CHAPTER III

RESEARCH PROCEDURE

A. Research design

The research method used a descriptive case study. Yin (2003) asserted that this type of study is used to describe an intervention or phenomenon and the real-life context in which it occurred. The descriptive case studies set to describe the natural phenomena which occur within the data in question (Zainal, 2007). As a result, of this research is to capture the phenomena dealing with students' perceptions on utilizing TELL in news reader interpreting.

B. Setting and Participants

This research conducted in an English Education Department of a university in Indonesia, located in West Java because of considerations: (1) this course has focused on practicing in translating and interpreting . (2) the participants directly experienced to learn news reader interpreting in translating and interpreting course(e.g news reader interpreting). (3) the participants agree to participate in this study. (4) since the researcher is still one of the students in the university, she can set access to conduct the research there.

Three learners is recruited as participants of this research, by reason of getting triangulation and the deeper data. Here are their profiles. They are undergraduate students and have been taking the project from translating and interpreting course from English Education Department. Three learners is recruited as participants of this research. All participants are in 22 years old. Their first language is Sundanese

because they are Sundanese, their second language is Indonesian, and English as their foreign language. Before they took Translating and Interpreting course they took Principles Method of Translation and Intersemiotic course. They have taken the project from the Translating and Interpreting course from the English Education Department and they are willing to be studied.

In a university in Indonesia there is Translating and Interpreting course. In this course there is a news reader interpreting assignment. This assignment is done in pair and each person has ten minutes to interpret the news. Students are given instructions to search for news videos in English then transcribe and translate into Indonesian. After the translation process, the next step is recording videos of each student and acting as a news reader who was translated earlier and through the editing process, the video was made like a dubber from the news that had been obtained earlier. After all of the processes done the video copied to CD and collected to the lecturer.

Picture 1 *The video of news reader interpreting assignment*

Picture 2 *The video of news reader interpreting assignment*

C. Research Procedures

At the beginning of the study, the researcher selected the issue and determine the title. The researcher starts writing research proposal and meets the supervisors. The next is to negotiate with the students for being the participants and instruct each participant to complete a consent form (see appendix 1). Moreover, they informed that the researcher is interested in investigating how the students' learning experiences in a Translating and Interpreting classroom. Then, they interviewed individually to gain more information about their Translating and Interpreting project. All of the semi-structured interview processes conducted in the Indonesian language in order to make the participants express their feelings and experience freely. This also recorded using voice recorder apps in OPPO A3S smartphone having external storage up to 8 GB, transcribed and translated by the researcher. Furthermore, it conducted based on the adapted semi-structured interviews

guideline. Finally, the results will be transcribed, translated and analyzed by using thematic analysis.

D. Data Collection

The data is collected through the semi-structured interview because the interviewer sets up a general structure by deciding in advance the ground to be covered and the main questions to be asked (Bryman, 2008). For the reason that semi-structured interview present an extremely flexible approach and abundant, specific and multifarious data. In this semi-structured interview, the researcher knows what topics need to be covered (see appendix 2). The interview data was recorded to generate more contextual data, to gather richer data, and to do careful micro-interaction and thematic analysis (Dufon, 2002; Fetterman 2010).

E. Data Analysis

The data analysed using Braun and Clarke's (2006) thematic analysis. Thematic analysis refers to a data analysis procedure aimed at analyzing, organizing, describing, and reporting themes located in data set (Braun & Clarke's, 2006). This method is simply used for them who are new to the qualitative research (Braun & Clarke, 2012).There are 6 phases in thematic analysis proposed by Braun and Clarke (2006):

1. Familiarizing yourself with the data

The writer engage themselves to the data and become intimately familiar with her data. It is important to actively read the whole data, at least once, before going to find the patterns and meanings of the data.

2. Generating initial codes

The writer code every data item and ends this phase by organizing all of codes and relevant data extracts.

3. Searching for themes

    A theme is a coherent and meaningful pattern in the data relevant to the research question. This phase focuses on the broader level of theme. In this step, the writer would have a long list of different codes.

4. Reviewing potential themes

    The writer reflect on the themes whether it tell an undoubted story about the data, and begins to define the nature of each individual theme, and the relationship between the themes.

5. Defining and naming themes

    The writer conduct detailed analysis of each theme. She will capture the essence of what theme is about and give the official name for each theme.

6. Producing the report

    The author tell the reader a coherent and logical report about the data, and contextualize it in relation to existing literature.

F. Research Schedule

No	Description	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2019	May. 2019	Jun. 2019	Jul. 2019	Aug. 2019	Sep. 2019	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2019
1	Research topic approval	█												
2	Writing research proposal		█	█										
3	Proposal approval				█	█								
4	Seminar proposal examination									█				
5	Chapter 4, 5									█	█	█	█	
6	Conducting the research												█	
7	Writing the report												█	
8	Final thesis examination													█

Table I *Research Schedule*