

CHAPTER I

INTRODUCTION

1.1 Background of Research

Translators have an important role in human daily communication; helping people understand texts from different languages. Before translators could successfully translate a product, they would have to undergo the translation process. According to Kussmaul (1995) translation as a process or process-analysis approach is a type of approach that focuses on the process on how people translate. In other words, it talks about how a translator could come up with the translation.

Translators translate all kinds of texts, such as legal, administrative, general, commercial, and literary texts (“Types of Translation”, 2009). Literary works are known to fall into a number of genres for instance, poems, plays, and prose (short stories and novels). In terms of literary work, children literature is considered difficult to translate. According to Hunt (as cited in Asiain, 2015), in translating a children’s literature work is not only telling the story but also

transmitting cultural values. This means that the translator must possess social and cultural knowledge of both source language (SL) and target language (TL).

There are possible problems encountered by translators while translating ChL aside from cultural aspect, such as language, grammar, illustration, name, etc., (Thomson-Wohlgemuth, 1998), for example of problem regarding name; the name *Brownie* is translated into *Si coklat* (Simanjuntak, 2014, p.36). In order to solve the problems found in translating ChL, Krings (1986) and Gerloff (1986) came up with some strategies to solve them such as reduction, editing, linguistic analysis, and others. The example of solving problem by reduction; the phrase *the Jams* is translated into *Jams*. The word *the* is omitted in the TL (Wahyuningsih, 2011, p.68).

In translation process finding out the problems and strategies are necessary to create a translation that is both acceptable and comprehensible for the readers. To avoid mistranslation translators must maintain the message in the TL, especially in children's literature translation (ChLT). ChL is aimed for children readers. Children readers do not have ability to filter information received through reading translated books. Therefore, translators most importantly novice ones must be trained thoroughly so that they will not make any mistake in ChLT.

To obtain access on how a translator is translating or what is going on in their minds; think a loud or verbalizing is conducted. To ask a novice translator to think a loud a text by himself would put too much pressure on him that would make the verbalizing process unnatural and ineffective. This is the reason why CTPs is decided to be conducted considering this method would put the translators in a more natural environment and put the translators' mind at ease

which would result them to be more creative in verbalizing (House, 2000). CTPs is an introspective verbal reporting method that requires a group of participants to think aloud or to verbalize their thoughts concurrently with cognitive processing and recorded verbalizations (Pavlovic, 2007). Pavlovic (as cited in Pavlović, 2013) states that CTPs “include both social interaction and thinking aloud (p.553)” in which there will be a change in the participants’ original thoughts and resulting them to go through a decision making process.

CTPs requires group work. Vygotsky (1978)-a Russian teacher and psychologist-explains that students working in a group will surely discuss matters together. By discussion, the participants in CTPs will receive comments from their partners regarding their thoughts of the translation that either will be agreeable or disagreeable. The participants will question the disagreeable comments and those comments will be negotiated until the agreed translation is found. This can give the participants meaningful information and deeper understanding toward the translation.

Kussmaul (1995) claims that think aloud or verbalization method of conveying a thought when translating is clearly important to classify. He adds that due to this protocol, translation teachers can prescribe suitable “therapy” for the students to handle their difficulties when translating in order to avoid any errors in their translations so they can come up with better results. Another benefit of CTPs is that the translators will subconsciously obtain new lexical benefits from their partner during the verbalizations. Thus, CTPs is suitable to be conducted on subjects of novice translators.

There are numerous researchers that have conducted studies using think a loud protocols (TAPs) or CTPs. Among them is Tanja Pavlović (2013). She analyzed two groups of participants consisting of 24 people into two different experiments: (1) a group translating experiment or CTPs and (2) a control research study. She found that problems encountered by the participants that translate in a group are richer than the ones that translate individually. Moreover, the quality of the product done by the participants in unison is higher compared to the ones done individually.

Another study is done by Corinne Marie Matrat (as cited in Jääskeläinen, 2000). She experimented on four groups of 3 subjects each consisting of advanced students, novices, and experts. Matrat made these subjects to participate in two experiments: (1) a think a loud experiment and (2) a joint translating experiment or CTPs. According to Matrat's research, the problems found in CTPs were clearly defined than in the TAPs and also evidence of strategic processing was more easily identifiable in CTPs.

Based on the previous studies above, it shows that CTPs is beneficial in terms of translation learning. Therefore, the writer is interested in conducting a research on CTPs. The writer believes that conducting a research based on CTPs method by experimenting novice translators in finding their problems and strategies while translating a ChL will provide a dynamic and variety in the data. This research will also show how the participants who are novice translators apply what they have learned in class in a real life setting. Thus, this research is expected to be beneficial in various fields, such as Translation Process Research (TPR) and ChLT.

