

CHAPTER 3

RESEARCH PROCEDURES

This section provides research procedures. This section is separated into six parts: method of the research discussed methodology used and how it works, focus of the research, setting, and participants that discussed the place and the participants taken in this research, the technique of collecting and analyzing the data and the last one is time and place of the research.

3.1. Method of the Research

A descriptive case study was employed as the research methodology in this study. Descriptive case study is well-suited for elucidating complex issues by naturally describing phenomena within the context of the examined data (Noor, 2008). Researchers were able to investigate pre-existing phenomena to obtain the desired dataset. The objective of a qualitative descriptive study is to succinctly summarize the experiences of individuals or, in this instance participants (Lambert & Lambert, 2013). Consequently, this research design was deemed appropriate for the study, as it allowed the researcher to capture a detailed account of the challenges confronted by interpreters during conference interpretation, as well as the strategies employed to overcome these obstacles.

3.2. Focus of the Research

This research focused on the challenges faced by English interpreters during conference interpretation and is also capable of delineating the efforts or solutions that English interpreters can undertake in encountering challenges during conference interpretation.

3.3. Settings and Participants

The research setting primarily revolved around the professional experiences of both participants, who were actively involved in translating meetings and conferences. These events took place within the context of academic meetings, especially at one of the universities in Tasikmalaya. Translation tasks occurred in various formats, including face-to-face meetings and virtual conferences, reflecting diverse scenarios that interpreters might encounter in their profession. The

participants in this study consisted of two individuals, one female and one male. Both possessed a strong educational background in the English language, making them well-qualified interpreters. They met the criteria for interpreters based on their language education backgrounds.

The first participant is a woman with a strong foundation in English language education. She pursued formal education and training in English language studies, equipping her with the linguistic skills and cultural understanding required. She also demonstrated her expertise by actively participating in translating meetings and conferences, both in offline and online settings, for activities related to the Quality Assurance Agency for Higher Education (AQAS) and one of the universities in Tasikmalaya in preparation for institutional accreditation. She had a track record of handling various translation tasks, including translating books and articles. Additionally, she held a significant role as a language teacher in the Language Research Unit at one of the universities in Tasikmalaya, highlighting her expertise in language-related fields.

The second participant is a man who also possesses a strong educational background in the English language. His formal education provided him with a deep understanding of English linguistics and culture. His practical experience included active participation in translating meetings and conferences, both in physical and virtual settings. He successfully dealt with the complexity of translating academic texts, such as books and articles. Besides his role as an interpreter, Participant he also served as a language teacher in the Language Research Unit at one of the universities in Tasikmalaya, further enhancing his qualifications in the realm of language and communication.

Furthermore, both participants were entrusted with the responsibility of translating academic materials such as books and articles, which enriched their practical experience in the field of translation. Their involvement in language-related tasks was complemented by their roles as language teachers in the Language Research Unit at one of the universities in Tasikmalaya. This dual perspective, as interpreters and educators, added depth and relevance to their insights regarding the challenges and solutions in the field of conference interpretation.

3.4. The Technique of Collecting the Data

A semi-structured interview was employed to gather the data in this research. It provides in-depth information regarding the exploration of challenges and solutions experienced by participants in interpreting English to the Indonesian language within the context of conferences or meetings. A semi-structured interview was chosen to allow the interviewer to communicate freely if there was important additional information to be conveyed (Adams, 2015). The utilization of the Indonesian language during the interviews was aimed at creating an environment in which participants could feel at ease and unrestricted in sharing their viewpoints.

In addition, due to the participants' busy schedules and time constraints, interviews were conducted using the WhatsApp application with a voice note method. The interviewer posed each question to the participants one by one using voice notes, and participants responded either through voice notes or recorded audio replies. Furthermore, the interview questions were developed by the Information Processing Theory by Riquelme (1964), which posits that the Information Processing Theory addresses cognitive processes such as perception, memory, attention, and problem-solving. This approach aids in understanding how interpreters manage and process information during interpretation tasks.

3.5. The Technique of Analysing the Data

To analyze the data, the researcher used thematic analysis since it uncovers patterns or themes in the data collected by researchers (Braun & Clarke, 2006). By using this method, the researcher can identify responses to the study questions based on the themes emerging from the transcribed interview results. The process of data analysis using thematic analysis involves six steps, as follows:

1. Familiarizing the data

The researcher recorded the interview, transcribed it, and read the results back many times.

2. Generating Initial Codes

In this phase, the researcher coded the data that may be relevant to the study's purpose.

