lambert, 2012). This was an effective method for this research, as the researcher found detailed descriptions of EFL students' experiences in making English subtitles of animated movies.

3.2 Focus of the Research.

This research focused on students' experiences in making subtitles of animated movies in translating and interpreting course at one of Universities in Tasikmalaya.

3.3 Setting and Participants

This research was conducted at one of the universities in Tasikmalaya. The interview was conducted after the participants submitted a letter of consent to the researcher to be a participant in this research. The result of the interview analyzed if the participants were willing to participate, and then the research continued to the next stage. Participants also asked for permission to be recorded during the interview section. Besides, the participant and university information were maintained and would not be disseminated to any party and used for this research purpose only.

This study involved three students as the main participants. It consisted of three females in semester 5 of their study stage in the English Education Department of one of the universities in Tasikmalaya. The participants were in the age range 19 – 21 years old. They were chosen because they had finished their assignment to make subtitles on animation movies in their 4th semester in the translating and interpreting course and got the greatest score on that assignment. And they were different members from different group. They had passed the supporting courses, such as intersemiotic translation before they finished this assignment. The researcher believes that with the several criteria mentioned, the participants can answer the interview questions well.

The assignments were in the translating and interpreting course in the 4th semester of their study, which applied project-based learning. One of the tasks is to make subtitles for animated movies. This task is a group assignment where one group consists of 3 – 4 students making English subtitles from Indonesian animation movies with a minimum duration of 35 minutes, and the processing time is two weeks.

3.4 Technique of Collecting the Data

Semi-structured interviews were chosen to allow the interviewer to communicate any additional significant information that may arise freely (Dawson, 2019). The interview was conducted in Bahasa Indonesia, so the participants felt more comfortable and freer to express themselves. Furthermore, this interview was conducted in a Zoom meeting and recorded on that app. The document was then transcribed and translated into English. Thus, the interview questions were developed in accordance with Kolb's (1998) Experiential Learning Theory, which states that the learning experience is the process of realizing, reflecting, and making concepts the conceptual abstract. By presenting several indicators: 1) Concrete Experience, here students' engagement with the process of making English subtitles for animated movies. 2) Reflective Observation: This stage represents the actual process of making subtitles for animated movies. It involves hands-on, practical experiences

where students engage with the task directly. This could include tasks such as transcribing dialogue, translating text, and synchronizing subtitles with the animation. 3) In this stage, students start to develop abstract concepts and theories based on their experiences and reflections. They may begin to recognize patterns or principles related to subtitle creation, such as the importance of accurate translation or effective timing. 4) Following their reflective observation and abstract conceptualization, students can apply their newly acquired knowledge and insights to create improved subtitles. They might experiment with different approaches, techniques, or tools to enhance their subtitle-making skills.

3.5 Technique of Analysing the Data

Thematic analysis was used to analyze the data. The researchers used this technique because thematic analysis is one form of data analysis used to uncover the following patterns or themes in data collected by researchers (Braun & Clarke, 2006). As a result, using this technique, the researcher can identify the responses to the study question based on the theme of the transcription of the interview results. There are six phases in data analysis utilizing thematic analysis, which are as follows:

1) Familiarizing with the Data

The researcher recorded the interview, transcribed it, and read the results many times.

2) Generating initial codes

In this phase, the researcher coded the data that may be relevant to the study aim.

Table 3.1 Generating Initial Codes

First, prepare the device, then prepare the software, and also look for the video you want to subtitle.	Preparation
It was like watching the whole movie until the end. After I understood with the content, I re – watched	Watching

