

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a quantitative research method with a descriptive approach. Sugiyono (2013) defines quantitative research methods as research methods based on the philosophy of positivism, used to study a specific population or sample, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing established hypotheses; data in this method consists of numbers, and analysis uses statistics. In line with this, Muin, M.P. (2023) states that the quantitative method is an approach that emphasizes measurement structures through numerical data, so that the results can be statistically analyzed and produce measurable findings. Quantitative research is characterized by objectivity, numerical measurement, statistical analysis, and generalization, which underscores the need for a deep understanding of its principles to produce valid educational research findings (Jauza, N. A., & Albina, M., 2025).

Furthermore, this study employs a descriptive approach. According to John W. Creswell (2018), descriptive research within a quantitative approach serves to describe trends, distributions, and characteristics of a population through numerical data. Another perspective states that quantitative descriptive research is an activity aimed at broadly collecting information regarding an event or a variable (Setiawan & Sardjo, 2021). Other views also support the notion that quantitative descriptive research plays a role in providing an empirical description of a phenomenon based on data collected from a specific sample (Casteel & Bridier, 2021). Based on these various views, it can be concluded that quantitative descriptive research is a research

approach aimed at systematically describing a phenomenon through numerical data. This approach focuses not only on collecting information regarding specific variables but also on presenting an empirical picture that encompasses trends, distributions, and the characteristics of a population or sample. Thus, quantitative descriptive research serves to provide an objective and measurable representation of an event or condition based on the data obtained without manipulating variables.

The selection of a descriptive research design using quantitative methods is based on the characteristics and objectives of the study. First, this study aims to identify and analyze the translation strategies used by EFL students in translating conversational implicatures. This objective requires a systematic description of the types of strategies emerging from the students' translations, which aligns with the characteristics of descriptive research that focuses on depicting phenomena as they are. Furthermore, this study also aims to evaluate the students' success in preserving the pragmatic meaning of the implicatures, which requires measurement in the form of scores or ratings of the translation results. This measurement can only be conducted using a quantitative approach because the data generated consists of numerical values that allow for descriptive statistical analysis, such as frequency counts, percentages, and means. Furthermore, this study does not aim to test hypotheses or identify causal relationships between variables; rather, it seeks solely to describe students' ability to translate conversational implicatures factually and accurately.

B. Population and Sample

1. Population

The population in this study consists of all sixth-semester English students at UIN Fatmawati Soekarno Bengkulu who possess specific characteristics and qualities aligned with the research objectives. According to Siregar, S. (2013:30), the population in research refers to the entire universe of research objects, which may include humans, animals, plants, air, phenomena, values, events, attitudes, and so on. In line with this, Casteel, A., & Bridier, N. (2021) state that *the research population* is the totality of objects, individuals, events, or units of analysis that meet certain criteria and are the target of research inference or generalization.

Table 3. 1 Population

No.	Class	M	F	Total
1.	6A	4	12	16
2.	6B	7	10	17
3.	6C	7	10	17
4.	6D	0	16	16
TOTAL	4 classes	18	48	66

Based on Table 3.1 above, the population in this study consists of all 6th-semester English students at UIN Fatmawati Soekarno Bengkulu, distributed across four classes: 6A, 6B, 6C, and 6D. The total number of students is 66, consisting of 18 males and 48 females. This number reflects the entire group of subjects targeted by the study, in accordance with the concept of a population as a group of individuals possessing specific characteristics to be studied comprehensively in order to obtain representative data.

2. Sample

A sample in research is a portion of the population selected for study. According to Anderson, R.A., (2022), a sample is a small number selected to represent a larger group. Meanwhile, according to Ahmed, S.K. (2024), a sample is a part or subset of the target population selected to be the object of observation in a study so that the researcher can make inferences or generalizations about that population.

The fundamental characteristic that a sample must possess is representativeness. A representative sample is defined as a sample that closely resembles a population of interest in all relevant aspects. According to Sikorski et al (2025), a study sample is considered representative of a well-defined target population if the results estimated in that sample are generalizable to the target population. In other words, representativeness ensures that the characteristics and distribution of variables found in the sample accurately reflect those of the broader population. As emphasized by Zumitzavan (2025), the primary goal of probability sampling is precisely to achieve this representativeness, thereby minimizing sampling bias and enhancing the external validity of research findings.

