

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Method**

This study used descriptive case study research design. The researcher uses a descriptive case study to describe a phenomena and the real-life context in which it occurred (Yin, 2003). In this study, a descriptive case study is used to describe students' motivation in the online learning activity of the Translating and Interpreting course and the factors that influence it.

#### **3.2 Focus of the Research**

The researcher tries to add new studies with new phenomena through Indonesian students' perception then aligns with research questions about students' motivation orientation in online learning of Translating and Interpreting course as well as the factors that influence it.

#### **3.3 Setting and Participants**

This study is conducted in a Translating and Interpreting course as one of the courses in English Education Department major at a state university in Tasikmalaya, West Java, Indonesia.

The participants in this study are three students who joined the Translating and Interpreting course in the even semester of 2021. With further information: a male and two female students, age range 19-22, and they use Sundanese and Bahasa

Indonesia as their L1. The three students were from the same class and were selected based on their achievement in learning as seen from their test scores (as recommended by the course lecturer). Each of them has different learning achievement (low, medium, and high).

### **3.4 Technique of Collecting the Data**

This study used semi-structured interviews as the data collecting method. The interview is conducted to obtain data describing students' motivation in an online learning of Translating and Interpreting course. The researcher used the interview in this study because it is one of the most important sources in case study and it focuses directly on the case study topic also provides perceived causal inferences (Yin, 2003). Interviews are the most frequently used data collection method (Taylor, 2005; Kallio, Pietila, Johnson & Kangasniemi, 2016), and semi-structured interviews are the most frequently used in qualitative research (DiCicco-Bloom & Crabtree, 2006). Semi-structured interview was used to ensure the same general areas of information collected from each interview, but it still allows freedom and adaptability in getting the information. Due to the COVID-19 outbreak, the interview is conducted by phone interview with a general interview guide approach.

Steps in semi-structured interview (Adams, 2015):

#### **3.4.1 Selecting respondents and arranging interviews**

This step relates to the things that need to be addressed in conducting the study. The interview was addressed to three participants. The researcher also contacted them to request and schedule an interview.

### **3.4.2 Drafting questions and the interview guide**

The researcher adapted the interview protocol framework from Castillo-Montoya (2016) that consists of four phases:

1. Ensuring interview questions align with research questions
2. Constructing an inquiry-based conversation
3. Receiving feedback on interview protocols
4. Piloting the interview protocol.

Begin with compiling questions according to the aim of the study and research question. The questions are made as clear as possible so that they will not cause misconceptions. This study adopts the theme questions from Deci & Ryan (1985) about factors that influence learning motivation, which is then associated with the current state of online learning: Intrinsic motivation, extrinsic motivation, and demotivation. Then, study by Jabu, Abduh & Rosmaladewi (2021) about the reason and motivation in joining the translation learning: (a) enhancing different range of English skills; (b) understanding the process of translation; (c) becoming a professional; (d) gaining new knowledge and cross-cultural understanding, and (e) deciphering the meaning of the text.

### **3.4.3 Starting the interview**

In this step, the first thing is asking permission that this Interview is recorded. In this method, the researcher used an OPPO A5 2020 as tool for conducting and recording the interview. Then, the interviewer asked the participant to talk freely. In addition, the interviewer should consider the length of the interview. Then, it starts with a question according to the question list.

#### **3.4.4. Polishing interview techniques**

The data collection technique used is a phone interview. This interview technique is chosen because of differences in geographic location between the researcher and participant.

#### **3.4.5. Analyzing and reporting the semi-structured interview**

This step is exploring the result. The researcher revisits the collected data for accuracy from the recording. Furthermore, the data transcribed. Then, it is analysed by thematic analysis.

### **3.5 Technique of Analysing the Data**

The interview results would be transcribed, translated, and analysed using thematic analysis. Thematic analysis is a research method to identify, analyse, and report the themes (pattern) within the data. Thematic analysis is seen as a foundational method for qualitative analysis. It provides a flexible and useful research tool, which can potentially provide rich and detailed information. It also can be a method that works both ‘to reflect reality’ or ‘unravel reality’ to the surface (Braun & Clarke, 2006).

The following are the steps in conducting thematic analysis by Braun & Clarke (2006):

### 3.5.1. Familiarizing yourself with your data:

In this step, the researcher transcribes the data, reading and re-reading the data, and noting down initial ideas.

### 3.5.2. Generating initial codes

Coding interesting features of the data in a systematic fashion across the entire data sets, then collating relevant to each code.

