

CHAPTER III

RESEARCH METHOD

The research method is necessary for the writer because it can guide the writer to achieve their aims of the study based on the problems arising in the study.¹ The research method in this study can be divided into five subdivisions, such as: research approach, data source, method and technique of collecting data, method and technique of analyzing data, and method and technique of presenting the result.

A. Research Type

In this study, the writer used a document or content analysis as research type. Content analysis focuses and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.² In this study the writer analyzed about noun phrase used in “*LaskarPaelangi*” novel.

B. Research Design

The design of this study was descriptive qualitative research. Descriptive research is research that asks questions about the nature incidence, or distribution of variable; it involves describing but not manipulating variable. A descriptive research declares something naturally, so the writer can measure what already exist.

There were two basic reasons why the writer used a qualitative method. First, the

¹Sudaryanto, 1992, *MetodeLinguistik*. Yogyakarta : Gajah Mada University Press

²Donald Ary, et, all. *Introduction to Research in Education*, Canada: Wadsworth, Cengage Learning, 8th, Edition, p. 29.

data collections in this study were mostly in the form of description and explanation. Second, the data collection was not randomly taken. The writer used noun phrase that was occur in Rainbow Troops novel as the data analysis because they were chosen to field the findings.

C. Role of The Researcher in The Study

One of distinguishing characteristics of qualitative research was the methods used to collect and analyze data. In qualitative studies, the human investigator was the primary instrument for the gathering and analyzing of data.³ It was mean that the writer was a tool or instrument to collect the data and analyze the data in the study based on the writer's point of views related to the theory that was applied by the writer.

D. Research Site

Research site in this study was Rainbow Troops novel in the form of hard file that was downloadedbookfi.organd the object in this study was noun phrase used in Rainbow Troops novel.

E. Data Source

The data of this study was collected from a bestseller novel in Indonesia entitled: “*LaskarPelangi*“ by an Indonesian novelist Andrea Hirata with it was translation into English entitle “Rainbow Troops“ translated by *Angie Kilbane*. This novel chosen as data source since it consist so many sentences use noun phrase related to the title of

³Donald Ary, et, all. *Introduction to Research in Education*, Canada: Wadsworth, Cengage Learning, 8th, Edition, p. 424.

this study. In addition, the story of this novel gives inspiration of education for the reader and the style of language from the novelist Andrea Hirata use very interesting and beautiful.

Indonesian novel was being the source language because the phenomenon of noun phrase mostly used in Indonesia novel. The Indonesia novel becomes first data and the English novel become second data. Based on the Indonesia novel and English novel are related of positive transfer and negative transfer or equivalent and difference from the novel both of Indonesia novel and English novel.

F. Data Collecting Procedure

This study was analyzed about syntactical analysis of noun phrase in the novel *LaskarPelangi* in English version. The writer analyzed how the translator transfers from Indonesia novel as source language to English novel as target language of noun phrase in the *LakarPelangi* novel. The analysis noun phrase of Indonesia novel and English novel automatically related of equivalent and difference on the translation. So the writer uses contrastive analysis to collecting the data.

Contrastive analysis is the systematic study of a pair of language with a view to identifying their structural differences and similarities. The theoretical for what became known as the contrastive analysis hypothesis were formulated in Lado's *Linguistic across cultures* (1957). In this book, Lado claimed that "those element which are similar to the learner's negative language will be simple for him, and those element that are different will be difficult ". While this was not a novel suggestion, Lado was the first to provide a comprehensive theoretical treatment and to suggest a

systematic set of technical procedures for the contrastive study of language.

The goal of contrastive analysis can be stated as follows: to make foreign language teaching more effective, to find out the differences between first language and the target language based on the assumption that: (1) foreign language learning is based on the mother tongue, (2) similarities facilitate learning (positive transfer), (3) differences cause problems (negative transfer/interference), (4) via contrastive analysis, problem can be predicted and considered in the curriculum.⁴

The data was collected through some steps:

- a. Firstly, the English novel was read carefully in several times to find out the use noun phrase.
- b. Then, the note taken technique was used to list the noun phrase found in source language text.
- c. After the process of listing the data in form of Indonesian language, the English read to find the equivalents of the Indonesian noun phrase and they were listed in parallel to make the process of analyzing easier.

G. Data Analysis

The collected data was classified based on the sentence to find noun phrase in data source. Then, they were analyzed by comparing them with their translation into English in order to analyze the method of translation organized in the translation of Indonesian into English. Then, the data were analyzed by using the theory of

⁴Rustipa, Khatarina, 2011, *Contrastive Analysis, Error Analysis, Interlanguage and Implication to Language Teaching*, Stikubank University : Semarang

translation to find the shift procedure identifies in the translation. For the last step of this study, the data grouped based on the shift types to indicate the factor that determined the shift in translating Indonesian into English find in the data source. This method of study can be categorized as qualitative-descriptive method since it aims to describe systematically, factually, and accurately the characteristic and correlations occurring among the phenomenon based on the theory applied in this study.⁵

Donald stated that data analysis is a process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others.⁶

Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview, transcripts, audio recordings, video data, reflection, or information from documents, all of which must be examined and interpreted.⁷ It used the technique of qualitative context analysis to analyze the data, where the process of analysis is done together. The qualitative data consist of words even though numbers are described through interpretation. Hence, to know and determine their meaning need study carefully.⁸

⁵Djajasudarma, 1993, *Metodelinguistik-RancanganMetodePenelitiandanKajian*, Bandung : Eresco

⁶Donald Ary, *Introduction to Research in Education*, p. 480.

⁷Donald Ary, *Introduction to Research in Education*, p.481.

⁸LexyMoleong, *MetodePenelitianKualitatif*, Bandung: BinaIlmu, 1987, p. 120.