The sampling technique used in this study is *cluster random sampling*. According to Sugiyono (2013), this technique involves dividing the population into groups (clusters), then randomly selecting several clusters, and including all members of the selected clusters in the sample. This is also supported by Robertson et al (2024), who state that in *cluster random sampling*, the selection of groups is done probabilistically so that

it can accurately represent the population, especially if the characteristics between clusters are relatively similar.

The population in this study consists of all sixth-semester students in the English Language Education Program at UIN Fatmawati Sukarno Bengkulu, comprising four classes 6A, 6B, 6C, and 6D with a total of 66 students. These four classes are assumed to have relatively homogeneous abilities because they have undergone the same academic curriculum, the same selection process, and similar learning experiences. Consequently, the use of cluster random sampling in this context yields what is termed a representative sample. By randomly selecting entire classes (clusters) where the internal characteristics are assumed to be similar across clusters, the selected sample effectively mirrors the composition of the entire sixth-semester population, thereby ensuring the generalizability of the research findings.

C. Research Instrument

1. Interview

Interviews are a commonly used data collection method to explore participants' experiences, perceptions, and views in depth (Demirci, 2023). In this study, interviews were used as a supplementary instrument. They were employed to gather additional information regarding students' difficulties and strategies in translating conversational implicatures in the exercise. Data from the interviews were not analyzed in depth as in qualitative research but were used to reinforce and support the quantitative results obtained from the translation test. The interviews were conducted

with the lecturer teaching the Translation course for sixth-semester students in the English Language Education Program.

The type of interview used was a semi-structured interview. According to Adams (2015), a semi-structured interview is a flexible conversational technique used to explore motivations, attitudes, and impacts in development research. Semi-structured interviews allow for in-depth information gathering while maintaining focus and offer flexibility compared to unstructured interviews (Mashuri et al., 2022). Through these interviews, the researcher aims to identify students' difficulties in translating implicatures, understand the strategies students use, and obtain lecturers' perspectives regarding students' translation abilities.

2. Translation test

a. Materials:

In this study, the data collection instrument used is in the form of a questionnaire or test. According to Osterlind and Wang (2023), a test instrument is a set of systematically designed test items intended to measure a specific level of knowledge or ability possessed by participants. A test-based instrument serves as a measurement tool that enables researchers to collect objective data through participants' responses to test items formulated based on the measured content.

In line with this view, Haladyna and Rodriguez (2022) explain that tests in the form of questions are used to measure participants' mastery of a specific domain of knowledge through items that are structured in a planned and targeted manner. Additionally, Arthur Hughes (2003) states that a good test prioritizes quality over quantity. J. Charles Alderson et al. (1995)

also explain that a test consisting of 10–20 items can still produce reliable results if well-designed. In line with this, Lyle F. Bachman and Palmer (1996) emphasize that the number of items must be sufficient to represent the construct being measured.

Based on these various opinions, the instrument in this study was developed in the form of a written test. The researcher compiled 15 test items containing transcripts of implicature dialogues from the sitcom *Modern Family*, seasons 1 and 2. The use of 15 items in this translation test is considered adequate and methodologically acceptable because it meets the principle of sufficiency in representing the construct being measured. The selection of dialogues was based on the presence of implicature elements that require contextual understanding, thereby revealing the translation strategies used by EFL students in conveying implied meanings from English to Indonesian.

b. Format:

The test was conducted by playing video clips sequentially, with each conversation clip lasting approximately 30 seconds. After each clip was played, participants were immediately asked to translate the spoken text and explain the implicature contained within it before moving on to the next clip. The presentation of these video clips aims to help participants grasp contextual aspects—such as intonation, facial expressions, and the relationships between characters—which play a crucial role in understanding implicature, consistent with Grice's (1975) assertion that implicature can

only be understood through situational context and the principle of cooperation in conversation.