*Table 3. 1 Highlighted Codes*

Code	Utterances	Source
The importance of translation for students	The importance of using translation in English is because for example we cannot understand a word or a sentence that we learned we will be confused or there will be a misunderstanding between us and the target we are talking about or the person we are talking to.	Participant #1
	-I think it's important for me, who is still learning English, it will be greatly helped by the translation itself. -The translation equates the meaning from L1 to L2. For example, when we already know the meaning of an English word from the process of translating, it will make it easier for us to learn English and others.	Participant #2

	<p>It is very necessary for me when using English because it allows for differences or similarities in information and meaning.</p>	Participant #3
<p><b>Students' motivation orientation in joining the course:</b></p> <p>-Translation learning for academic purposes, -Translation learning for professional purposes, - and for complying with the department academic regulations</p>	<p>My motivation for taking the Translating &amp; Interpreting course is for my future work needs. If we understand the correct translation, for example, if we become teachers, we will be able to teach students English which is easy to understand or appropriate to the context.</p> <p>- I am more into translation itself. Because when we can translate, learning English become easier. For example, when we can translate a few pages of a book, it will be easier to read the book and learn English.</p> <p>- It's also more for work needs anyway. In this course, we learn about translation theories that will definitely be of great use to us in our future work.</p> <p>For the job is become a translator. In this translating and interpreting course, we learn how to translate, translation methods, and what translators should and shouldn't do. The materials in this course can be a provision for us when we become a translator.</p> <p>-Motivation to take translation &amp; Interpreting course because it is one of the compulsory subjects in the department.</p> <p>- then my goal in studying this course in addition to carrying out my obligations in that semester is so that I get a good understanding and ability in translating.</p>	<p>Participant #1</p> <p>Participant #2</p> <p>Participant #3</p>

	<p>-My motivation going forward is to be able to apply the learning outcomes of this Translating and Interpreting course when speaking with native English speakers.</p>	
<p><b>Factors affecting students' learning motivation</b></p> <p>A.External Factor</p> <ul style="list-style-type: none"> <li>- Disruptive learning environments.</li> <li>- Poor internet networking access</li> </ul>	<p>-It's more about the way the lecturer explains it. he explained it directly and there was no power point to support his explanation, so I was confused about what to write.</p> <p>-Sometimes internet connection disturbances also cause misunderstandings.</p> <p>-Then there is my child, because I'm a housewife right now, so if I want to go to class, I'm often disturbed by my child, for example, if the child is fussy, he doesn't want to be left behind so I can't understand the material well</p>	Participant #1

	<p>-The first influencing factor is the environment because if the environment is comfortable, noisy, not conducive, it will really affect learning.</p> <p>-Because I still like to follow friends like that. If friends come here I come here, if they go there I go there. So friends are influential.</p> <p>-Furthermore, there are also many other disturbances such as internet connection. If the signal is good, it's easier for us to find references to find the materials and it's also a bit difficult to get into the zoom. For example, if it is difficult to enter, it will make the mood go down.</p>	Participant #2
B.Internal Factor	<p>The factors that motivate me are mainly internal factors, because I want to be able to understand in choosing words that match their meanings and of course the English vocabulary is also increasing.</p>	Participant #3

### 3.5.3. Searching for themes

Collecting codes into potential themes, and gathering all data relevant to each potential theme. The researcher identified the themes from



the data that has been categorized and highlighted earlier in the second step based on the research questions.

#### **3.5.4. Reviewing themes**

Checking if the themes work in relation to the coded extracts and the entire data set, then generating a thematic map of the analysis.

#### **3.5.5. Defining and naming themes**

Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, then generate clear definitions and names for each theme.

*Table 3. 2 Defining and Naming Themes*

Themes		Sub Theme
Theme 1	Students' motivation orientation in online learning of the Translating and Interpreting course	-Integrative orientation -Instrumental orientation
Theme 2	Factors affecting students' learning motivation in online learning of the Translating and Interpreting course	A. Internal Factor
		B. External Factor -Learning environments. -Poor internet networking access

#### **3.5.6. Producing the report**

Selecting clear and interesting sample extracts, then final analysis of the selected extracts that reconnects the analysis with research questions and literature, produce a scientific analysis report.

### 3.6 Research Schedule

*Table 3. 3 Research Schedule*

No	Description	Jan- May 2021	June 2021	Jul- Aug 2021	Sep- Oct 2021	Nov 2021- Mar 2022	April 2022
1.	Research proposal writing						
2.	Research proposal examination						
3.	Data collection						
4.	Data analysis						
5.	Report						
6.	Thesis Examination						