# CHAPTER 3
# RESEARCH PROCEDURES

## 3.1 Method of the Research

In this study, the researcher used exploratory case study as a research methodology. Hollweck (2015) categorized three different types of case study namely exploratory, descriptive, and explanatory case studies. He added that if the research is mainly focused on "what" questions, it may call for exploratory study. In addition, Bhat and Bhat (2019) stated that for such research, it is conducted to have a better understanding of the existing problem. He also pointed out that exploratory case study is carried out when the topic needs to be understood in depth, especially if it has not been done before. Thus, descriptive case study design has chosen for this study as this study explored and described detailed information about the students' challenges and solutions in making subtitle of animation movie from Indonesian to English.

## 3.2 Focus of the Research

This study explored the problem of making subtitles that students faced in the translating in interpreting class. The main aim is to identify the challenges and solutions experienced by students in creating subtitles for animation video from Indonesian to English.

## 3.3 Setting and Participants

In this research, the implementation of subtitles was part of a particular assignment or classroom project conducted by the English department at one of the universities in Tasikmalaya. As a group work project in a Translation and Interpretation class, students were tasked with creating subtitles for an animated movie from Indonesian to English. More specifically, the lecturer asked the student teachers to look for movies with a duration of 10-20 minutes. The subtitling process inherently involves translation, as it requires converting the spoken dialogue from the source language to the target language. However, it also demands additional steps such as condensing the text, ensuring readability within limited screen space, and synchronizing subtitles with the visual and audio elements of the film.

The participants of this study were three student teachers majoring in the English Education Department who had enrolled in the Translation and Interpreting course in the fourth semester. To collect the data, three student teachers were selected for interviews, each representing a group responsible for the assignment. The reason for choosing these three participants was to obtain varied data, allowing the researcher to explore the challenges and solutions in depth.

## 3.4 Technique of Collecting the Data

The semi structured interview was used in collecting the data. The data collection was conducted by interviewing the students. The semi structured interview used because it suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries (Adams, 2015). In other words, semi-structured interview offered more detailed explanations if the answer from the participant is not clear (Finkbeiner, 2017) Yet, a questionnaire will be used to support the process collecting the data.

This study adapted Adams's (2015) semi-structured interview method to maintain focus during the interview process. The steps for conducting the semi-structured interview, as outlined by Adams (2015), included selecting respondents and arranging interviews, drafting questions and the interview guide, starting the interview, refining interview techniques, and analyzing and reporting the findings. These steps ensured a systematic approach to gathering and interpreting data.

## 3.5 Technique of Analyzing the Data

All the interviews were recorded, transcribed, and then analyzed using the thematic analysis approach introduced by (Braun & Clarke, 2006) based on driven data. As Braun and Clarke (2006) assumed, thematic analysis is an analytical process for analyzing, managing, representing, and informing themes in a data set. A thematic analysis was also used by researchers because it allowed for greater flexibility in interpreting data and made obtaining large data sets easier by grouping them into themes. There are six-phase guides

which are a very useful framework for conducting a thematic analysis, as explained below:

### 3.5.1 Familiarizing the Data

Familiarizing the data, which covers transcribing data (if necessary), reading and re-reading the data, taking notes or marking initial ideas. The researcher initially gathered data for the study through interviews and then transcribed the information. The researcher then transformed the verbal information into a written format

### 3.5.2 Generating Initial Codes

Generating initial codes, which involves coding interesting features of the entire data set systematically and collecting data which is relevant to each code. After determained initial codes, the researcher created a provisional listed code of codes based on the conceptual framework before beginning fieldwork.

**Table 3.1**
*Generating Initial Codes*

| Utterances | Initial Codes |
| --- | --- |
| Menurut saya kosakata yang seringkali menjadi tantangan dalam membuat subtitle itu biasanya kosakata yang bahasanya itu bahasa informal | Nonformal Vocabulary Challenges |
| Pertama-tama saya akan melakukan riset yang mendalam tentunya tentang budaya Indonesia yang terkait dengan film yang mungkin akan di terjemahkan | Learning L1 culture |
| melalui latihan mendengarkan atau memahami variasi bahasa | Learning L1 dialect |