This approach is based on the principle of segmentation in multimedia learning proposed by Richard E. Mayer (2009), who states that learning materials will be more effective if presented in small parts (segments) to facilitate the comprehension process. In line with this, Seidel (2024) also argues that short videos prevent learners from becoming too passive; the segmentation principle suggests dividing longer sections into smaller, separate parts as an alternative to shortening the duration. By dividing the video into short clips, participants can process information more focusedly before moving on to the next section

Additionally, each dialogue is accompanied by a brief situational context, such as the conversation setting or relationships between characters, to reinforce respondents' understanding of the implied meaning. The dialogues used in the test were specifically selected because they contain implicature, ensuring that respondents not only translate literally but also consider pragmatic aspects of meaning in the target language. The test is designed in an open-ended format, without multiple-choice options. This format grants respondents freedom in producing translations, thereby allowing for variations in translation strategies. These variations serve as the primary data analyzed to identify the types of strategies employed by EFL students. In the test, respondents were instructed to translate the dialogue by paying attention to the context—whether derived from the video clip

or the situation description—as well as the implied meanings, rather than merely translating word for word literally.

c. Validity:

According to Ansari, M.M., (2023), validity refers to the extent to which a test accurately measures what it is intended to measure. Validity is crucial in using a test to measure its intended purpose. In the context of this study, the validity of the instrument was not tested through statistical calculations such as *validity* and *reliability testing*, given that the instrument used was an essay-type test (*open-ended translation test*). Instead, the validity of the instrument was determined through *content validity*.

To ensure this content validity, the research instrument was validated through expert judgment, namely by asking lecturers with expertise in the field of translation to assess the suitability of the questions. This validation process aims to ensure that each item truly contains conversational implicatures, aligns with the research objective—namely, identifying EFL students' translation strategies—has a clear context that is understandable to respondents, and is relevant to the students' abilities as research subjects. Based on the expert faculty members' evaluations, the instrument was deemed suitable for use as a data collection tool in this study.

D. Data Collection Technique

Data collection techniques are the most strategic step in research, as the primary objective of research is to obtain data (Sugiyono, 2013: 224). In line with this, Sukmawati & Salmia (2023) define data collection as a research activity aimed at gathering the field

data needed to answer research questions in qualitative research or to test hypotheses in quantitative research. The data collection techniques in this study were carried out through the following stages:

1. Test Sessions

The primary data collection technique in this study refers to the procedures outlined by Creswell (2012), which emphasize the importance of standardized procedures to ensure data consistency. The main test was conducted face-to-face (*offline*) in a designated classroom. The translation test was carried out using the following systematic procedure:

- The researcher distributed the translation test question sheet (15 dialogue items) and the answer sheet to each respondent.
- The researcher plays a video clip using a projector or classroom screen.
- Respondents watch the video and read the context description provided on the test sheet.
- Respondents translate the dialogues from English into Indonesian in the provided answer columns.
- The researcher collected the answer sheets after all items were completed.

The time allocation for this study was set at 90 minutes. This decision is based on the principle that language tests should measure participants' language proficiency, not their speed in completing tasks (Alderson, 2000). Additionally, allowing more time can improve the quality of results, particularly for tasks involving writing skills (Mardiana et al., 2023). Adequate time allocation is also crucial for maintaining test validity, as overly limited time can hinder participants from demonstrating their true abilities (Welch et

al., 2025). Given that the tasks in this study involve translation and the analysis of implicit meaning—processes requiring complex cognitive effort—a 90-minute duration is deemed appropriate.

2. Documentation

Documentation was conducted to record the entire data collection process as empirical evidence and to facilitate data verification. According to Sugiyono (2013: 240), documentation serves as a complement to the use of observation and interview methods in quantitative research.

E. Data Analysis

The data in this study were analyzed using descriptive quantitative analysis techniques. According to John W. Creswell (2018), descriptive quantitative research is used to describe the distribution, trends, and characteristics of a population through numerical data. In line with this, Sugiyono (2013) states that quantitative data analysis is conducted using statistics to describe and interpret data objectively.

The steps for data analysis in this study are as follows:

1. Scoring

a. Assessment rubric

The collected data was then evaluated using an analytic scoring rubric with a three-point scale. An analytic scoring rubric is a type of rubric in which the evaluator first assigns scores to separate components of the product or performance, and then sums these individual scores to obtain a total score (Mertler, 2001). The analytic scoring rubric is more effective because it takes into account all details, procedures, and levels of understanding and perception (Tashtoush, M. A., et al., 2025).

In this study, the assessment is divided into two main components: translation quality and the accuracy of the explanation of implicature meaning. This division is based on the complex nature of the task, where participants are not only required to translate the text accurately but also to understand the implied meaning within the conversational context. J. Charles Alderson et al. (1995) state that analytic rubrics are highly suitable for language assessment because they allow for the evaluation of various aspects of proficiency separately, such as accuracy, fluency, and comprehension of meaning.