1.2 Statement of Problems

The research problems are:

1. What are the problems encountered while translating *Unlovable* based on Thomson-Wohlgemuth's theory under CTPs analysis?
2. What are the strategies used in solving the problems while translating *Unlovable* based on Krings and Gerloff's theory?

1.3 Research Objectives

The objectives of this research are:

1. To investigate the problems encountered while translating *Unlovable* based on Thomson-Wohlgemuth's theory under CTPs analysis.
2. To analyze the strategies used in solving the problems while translating *Unlovable* based on Krings and Gerloff's theory.

1.4 Scope and Limitation

The focus of this research is on the problems found and the strategies applied by the number of 6 (six) participants of STBA LIA students while translating *Unlovable*, a children's book by Dan Yaccarino. In analyzing the data, Thomson-Wohlgemuth's theory of problems in translating ChL and Krings and Gerloff's theory of strategies in solving the problems are used.

1.5 Research Methodology

1.5.1 Method

This research is categorized as a qualitative research. Mackey and Gass (2005a) briefly defines qualitative research as “descriptive data that does not make (regular) use of statistical procedures” (p.162). There will not be any statistical procedures performed in this research. In addition, they also state the characteristics that make a qualitative research, such as rich description, natural and holistic representation, few participants, ernie perspectives, cyclical and open-ended processes. Thus, in this research will be highlighting two of Mackey and Gass’ characteristics of qualitative research the most: rich description and few participants.

The writer gathers the data and investigates the problems encountered while translating *Unlovable*. The data gathering is collected after it has been conducted under a CTPs method and observational technic. Mason (as cited in Macky & Gass, 2005b) defines observational technics or plainly observations as "methods of generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it” (p. 175). The writer uses video recording as a tool in analyzing this research.

1.5.2 Data Source

The data are taken from the verbal and written reports of 2 (two) groups consisting of 3 (three) participants each while translating *Unlovable* supported by video recording as the tool. STBA LIA Jakarta students were chosen to be the

participants in this research because they are considered as novice translators. According to Kussmaul (1995), a CTPs research is suitable to be conducted by novice translators. The participants must fulfill the conditions as novice translators: (1) they are willing to take part in the experiment, (2) they are in the seventh semester, especially majoring in TS and are still active attending classes, (3) they scored B in English-Indonesian translation workshop class, (4) they either like to read books or read them to others.

The children's book used in this research is entitled *Unlovable*. It is a children's story written by Dan Yaccarino that was first published in USA by Henry Hold and Company in 2001 and it was then published in Indonesia by PT. Wortel Books in 2007. This story was selected as the source text since it is a children's story that consists of few words so that the research itself will not take too much time to be conducted. Moreover, it contains words or phrases that could be categorized into the theory of Thomson-Wohlgemuth which would be the purpose of this research.

1.5.3 Data

The data are the CTPs transcriptions of two groups consisting of 3 (three) participants' verbal and written reports based on the video recording that contain of problems by Thomson-Wohlgemuth's theory of translating ChL.

1.5.4 Data Collection

In collecting the data these following steps are used:

- a. Participants perform CTPs were willing to take part in the experiment;
- b. Participants were divided into two groups of three based on their available time. The two groups will be named group 1 (G1) and group 2 (G2);
- c. Participants were asked to translate *Unlovable* and verbalize their thoughts spontaneously. Before translating the text, the participants were given guide lines on how to perform the CTPs. The participants were allowed to use any language for the verbal reports (either English or Indonesian);
- d. Participants have individually read the text out loud;
- e. Participants began to translate the text out loud together and come up with the translation by discussion;
- f. After the translation process, the video recording of both groups were transcribed.

1.5.5 Data Analysis

In analyzing the data these following steps were used:

- a) The problems found while translating ChL were classified by the theory of Thomson-Wohlgemuth;
- b) Strategies to solve the problems in translating ChL were classified by the theory of Krings and Gerloff;
- c) Each type of problem and its strategy were described and explored based on CTPs transcriptions taken from the video recording;

1.6 The Organization of Writing

This study consists of four chapters. Chapter I is the introduction that gives the background of the research, research problems, research objectives, research methodology and the organization of the writing of the research. Chapter II is the theoretical framework consisting of theories used in the research. Chapter III is the data analysis in which the data are analyzed by using the theories mentioned in chapter II. Chapter IV is the result and conclusion of the research.