**Table 3.2**

*List of Initial Codes*

| Initial Codes | Frequency |
|---|---|
| Non-formal/slang vocabulary challenges | 2 |
| Regional vocabulary | 1 |
| Word choice challenges | 2 |
| Meaning consideration | 1 |
| Culture context consideration | 1 |
| L1 match meaning with TL | 1 |
| Idiom challenges | 2 |
| Sentence structure difference | 1 |
| Taboo words challenges | 1 |
| Bad words challenges | 1 |
| Tenses challenges | 1 |
| Keep the L1 culture | 3 |
| Learning the L1 culture | 3 |
| Focus on meaning | 1 |
| Vocabulary research | 3 |
| Neutral vocabulary choice | 1 |
| Humor delivery challenges | 1 |
| Learning regional dialect | 2 |
| Consultation with a native speaker | 1 |
| Using context | 1 |
| Consultation with the translators | 1 |
| Simplify the sentence | 2 |
| Font Consistency | 1 |
| Audio transcription app/website use | 1 |
| Duration consideration | 1 |

| | |
|---|---|
| Speech speed | 1 |
| Subtitle layout | 2 |
| Font Size | 2 |
| Readable font type/color | 1 |

### 3.5.3 Searching for the themes

In the third stage, the researcher identified and highlighted the themes within the categorized data. The researcher classified the result codes from the first cycle coding into several categories or themes. This entailed selecting the data transcript and identifying significant or intriguing aspects related to the research questions.

**Table 3.3**
*Searching for Themes*

| Initial Codes | Potential Themes |
|---|---|
| Non-formal/slang vocabulary challenges | Linguistics challenges in |
| Regional vocabulary | making subtitles |
| Word choice challenges | |
| Meaning consideration | |
| Culture context consideration | |
| L1 match meaning with TL | |
| Idiom challenges | |
| Sentence structure difference | |
| Taboo words challenges | |
| Bad words challenges | |
| Tenses challenges | |
| Keep the L1 culture | Understanding of culture |
| Learning the L1 culture | |
| Focus on meaning | |
| Vocabulary research | |

| | |
|---|---|
| Neutral vocabulary choice | |
| Humor delivery challenges | |
| Learning regional dialect | Dialect or accent |
| Consultation with a native speaker | |
| Using context | |
| Consultation with the translators | |
| Simplify the sentence | Technical Subtitling |
| Font Consistency | |
| Audio transcription app/website use | |
| Duration consideration | |
| Speech speed | |
| Subtitle layout | |
| Font Size | |
| Readable font type/color | |

### 3.5.4 Reviewing Themes

The researcher worked on formulating or adjusting the themes identified in the previous step during the fourth stage. This phase entailed the development or modification of themes discovered during the search for themes. The researcher rechecked the themes that have been identified regarding student-teachers' experience in making subtitles to ensure the placement of codes have been categorized into the appropriate themes. This phase involves the process of developing or modifying the themes before it was chosen as the final theme.

**Table 3.4**
*Reviewing Theme*

| Potential Themes | Themes |
|---|---|
| Linguistic challenges in making subtitles | Linguistic challenges in making subtitles |

| Understanding of culture | Restricted understanding of culture |
|---|---|
| Dialect or accent | Differences of dialect or accent |
| Technical Subtitling | Technical Mastery in Using Subtitle Application |

### 3.5.5 Defining Themes

In this phase, the researcher identified the principle of each theme and produced a clear name for each theme by grouping the theme in the previous phase. To facilitate data analysis, the researcher articulates the nature of each theme and elucidates the connections between them**.**

**Table 3.5**
*Defining Theme*

| Themes |
|---|
| Linguistic challenges in making subtitles |
| Restricted understanding of culture context |
| Differences of dialect or accent |
| Technical Mastery in Using Subtitle Application |

### 3.5.6 Producing a report

In the last phase, the researcher presented the study's findings, which marked the end of the analysis process, reported the research result with supporting theories. This step is completed by presenting a structured set of information and the ability to draw conclusions.

## 3.6 Steps of the Research

This research was carried out through several steps starting from the preparation of a research proposal until the research report. The steps are explained as follows:

1. The first phase is writing a tentative research plan and research proposal to establish how the research will be carried out.
2. The Participants were selected from students who had taken a translation in interpreting course who were assigned to make subtitles from Indonesian to English.
3. After the participants is selected, the researcher will ensure the participants by filling the participant consent.
4. The interview was conducted on Zoom meetings and in person interview in accordance with participants' readiness.
5. After the data has been collected, the data were analyzed by using Braun and Clarke's (2006) thematic analysis.
6. As soon as the data has been analyzed, the result was reported in the undergraduate thesis

## 3.7 Time and Place of the Research

**Table 3.6**
*Time and place of the research*

| No. | Description | Aug. 2023 | Sept. 2023 | Nov. 2023 | Dec. 2023 | Jan-May 2024 | Jun. 2024 | Jul. 2024 | Aug. 2024 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Research proposal writing | ███ | ███ | | | | | | |
| 2 | Research proposal examination | | | ███ | | | | | |
| 3 | Data collection | | | | ███ | | | | |
| 4 | Data analysis | | | | | ███ | | | |
| 5 | Report | | | | | | ███ | | |
| 6 | Thesis examination | | | | | | | ███ | |