The assessment criteria in this study cover two main aspects: translation quality and the accuracy of the explanation of implicature meaning. The assessment of translation quality is based on the level of accuracy, naturalness, and the ability to preserve the meaning and tone from the source language to the target language. Peter Newmark (1988) emphasizes that translation should not only focus on the literal transfer of meaning but must also consider context and nuances of meaning, including tone and the communicative function of the utterance. Thus, the translation assessment in this study examines not only lexical accuracy but also the overall appropriateness of meaning within the context.

Meanwhile, the assessment of the explanation of implicature meaning is based on the participants' ability to understand and interpret the implied meaning in a conversation. H. Paul Grice (1975) explains that implicature is meaning that is not expressed directly but is understood through context and the principle of cooperation in communication. Based on this theory, the scoring rubric distinguishes three levels of pragmatic understanding. A score of 1

(inadequate) is given when participants only explain the literal meaning without recognizing the implicature. A score of 2 (adequate) is given when participants partially understand the implicature but miss some contextual nuances. A score of 3 (good) is given when participants fully understand the context and can explain the implied meaning precisely and correctly. The following table presents the assessment criteria for translation and pragmatic meaning explanation:

Table 3. 2
Analytic Scoring Rubric for Translation and Implicature Interpretation

Component	Score 1 (inadequate)	Score 2 (adequate)	Score 3 (good)
Translation (Peter Newmark 1988)	Inaccurate/misleading	Literal but acceptable/stiff	Accurate, natural, preserves the tone
Explanation of implicature (Grice, H.P 1975)	Literal meaning only, no implicature	The implicature context is only partially understood	Full context understanding, implied meaning (implicature) precise and correct

- *Maximum Score per Item = 6 (3 for translation + 3 for explanation)*
- *Maximum Overall Score (15 items) = 90*
- *Individual success rate = total score/90 × 100%*

The analytical rubric above was specifically designed to address the second research question regarding the success in preserving pragmatic meaning. The researcher used an analytical rubric in a table that assessed two components: translation quality and implicature explanation. Meanwhile, to address the first research question (the translation strategies used by students), the researcher employed Peter Newmark's (1988) classification of translation strategies, as outlined in Table 2.1 in Chapter 2.

b. Assessment by two independent raters

To ensure objectivity and consistency in the assessment of students' translation results, this study employed two independent raters. This process is known as inter-rater reliability assessment, which refers to the degree of agreement between raters when evaluating the same data. Inter-rater reliability refers to the degree of agreement between two or more independent raters when they assess or code the same phenomenon (Burns, 2014). According to Menon et al. (2025), reliability is the degree of consistency in results when a measurement tool is reapplied to the same individual under the same conditions. In this study, the assessment was conducted independently by two raters: the researcher and a Translation course instructor. Both raters evaluated the students' translation results using an analytic scoring rubric that covers two main components: translation accuracy and the precision of implicature explanations, each on a scale of 1 to 3.

The role of the Translation Lecture here is as a verifier of the assessments made by the researcher. The instructor ensures that the assessments given by the researcher align with the

established criteria. In other words, the instructor functions to verify and confirm the accuracy of the researcher's assessments, rather than to calculate a statistical level of agreement. Before the main assessment, both raters first aligned their perceptions regarding the assessment criteria through discussion and the provision of concrete examples for each scoring category (calibration phase). This process ensures that the researcher and the instructor share the same understanding of what scores 1, 2, and 3 mean for each assessment component. With the instructor serving as a verifier, the assessment results become more credible and academically accountable.

2. Descriptive Statistical Analysis

In accordance with Sugiyono (2013), descriptive statistics are used to describe data as they are without drawing conclusions that apply generally. Martias, L.D. (2021) also defines descriptive statistics as one of the most well-known statistical analysis tools for presenting any type of data; descriptive statistics are typically used as the first step to organize data before proceeding to further analysis. In this study, descriptive statistics were used to analyze students' ability to translate conversational implicatures. The data, consisting of students' translation scores, were analyzed by calculating the mean (average), mode, standard deviation, frequency, and percentage.

