

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Method

This research is a process oriented research in translation and uses triangulation as the research method. Triangulation is a combination of several methods of data gathering and analysis which is commonly used in a process oriented research in translation (Alves, 2003: xii). Those methods are TAP (see the explanation on subchapter 2.3. and 3.4.), questionnaire and interview. These can be used to describe the relation between the transcription of students' verbalization and behaviour in translating the text, the content of the questionnaire, and students' comments on their translation process which are recorded in the interview activity. By this means, kinds of problems encountered by the students, the local strategies used to overcome the problems, and how far these strategies help them in overcoming the problems are explained (see the brief explanation on subchapter 3.5.)

3.2. Data and Data Source

The data in this study consist of primary and secondary data. The primary data is the verbalization of participants which show problems

encountered and local strategies used at the time they translated the text (introspective data). The secondary data is their statements and comments in the interview and questionnaire about problems and local strategies used by them (retrospective data).

The source of the data is taken from the transcription of ELSP students' recorded verbalization and behaviour. The object or the translation task which students are asked to translate is the first two pages of chapter two of the Strategic Plans of Ministry of National Education 2010-2014.

Strategic Plans are guidance for all levels of education supervisor both in central and rural areas in planning, undertaking, and evaluating the program and event of education development. The publication of this article is under the Regulation of Minister of National Education No. 2 and 44 of 2010.

This governmental text is chosen based on SMOG readability grades. SMOG formula proposed by Mc Laughlin (1969, 2007) uses syllable count and sentence length to measure difficulty (Mc Laughlin in Pavlovic, 2007: 61).

SMOG Grade	Educational Level	Example
0-6	low-literate	Soap Opera Weekly
7	junior high school	True Confessions
8	junior high school	Ladies Home Journal
9	some high school	Reader's Digest
10	some high school	Newsweek

11	some high school	Sports Illustrated
12	high school graduate	Time Magazine
13-15	some college	New York Times
16	university degree	Atlantic Monthly
17-18	post-graduate studies	Harvard Business Review
19+	post-graduate degree	IRS Code

Table 2. SMOG Readability Grade

After being tested by online SMOG readability software (http://www.online-utility.org/english/readability_test_and_improve.jsp), the grade of readability of this text is 15.55 which the level of difficulty is medium and readable for college students. The second reason is a high number of previous students who chose ministry as the place where they undertook working experience program. Therefore, such governmental text could be a reference for the participants or other students who intend to undertake their WE in governmental environment, such as Ministry of National Education.

3.3. Time, Place, and Participants

The observation of six participants holds in March 2012 while the observation of the rest two holds in May 2012. It takes place at English Department of State University of Jakarta (UNJ). The participants are eight students of ELSP (third-year students) who have taken the Translation 1 and 2

courses in fourth and fifth semesters. The participants here are also those who got “B” mark for both courses. This choice is under a consideration that the student must have the same background knowledge of translation and the same mark. This is based on the assumption that students with the same knowledge and mark will face the same problems.

3.4. Instruments

This research uses three instruments such as video recording, questionnaire and interview. The questionnaire is semi open questionnaire consisting three yes-and-no questions and four open questions. The interview consists the open questions related the participants’ translation process. It is used to elicit more information that participants did not give in the translation process and questionnaire. These instruments are used to collect the data in the observation (see Appendix 1 and 2).

3.5. Techniques of Data Collection

This study uses TAP as the method of data collection since its use in research on translation process for decades has shown the significant result. The process of verbalization (TAP) will be recorded by the video recorder since it not only records the verbalization but also records participants’ behaviour or action during the process of verbalization. To obtain the richer data, TAP is combined

with questionnaire and interview about the translation process that had been done by the students (triangulation).

First, the brief explanation of TAP, its procedure, and the procedure of the observation will be given to each participant before doing the real verbalization. It is aimed to give each of them the knowledge of what observation is all about. S/he is also asked to train her/his verbalization before doing it in the real observation (warming up session). It is aimed to make her/him become used to the situation of the real verbalization in which s/he has to verbalize what come across her/his mind in translating the text alone. However, in this session, the participant may discuss several problems with the observer. The text used in this warming up session is different with the one used in the real observation; it is the first page of chapter one of Strategic Plans of Ministry of National Education.

Second, the real observation is held. The participants are not observed at the same time but at different time (one by one). This observation is divided into three sessions as described below.

1. Reading comprehension

In this session, the participant is asked to read aloud the text. As the reading goes by, s/he is allowed to mark the problematic word/term/clause by using the blue-inked pen. S/he has to verbalize what goes on her/his mind in understanding the text.

2. Verbalization (producing the translation)

In this session, the participant then is asked to verbalize what goes on her/his mind during the process of translation and write them in pieces of paper. Dictionaries, some reference books, and internet service are provided to facilitate the participant in translating the text. If s/he faces others problems again, s/he is allowed to mark the problematic words/terms/clauses by using the red-inked pen. As the participant verbalizes her/his thought, s/he writes the translation in the blank paper provided. S/he is not allowed to use pen correction to erase the wrong words but is allowed to scratch them. If s/he falls silent for a long time, the observer will interrupt her/him by saying “keep talking” as recommended by Ericsson and Simon. The verbalization and the participant’s activities are also recorded by using video recorder. The situation of the room where the observation is held is also set to be convenient and comfortable for the participant.

After the process of verbalization, the participant is asked to fill the questionnaire about the process s/he has been done. The interview which contains their comments on their translation process is done after their verbalization is transcribed. This activity is the final of data collection process.

3.6. Technique of Data Analysis

The data collected from the observation—recorded verbalization and activities, questionnaire, and interview—are still in the form of raw data.

Therefore, the data such as recorded verbalization and activities must be transcribed by using the transcription conventional.

The first analysis of the transcriptions is in form of table. The table containing the participants' verbalization, problems, problem indicators (proposed by Krings), and local strategies (proposed by Chesterman), is used to identify the problems faced and local strategies applied by the participant during the process of translation. After identifying them, the problems and local strategies are classified. The classified problems and local strategies are then calculated and presented in the table and diagram of percentage. Questionnaire and interview activity of each participant are also analyzed to support findings of TAPs analysis. The findings are then discussed descriptively. Moreover, the extent of local strategies used by participants in overcoming the problems in the process of translating is also described.

After analyzing the data, the next step is concluding the findings and discussion. Furthermore, the suggestions related to the findings and discussion will be given.