

CHAPTER III

METHOD OF RESEARCH

The researcher compared two different translations between Human Translations and Human Assisted Machine Translations. The objective was to find differences between the two methods using readers' responses Translation Quality Assessment. It focused on three categories, accuracy, readability and, acceptability. The assessment process also involved readers to give their responses towards the translations using the aforementioned categories followed by an interview to further support the data given. There was no exact method on how the TQA can be executed, but the three categories of assessing translation and readers' responses had been generally accepted as the right method in TQA, as suggested by Larson (1984).

The researcher used a qualitative approach with assessment data as support data. The approach allowed the researcher to collect and analyzed the supportive data and interview data separately. The first phase was collecting the assessment from the readers, and the second was the follow-up interview from the assessment data. The numbers were present to find the data needed for the first and second research questions, while the third research question will be answered in the follow-up interview (Creswell, 2014).

3.1 Method of Data Collection

3.1.1 Participant

There is only one kind of participant in this research, they are readers, students from FLA Soegijapranata Catholic University. The students were from FLA Soegijapranata Catholic University, batch 2016 and in the 5th semester of their study with a total population of 60. The researcher picked these students because they already studied Eng-Indo and Indo-Eng Translation subject.

The researcher used purposive sampling technique as the sampling method for this study, the technique allowed the researcher to “purposely” choose the participant with particular attributes such as students with background knowledge of basic translation. This was done in order to get better responses from the participants. (Etikan, Musa, & Alkassim, 2016).

Participants were mixed between male and female in range of 30 persons for the questionnaire to avoid any gender bias, and 5 persons for the interviews, The researcher picked only 30 participants as the parameter only revolve among the students, more than 30 were impractical and less than said numbers would not be enough to gather the information needed for the research. as suggested by Guest, Bunce, & Johnson (2006) and reinforced by Onwuegbuzie (2007, pp. 287–290).

3.1.2 Instruments

The instruments for this research were assessment questionnaires which consisted of translations done in the HT and HAMT method and followed by some interviews. The text used for comparison in the study consists of three books with different genres, one news article, and one journal. The text were randomly chosen for readers to compare. Text one was taken from a novel by Lan Fang entitled *Potions and Paper Cranes*. Text two was from a self-help book by Mark Manson entitled *Subtle Art of Not Giving a F*ck*. Text three was taken from a novel by Anonymous entitled *Diary of an Oxygen Thief*. Text four was from a journal by Lorena Guerra Martinez. Finally, text five was from a random news article found on studentnewsdaily.com. The translations were arranged into a questionnaire that includes grading elements for readers to evaluate. Later, the researcher would interview some of the readers for further data collection and validation.

3.1.2.1 Procedure

The researcher adapted the steps from Saldana (2013) and Creswell, (2014) in mixed-method research as follows:

3.1.2.2 Collect and Organize Assessment Data

The first step started with collecting the translations done in HT and HAMT. The researcher asked a translator to

help the researcher for the Human translation, while the researcher will do the Human-assisted machine translation, followed with full-post editing. The process was done separately to avoid any influence from between translators.

The second step was organizing and arranging the translations in questionnaires with grading tables, the translations were arranged side by side and then followed by the grading tables below. After getting the questionnaires ready, the researcher distributed the questionnaires, the distribution process was done using Google spreadsheets and Google form to ease the researcher. The researcher used the following table

Source Texts	
Translation A	Translation B
Acceptability A (1-4) Acceptability B (1-4) Readability A (1-4) Readability B (1-4) Accuracy A (1-4) Accuracy B (1-4)	

Table 1. *Sample of questionnaire table*

The number 1-4 represent the scale of how good or bad the translation was. Number 1 represents the lowest score while number 4 the highest score.

The third step was to review the results of the assessment data, the data was sorted into frequencies and quantified to find the sum total of the frequencies which later will be presented and followed up with the interview data

3.1.2.3 Collecting Qualitative Data

After analyzing the assessment data and obtained results, the researcher proceeded to collect the interview data based on the results in the assessment data. The qualitative data contained a brief interview of 5 persons participating in the first phase. The researcher made several questions based on the assessment by the readers for the interview and arranged meetings for the chosen participants. The researcher then asked questions related to the translations in HAMT and HT. The interview questions were based on how the participants' overall opinions about both translations in the assessment sheet. The participants were purposely chosen to help in explaining the assessment findings, to get more information in a detailed manner. (Creswell, 2014)

3.2 Method of Data Analysis

After collecting the data required, the researcher started the analyzing process. The explanatory sequential mixed method was applied in this research. This design allowed the researcher to analyze both data separately. The researcher analyzed the assessment data first followed up by the qualitative data to help explain the assessment results. Creswell (2014, p. 272). The behaviouristic approach in readers' responses TQA by Nida and Taber was used as a means to analyze the data (House, 2015, pp. 10–11)

3.2.1 Assessment Data

The researcher counted the assessment data first to find frequencies. In order to save time, the researcher used the google spreadsheet to count the data. The researcher presented the data in tables, showing scores for each translation. The frequency of scores was calculated to highlight the readers' preference to each translation

After analyzing the assessment data, the researcher made the following questions for a follow-up interview:

1. In your opinion, what is the difference between text A and text B?
2. Overall, which do you like better? A or B? Why is that?
3. Which ones do you think are Human translations and which ones are Human translation assisted by Google translations ?

The questions above aimed to answer the third research question, The questions above aimed to answer the third research question,

3.2.2 Qualitative data

To answer the third research question, the researcher reviewed the interview transcripts. Readers' opinions and thoughts regarding their reasons for choosing a translation were extracted in the process. After collecting the readers' opinions the researcher summarized it into general findings and described the results. The interviews were necessary to complete the explanatory sequential mixed method design, as a follow up from the assessment results (Creswell, 2014)

3.2.3 Presenting Data

The assessment data were presented first, followed by the qualitative data, giving a more in-depth explanation for the assessment data. Tables were presented to highlight statistical and interview results followed up with a discussion.