3. Analysis of Translation Strategies

Translation strategy analysis was conducted using a quantitative content analysis approach. Content analysis (CA) is a technique used across various fields to systematically and

objectively interpret textual, visual, or multimedia data; this technique facilitates the categorization of phenomena or events to enhance analysis and interpretation (Madugu & Ibrahim 2025).

In line with this, Sugiyono (2013) states that quantitative content analysis is an analytical technique used to classify data into specific categories based on predetermined criteria, after which the frequency of their occurrence is calculated. The students' translations were classified based on Peter Newmark's (1988) translation strategy theory, which includes word-for-word, literal, faithful, free, and idiomatic translation. Subsequently, the frequency and percentage of each strategy were calculated

After the classification process was completed, the frequency of use of each translation strategy was calculated to determine which strategies students used most frequently when translating conversational implicatures from English into Indonesian.

The percentage of use of each translation strategy was calculated using the following formula:

$$Percentage = \frac{(Frequency\ of\ Strategy)}{Total\ Data} \times 100\%$$

- Frequency of Strategy = the number of times a particular translation strategy was used
- Total Data = the total amount of translation data analyzed

The results of the calculations are then presented in tables and diagrams to facilitate the interpretation of the data and the discussion of the research findings.

4. Analysis of Implicature Success

The analysis of the success of implicature translation was conducted using an assessment rubric developed based on Grice's (1989) theory of conversational implicatures. Data analysis in this quantitative study was conducted systematically and measurably through the following steps:

a. Evaluation of Translation Results

The collected data was then evaluated using a 1–3-point analytical scoring rubric developed based on Mertler's (2001) concept of an analytical scoring rubric. The analytical rubric was chosen because it allows researchers to assess each aspect of student performance separately and in greater detail before the total scores are combined into a final score. The assessment of students' translation results in this study refers to the rubric described in Table 3.1. The rubric evaluates two main components:

- The quality of the translation result, and
- The accuracy of students' explanations of implicature meaning.

b. Analysis of Students' Ability Based on Gricean Maxims

To analyze students' ability in understanding conversational implicatures based on Grice's maxims, the researcher classified the translation items into four categories of maxim violations: Maxim of Quality,

Maxim of Quantity, Maxim of Relevance, and Maxim of Manner. Each implicature explanation written by the students was scored using the analytic rubric described previously.

The maximum score for each maxim category was calculated using the following formula:

$$\begin{aligned} \text{Maximum Score} \\ &= (\text{Number of Items} \times 3) \\ &\times \text{Number of Students} \end{aligned}$$

After obtaining the total score for each maxim category, the percentage of students' ability was calculated using the following formula:

$$\text{Percentage} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

The calculation of percentages aimed to identify the dominant translation strategy used by students in translating conversational implicatures from English into Indonesian. The results of the analysis were then presented in the form of tables and charts to facilitate interpretation and discussion.

c. Categorization of group success levels

The categorization of group success levels in this study is based on the criterion-referenced assessment approach (Glaser, 1963; Popham, 2018), which is an assessment system that compares learning outcomes with objectively established success criteria, rather than with the performance of other groups. This approach was chosen because it allows the researcher to measure the level of

mastery of translation competencies in a quantitative and transparent manner.

The establishment of success categories namely, Very Successful (80–100%), Successful (60–79%), Fairly Successful (40–59%), and Less Successful (<40%) aims to facilitate the interpretation of raw scores into practical pedagogical insights. The 80–100% range aligns with the principles of *mastery learning* (Guskey, 2021), where individuals or groups are considered to have mastered nearly all target competencies, including message accuracy, cultural aspects, and linguistic fluency. Meanwhile, the <40% category indicates significant failure in message transfer, which aligns with the view of Stansfield and Winke (2023) that below this threshold, a translation no longer fulfills its minimal communicative function. Therefore, this systematization of success levels serves not only as an evaluation tool but also as a diagnostic instrument for determining appropriate learning interventions for each group of translation students.

Table 3. 3 Criteria for Students' Translation Success Levels

Average Group Percentage	Category
80% - 100%	Very successful
60%–79%	Successful
40%–59%	Fairly successful
< 40%	Less successful

d. Data presentation

The results of the analysis of the success of implicature translation are presented in the form of a frequency distribution table to show the number and percentage of students in each score category (very successful, successful, less successful). In addition, the results of the mean, median, and standard deviation calculations are also presented to provide a more comprehensive picture of the students' overall ability.