Table 3.1 Generating Initial Codes

<p>The first difficulty may be related to vocabulary or vocabulary because at that time at the AQAS conference, there was a lot of very technical vocabulary that was less familiar to me, the second may be in terms of speaking speed and accent, yes at that time the speaker did have a distinctive accent, namely a German accent and had a fairly fast speaking speed so that was one of the difficulties faced at that time.</p>	Language aspect
<p>After that, from the content of the discussion when interpreting, I am not familiar with the context of international accreditation carried out related to very technical vocabulary related to the accreditation process, which hinders me from interpreting the information available. However, because there is a partner so this can be overcome.</p>	Content Knowledge
<p>To be honest, I did not feel panic at all at that time. The burden that existed might be that I was afraid that the information conveyed by the speaker did not reach 100 percent because of my interpretation but at that time panic could have been avoided because of the partner who also helped in the process of interpreting these things.</p>	Psychological Factors
<p>there were no significant obstacles because before the conference took place, we interpreters communicated with the speakers regarding the technicalities that would be conveyed such as what would be done so that honestly there were no significant challenges in terms of communication.</p>	Preparation process
<p>Usually, if I don't know, I ask my partner or even the audience. There are indeed audiences who are more familiar with the topic of accreditation at that time so they are more familiar with what is called the terms conveyed.</p>	Process in interpreting
<p>Maybe so far the evaluation of performance when interpreting is to do self-reflection about the shortcomings in terms of language from English what are the shortcomings in terms of Indonesian. Like how I handle my emotions when interpreting technically so far indeed the way I have evaluated myself regarding</p>	Post interpreting process

performance when interpreting is to do self-reflection although so far it is still random and unstructured not making a journal only self-reflection which is done personally and unstructurally

For training or workshops like that, I haven't because until now there has been no information related to training on interpreting, but what I can do now is look at YouTube so how to interpret correctly and what the technique is like if there are two types of interpreting, one is tea, what's the name, I forgot again like that, the main thing is that directly with the one who finishes first who talks and then we interpret. Well, two types are learned on YouTube so far, from January, when the interpreting activity was held until now, the strategy has been to learn it from YouTube by yourself.

Technological aspect

Of course, having a partner with another interpreter is very helpful, first in terms of mental, second in terms of language. If I don't know or can't capture information, I can ask him for help regarding the meaning of a term or something like that. Secondly, maybe because there is a division of questioning sessions, for example, there are 100 slides, I have 50 slides, and she has 50 slides so the workload can be divided from that, making me more focused on interpreting at that time.

Support aspect

The first eight codes reflect various features revealed by the transcriptions of the participant interviews. The initial codes and their frequency of occurrence are listed below.

Table 3.2 *List of Initial Codes and Their Frequency*

	Initial Code	Total
1.	Language aspect	14
2.	Content Knowledge	5
3.	Psychological factors	2
4.	Preparation Process	6
5.	Process in interpreting	17
6.	Post interpreting process	10
7.	Technological aspect	7
8.	Support aspect	10
	Total	71

1. Searching for The Themes

This phase commenced once all data had been initially coded and collected, necessitating the identification of significant patterns within the familiarized and coded datasets. It concluded with the compilation of potential themes and sub-themes, along with any relevant data excerpts that had been coded within these themes.

Table 3.3 Searching for Themes

Initial codes	Sub-theme
Language Aspect Process in interpreting	Challenges in Language Aspect and its Solutions
Content Knowledge Preparation Process	Challenges in Content Knowledge and its Solutions
Psychological Aspect Technological Aspect Partner Support	Understanding Psychological Challenges and Supportive Solutions in Conference Interpreting
Post interpreting	

2. Reviewing the Themes

The researcher scrutinized the themes most pertinent to addressing the study's question and excluded any potential themes that did not align with the focus of this research inquiry.

3. Defining and Naming the Themes

This phase commenced when the researcher elucidated the core of each theme and their interconnections. Additionally, in alignment with the research question, the researcher formulated a distinct name for each theme.

Table 3.4 Research Steps

Sub-theme	theme
Challenges in Language Aspect and its Solutions	Revealing the Challenges in Conference Interpreting and its Solutions
Challenges in Content Knowledge and its Solutions	

Understanding Psychological Challenges and Supportive Solutions in Conference Interpreting	Navigating Psychological Challenges and Support Solutions in Conference Interpreting
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4. Producing the Report

The ultimate phase, occurring after the collection of all topics, encompasses the concluding analysis and the subsequent elaboration of the research report. During this phase, the researcher is tasked with presenting the data as a case study of the issue and promptly addressing the research question. Consequently, by leveraging the preceding phases, the researcher contributes to the interpretation of the data gathered during the data collection process.

3.6. Steps of the Research

Table 3.5 *Research Steps*

Steps	Descriptions
1	Identify current issues
2	Searching and deepening the contents of journals or books that are relevant to the issue to be researched
3	Determine the research topic to be researched
4	Continued to compile the research proposal starting from making the background of the study, literature review, and research methodology
5	Collecting data using semi-structured interviews with willing participants
6	Transcribe the results of the interview to the written form
7	The results of the transcript were analyzed using theory thematic analysis by Braun and Clarke (2006)
8	Complete the thesis