Meanwhile, Miles and Huberman in Rahardjo state that the analysis of the data in qualitative study uses some techniques as follows:⁹

a. Data reduction

Data reduction is all of the data that have been collected are processed to know between the relevant and the irrelevant. Therefore, data reduction is the data that have been gotten from the study and have been explained, so the invalid data are omitted. It is done in order to the data provided is appropriate with the problems in this study.

In this study, data reduction refers to the process of selecting noun phrase in the novel. This first process was foundtypes of translation of noun phrase and shift of translation of noun phrase in the novel.

b. Data display

Data display is the relevant data that are found by the writer. The data gotten from the study are explained scientifically by the writer clearly.

In this study, data display was an organized assembly of information that permits drawing and action taking. After analyzing whole data founded from the novel, the writer displays the result of the analysis on by making the description of type translation of noun phrase and shift translation of noun phrase in the novel.

c. Conclusion

Conclusion is where the writer seeks conclusion as answering for formulation of the problem. In these steps, the conclusions were taken by recheck the data reduction and data display. Therefore, the conclusion taken is directed and is not deviated from

⁹MudjiaRahardjo, *PengantarPenelitianBahasa*, Malang: CedikiaParamulya, 2002, p. 57.

the data analyzed, even if the final writer is reached.

Therefore, the study applied seven steps in analyzing the data collection in order to produce the findings and answer the research question. The steps were as follows:

1. Reading and comparing the English scripts and Indonesian scripts.
2. Juxtaposing the written dialogues English version and Indonesian version of the novel.
3. Finding the type translation and shift translation of noun phrase both of the novel.
4. Finding the type translation and shift translation of noun phrase both of the novel.
5. Drawing the conclusion based on the result.

The example how to analyze noun phrase in the novel:

Source Language: *Sebatangpohonfiliciumtua yang rindangmeneduhiku.*

Target Language: The branch of an old filicium tree shaded me.

1. The branch of an old filicium treeshaded me. (1)

NP

M/N

Sebatangpohonfiliciumtua yang rindangmeneduhiku.(1)

It can be seen above that the English noun phrase is translated into a clause in target language. The noun phrase “*the branch of an old filicium tree*”, here source language has constitution of definite determiner (*the*) + noun phrase (*of an old filicium tree*). The determiner is not translated. The noun phrase “the branch of an old filicium tree” is then constituted by noun (*branch*) + noun phrase (*of an old filicium tree*). The conjunction is not translated, and then noun phrase is constituted article (*a*) + noun (*old filicium tree*). Moreover, it can be concluded that information of definite

determiner and conjunction are not translated into target language. Because it still understandable by the reader. In addition, the source language will be ambiguous, because the translation becomes “*the sebatangdaripohonfiliciumtua*”. This rank shift is called the structure shift. Although, the noun phrase in the target language is also translated into the noun phrase in source language. This structure shift happens due to different linguistic system between English and bahasa Indonesia.

The types translation based on the sentence is idiomatic translation. Because a meaning based translation that effort to communicate the meaning of the source language text in the natural form of the receptor language. There are two shift of translation in the sentences: they are unit shift and intra system shift. In intra system shift “*an*” refers to a singular form in the source language. It is translated “*sebatang*” in the target language.

H. Method for Verification of the research findings

The validity of the data is the most important in this study, to find and make the verification of the research findings, the writer held some verification of the data. The data collected in this study is suitable in reality. It is to keep the data collected are true data and responsible. There are four techniques to determine the validity of data, namely credibility, transferability, dependability and conformability.¹⁰ To test the validity of data the writer uses them, as follow:

¹⁰Sugiono, *Memahami Penelitian Kualitatif Dilengkapicontho proposal dan laporan Penelitian*, Bandung: Alfabeta, 2010, p. 366.

1. Credibility

Credibility is the same as validity in quantitative research. The integrity of qualitative research depends on attending to the issue of validity. Validity concerns the accuracy or truthfulness of the findings. The term most frequently used by qualitative researchers to refer to this characteristic is **credibility**. Credibility in qualitative research concerns the truthfulness of the inquiry's findings.¹¹ In acquiring the data, in this study the writer uses triangulation. The triangulation used is theory triangulation which involves consideration of how the phenomenon under study might be explained by multiple theories.¹² In this study the writer uses more than one theoretical scheme in the interpretation of the phenomenon.

2. Transferability

Transferability relates to the questions, how far the result of the study might be applied by other people in other contexts. Transferability is the external factor. Therefore, the writer is demanded to report the data conclusion clearly, systematically and acceptably. To the result of the study could be transferred to the similar classes.

3. Dependability

The technique is done by reporting of interim report or ending report that get of discussion with colleague. Discussing the data and information that have been collected from the others source. The technique has purpose, they are: The writer give the true report of the research. The result and process must be balanced.

¹¹Donald Ary, *Introduction to Research in Education*, p. 500.

¹²*Ibid.*

4. Conformability

A term used in qualitative research, equivalent to validity in quantitative research, related to the degree to which findings in a study can be corroborated by others investigating the same situation.¹³ Conformability in qualitative research is the same as the quantitative researcher's concept of objectivity. Both deal with the idea of neutrality or the extent to which the research is free of bias in the procedures and the interpretation of results. Because it may be impossible to achieve the levels of objectivity that quantitative studies strive for, qualitative researchers are concerned with whether the data they collect and the conclusions they draw would be confirmed by others investigating the same situation. Thus, in qualitative studies, the focus shifts from the neutrality of the researcher to the conformability of the data and interpretations.¹⁴ In the present study, to reach the conformability the writer followed the procedure of the study scientifically.

¹³Donald Ary, *Introduction to Research in Education*, p. 638.

¹⁴*Ibid.*, p. 504.