CHAPTER III
RESEARCH METHOD

This chapter deals with the methods in conducting this research. It covers research design, population, sample, instrument, data collection, and data analysis. Each point is explained in details below.

3.1 Research Design

Qualitative and quantitative research are the types of research design that have different purpose. Qualitative research is used to investigate the current issue and phenomenon (Mackey and Gass, 2005). Quantitative research, on the other hand, is used to “...analyze trends, compare groups, or relate variables using statistical analysis, and interpret results by comparing them with prior predictions and past research” (Creswell, 2012, p.13). Based on the research problem and research question of this study, the researcher employed quantitative research design to relate variables using statistical analysis.

In relating two variables in quantitative research, the researcher used correlational study. Correlational study aims to measure the degree or the strength of association among two variables. The degree of association is expressed with number ranging from -1.0 to +1.0. If the result of correlation is +1.0, it indicates perfect positive correlation between two variables (Cohen, 2005). Meanwhile, perfect negative correlation is prefaced with a minus sign. In brief, this study employed correlational research to reveal the relationship between two variables, whether it was positive or negative correlation.
There were two variables that would be examined in this study, namely: students’ motivation and translation competence. Students’ motivation was considered as an independent variable which affects dependent variable. Meanwhile, translation competence was regarded as the dependent variable. These variables were used to test the hypothesis of this study. In short, students’ motivation and translation competence were variables that would be examined in this study.

3.2 Population

A group of people to which the researcher wants to study and generalize is defined as population (Sugiyono, 2015). The population of this study was English Language Education Department students at University of Muhammadiyah Malang in 2016/2017 academic year. Those are fifth semester students who are taking Translation course. Therefore, the population of this study was 243 English Language Education Department students.

3.3 Sample

Gravetter and Forzano (2012) state that a subgroup of individuals that is chosen as the respondent and representative of a population is called as sample. Following that statement, Creswell (2012) believes that samples for a correlational research are approximately 30 respondents. The researcher used cluster random sampling technique to choose the samples. Cluster random sampling is the selection of groups (e.g., intact second language classes) rather than individuals as the objects of study (Mackey and Gass, 2005). Therefore, the researcher took 30 students as the sample of the population by using cluster random sampling technique.
3.4 Research Instrument

Creswell (2012) states that in the research, a media for collecting and measuring the data is called as instrument. Instrument consists of observational sheet, questionnaire, interview, and test. In this study, the researcher gathered the data by using questionnaire and test.

The questionnaire was used to measure the students’ motivation. Meanwhile, a test was conducted to measure the students’ translation competence. The questionnaire of students’ motivation was adopted from Gardner’s Attitude/Motivation Test Battery. For further understandings, it would be explained in details below.

1. Questionnaire of Students’ Motivation in Learning Translation

The researcher adopted the questionnaire from Gardner’s Attitude/Motivation Test Battery. There was a total of 14 items to investigate students’ motivation particularly in learning translation. These items were classified into three categories, namely, interest in learning translation (question number 1, 2, 3, 4, 5, 6); attitudes in learning translation (question number 7, 8, 9, 10, 11); and attitudes towards the lecturer (question number 12, 13, 14). It was shown in the table below.

Table 3.1 Questionnaire items of motivation in learning translation

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Motivation</th>
<th>No Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interest in learning translation</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Attitude in learning translation</td>
<td>7, 8, 9, 10, 11</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Attitude towards the lecturer</td>
<td>12, 13, 14</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sub Total</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

(Adopted from Gardner, 2004)
2. Test for Measuring Students’ Translation Competence

Translation competence covered the knowledge and skill that the translators need to have. Therefore, the test consisted of two aspects, which are knowledge about the theory of translation and skill in translation. There was a total of 7 questions of essay. Five items are used to measure the score of students’ knowledge in translation. Meanwhile, the two items were used to measure the students’ ability or skill. It was shown in the table below.

Table 3.2 Items for measuring translation competence

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Translation Competence</th>
<th>No Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge about Translation</td>
<td>1, 2, 3, 4, 5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Skill or Ability in Translation</td>
<td>6, 7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sub Total</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

(Adapted from Eser, 2015)

The questionnaire and test employed in this present study was adopted from other similar study. However, the researcher only selected the items of the questionnaires and test based on the information required in this study. Therefore, the questionnaires only covered information about students’ motivation and translation competence.

3.5 Data Collection

In collecting the data, some procedures were conducted. The procedures of collecting data of this research involved several steps. Each step was explained as follow.

1. The researcher distributed the questionnaires and question sheets to the respondents in the class. They were English Language Education Department students who were taking Translation course.
2. The researcher gave some instructions before the respondent filled the questionnaires and do the test.

3. The researcher gathered the questionnaires and question sheets from the participants.

4. The researcher checked the validity and reliability of the respondents’ answer.

5. The researcher analyzed and measured the data by using SPSS (Statistic Product and Statistic Solution) program.

6. The researcher determined the result whether there was correlation among the variables or not.

**3.6 Data Analysis**

After gathering the data, the researcher analyzed the data. The aim of analyzing the data was to find the correlation between learning motivation and students’ translation competence. The process of analyzing the data was explained below.

1. Calculating the mean of each variable. The formula to calculate the mean of a variable was shown below.

\[
\overline{X} = \frac{\Sigma X}{N}
\]

- \(\overline{X}\) = the mean
- \(\Sigma X\) = sum of
- \(N\) = number of case

If the respondent scores were above the mean of both variables, the outcome would be positive. If the respondent scores were below the mean of both variables, the outcome would also be positive. If the respondent had a positive score on variable \(X\) and a negative score on variable \(Y\), the outcome would be negative.
2. Counting the correlation coefficient of learning motivation and translation competence with the Pearson product moment formula below:

\[
    r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{N}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}
\]

\( r \) = Coefficient of correlation between X and Y

\( \sum XY \) = the two variables (learning motivation and translation competence)

\( N \) = number of sample

\( \sum X \) = total score X (learning motivation)

\( \sum Y \) = total score Y (translation competence)

\( \sum X^2 \) = total score quadrate X (learning motivation)

\( \sum Y^2 \) = total score quadrate Y (translation competence)

Pearson’s product moment formula, one of the best known measurements of association, is a statistical value ranging from -1.0 to +1.0. It expresses the relationship in quantitative form. The coefficient is represented by the symbol \( r \). If the result is +1.0, it indicates perfect positive correlation between two variables. Meanwhile, if the result is -1.0, it represents perfect negative correlation.

3. The data were calculated automatically by using SPSS program.

4. The researcher described the correlation among the variables based on the result of data analysis.

This chapter had already discussed the method in conducting the research. It covered research design, population, sample, instrument, data collection, and data analysis. Following chapter would present finding and discussion of this research.