

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter deals with methodological aspects for the study. It covers four main aspects: research design, research site and participants, data collection techniques and data analysis procedures. Research design elaborates the approach employed in this study. The research site and participants focuses on the place where the study takes place and the participants involved. The data collection section presents the data types and data collections technique. The data analysis elaborates the procedure of analyzing the data.

#### 3.1 Research Design

This study employed descriptive qualitative method. The types of errors translation in students' simultaneous interpretation products were described by using a qualitative approach. The common errors encountered in students' simultaneous interpretation products were described and interpreted by using error quantification. According to Fraenkel and Wallen (2012), qualitative studies tend to analyze the data inductively. It means that the study involves collecting the data and information related to the phenomenon that is being examined, stating the research problems and presenting the findings. In addition, Alwasilah (2002) argues that qualitative method can be used to identify the variety of occurrence in the phenomenon that is being studied. Moreover, Arikunto (1997) noted that descriptive qualitative method is used to describe the data and related information of a certain phenomenon that is being studied.

#### 3.2 Research Site

##### 3.2.1 Settings

The study was conducted at English Language and Literature study program at one university in Northern Bandung. The institution was chosen because this study focuses on errors of translation in simultaneous interpretation

that occur in the Conference Interpreting class which was taught in English Language and Literature study program. In addition, the researcher was one of students in that study program. Therefore, it gives the researcher access to conduct the study.

### **3.2.2 Participants**

The participants of this study were 12 students of English Language and Literature study program who had learned Liaison Interpreting and Conference Interpreting subject. Twelve students were chosen to represent two classes of Conference Interpreting subject. The students represented were high achievers, medium achievers and lower achievers in the Liaison Interpreting and Conference Interpreting class. The three levels of achievers were chosen to find out the variety of error occurrences in students' simultaneous interpretations products. The participants were in their fifth semester learning English as foreign language.

### **3.3 Data Collection**

The section explains the source of the data and the procedure of data collection. There are 24 transcriptions from 12 students, in which each student interpreted for two sessions in Conference Interpreting class. The first session was the rendition of Ban Ki-moon's speech from English to Bahasa Indonesia. The second session was the rendition of Tanri Abeng's speech from Bahasa Indonesia to English. Ban Ki-moon's and Tanri Abeng's speech were chosen because the topics of the speech were considered easy to understand by the students. Ban Ki-moon's speech talked about the importance of education for peace while Tanri Abeng's speech was about the importance of communication concept in professional field. In addition, the duration of the audio recordings were taken into account since the speeches duration were approximately one minute.

In collecting the data, there were two steps taken. The first data collection was collecting students' simultaneous interpretation products. The audio recordings data were collected from database in computer laboratory by asking permission to the lecturer of Conference Interpreting class. Twenty four audio recordings of students' interpretation were collected to be analyzed. As part of

sessions practiced required in the course of Conference Interpreting, the participants were asked to interpret the excerpts from the selected audio in the laboratory computers. The process of simultaneous interpreting practice was recorded using Sanako software. All of the interpreting sessions were recorded in each student computer and stored in one main computer in the laboratory. After that, the two simultaneous interpreting sessions from 12 students were selected to be transcribed. The first session was the rendition of Ban Ki-moon's speech from English to Bahasa Indonesia. The second session was the rendition of Tanri Abeng's speech from Bahasa Indonesia to English

The second data collection was transcribing students' simultaneous interpretation audio recordings. According to Atkinson & Heritage (1984; as cited in Silverman, 2013, p. 254) "the production and the use of transcripts involve close, repeated listening to recordings which often reveal previously un-noted recurring features of the organization of talk". It can be assumed that the transcript can reveal the features of students' simultaneous interpretations. The audio recordings of students' simultaneous interpretation products were transcribed into document data. As stated before, the data were taken from two sessions of Conference Interpreting class. The first session was the rendition of Ban Ki-moon speech audio from English into Bahasa Indonesia and the second one was the rendition of Tanri Abeng speech from Bahasa Indonesia to English. In total, forty eight transcriptions were used as the primary data to be analyzed: 24 students' transcriptions and 24 speakers' transcriptions.

### **3.4 Data Analysis**

After collecting the data, the omissions, additions and substitutions were identified to find out the types of errors and also to reveal the common errors found in students' simultaneous interpretation products. The following section explains the steps of data analysis.

### **3.4.1 Identification of Omissions, Additions and Substitutions**

The transcriptions from audio recordings were identified by coding the types of omissions, additions and substitutions of translation in simultaneous interpretation. As Alwasilah (2002) points out, coding facilitates quantifying the frequency of occurrence phenomena under study, in this case the occurrence of omissions, additions and substitutions.

### **3.4.2 Identification of the Types of Errors**

After the type omissions, additions and substitutions were identified, the types of errors were identified and classified based on errors of translation theory proposed by Barik (1971). Subsequently, the types of errors of translation in students' simultaneous interpretation products were described and explained. Omission category was noted and underlined in the speakers' transcriptions. Addition category was noted in students' transcriptions. Substitution category was noted in students' and speakers' transcriptions.

### **3.4.3 Errors Quantification**

After identifying and classifying the errors, the types of errors were calculated in percentage to reveal the common errors of translation in students' interpretation using the formulation as follows:

$$\text{The percentage of errors} = \frac{\text{frequency of each kind of errors}}{\text{total frequency of errors found}} \times 100$$

To make analysis become clear, the data of the study were described and interpreted into words by elaborating it on the result of data identification and classification.

## **3.5 Concluding Remark**

This chapter has presented the methodological aspects applied in this study covering the research design, research site and participants, data collection and data analysis. The next chapter is findings and discussion which present the study

findings and discussion from the result of students' simultaneous interpretation transcriptions analysis.