<p>to make sure that I surely understood about the movie content.</p>	
<p>After watching, writing the unfamiliar words and looking for the meaning of them. Continuing watching and understanding the context of the movie like the storyline and the plot.</p>	Comprehending
<p>I might write down vocabulary or words that I think it will be difficult to translate into English. Then, I transcribe the language of the conversation, I transcribe it first, then I translate it.</p>	Transcription
<p>Once the transcript is there, I translate it, some use my words, some use Google Translate.</p>	Translating
<p>The video is downloaded first then inserted into the application. First, listen to the video per dialogue or sentence, then pause it and insert the text, then match the text with the video.</p>	Inserting Transcript
<p>So, it's adjusted in position adjusted below. Usually below. Then, we adjust the transcript or part of the subtitle scene to the scene in the animation.</p>	Adjusting Subtitle
<p>If I'm honest with myself yesterday, I felt that something had to be improved in terms of choosing the colours of the letters or the letters themselves.</p>	Evaluating
<p>The media that I used were CapCut and also KineMaster, both on my handphone, but I tried the one on the laptop, but it was even more difficult, so I worked twice using Filmora on the laptop.</p>	Software
<p>What must be prepared is perhaps the video of course, the animation video must of course be prepared, choose according to our abilities, then the device, then adjust again, whether you want to</p>	Devices

use a **cellphone** or **laptop**, but previously I used Windows, so it was an app, edited on a laptop, then the clear **note, books and pens** for writing down words that were difficult to translate, then the internet too, for looking for vocabulary references. Maybe it's tea.

We also have to determine what type of translation it is, for example literal or adaptation.

Knowledge

As for the skill, **it's definitely listening**, because it's really needed. **Then also translation, because we have to adapt our translation to the content of the animation.**

Skill

What you have to prepare is mental concentration, high concentration, and also mood actually has an effect, because if for example someone has difficulty pronouncing a character, they become lazy, sometimes it's like that, just work on it later.

**Psychological
Aspects**

The challenges are that **sometimes when the character speaks it's not clear**, what he's talking about, and then there are also examples like **Indonesia, which is a country with lots of Muslims, for example there's the words insya Allah, thank God, like that, it's like I'm confused about how to translate it,**

Challenges

The way I solve it is **to discuss it first with my group, how good it is.**

Solution

The first fifteen codes reflected various features revealed by participants' interview transcriptions. The initial codes and frequency appearances are listed below.

Table 3.2 List of Initial Codes and Their Frequency

Initial Codes	Total
Preparation	9
Watching	7
Comprehending	10
Transcription	5
Translating	6
Inserting Transcript	6
Adjusting Subtitle	5
Evaluating	9
Software	8
Devices	8
Knowledge	3
Skill	6
Psychological Aspects	7
Challenges	11
Solution	6

3) Searching for themes

This phase started when all data were initially coded and gathered, and long flat different codes must be identified among familiarized and coded datasets. This phase ended with a collection of possible themes and sub-themes, as well as any data extracts associated with themes that have been coded.

Table 3.3 Searching for Themes

No	Initial Codes	Potential Themes
1	Preparation	Subtitling Process
2	Watching	
3	Comprehending	
4	Transcription	
5	Translating	
6	Inserting Transcript	
7	Adjusting Subtitle	
8	Evaluating	
9	Software	
10	Devices	
11	Knowledge	Knowledge and Skill required
12	Skill	
13	Psychological Aspects	Psychological Aspects Arise
14	Challenges	Challenges and Solution

4) Reviewing themes

The researcher examined the themes that were most relevant to answering the study question and eliminated any potential themes that were not relevant to the question of this study.

5) Defining and Naming themes

This phase started when the researcher explained the essence of each theme and their connection. Furthermore, based on the research question, the researcher generated a clear name for each theme.

Table 3.4 Defining and Naming Themes

Sub Theme	Theme
Preparation in Subtitling Process	
Subtitling Process	Subtitling Process
Evaluation of subtitles	
Knowledge and Skill Required in Subtitling Process	Knowledge and Skill Required in Making Subtitle
Psychological Aspects in Subtitling Process	Psychological Aspects in Making Subtitle
Challenges faced in Subtitling Process	Challenges and Solution in Making Subtitle
Overcoming the challenges	

3.6 Research steps

Table 3.5 Steps of The Research

Step	Description
1	Determine current phenomenon
2	Exploring and deepening the contents of journals or books relevant to the research topic
3	Choose a study topic to investigate.
4	Continuing to compile the thesis, beginning with the study's background, literature review, and research methods.
5	Data collection through semi-structured interviews with willing participants
6	Transcribing the interview results into writing form
7	According to Braun and Clarke's theory of thematic analysis, the transcript's findings were examined (2006)

