CHAPTER III

METHODOLOGY

3.1. Introduction

Chapter II has discussed literature related to this study, including notions of translating and translation. Specifically, it discusses theories of translation, both the equivalence and *skopos* theories; definitions of translation; translation methods; abilities of translating; translation strategies; difficulties encountered in translating; and possible solutions to the problems. This chapter will provide a detailed delineation of the methodology for this research, which drew on all the literature reviewed.

This case study, which is qualitative in nature, was conducted in a natural setting and had urged the researcher to carry out three tasks: building a complex picture of the informants; analyzing words; and reporting detailed views of informants – both the translators (the librarians, that is) and the reader informants (faculty members and students) (Appendix 5). The researcher attempted to make sense of translational phenomena or interpret them in terms of meanings the informants brought to them (Denzin and Lincoln (1994: 219). This research involved documents and a collection of a variety of empirical materials – case study, personal experience, interviews, and written texts, all of which described routine and problematic moments and meanings inferred in the informants' achievements in translating and the reader informants in exercising their comprehension on the translations produced. Most informants in the present study are still far from being accurate in making their translations readily comprehensible to their target readers, and as such need to be made aware of the importance of the text's purpose or the *skopos*. The researcher sought an inquiry process of understanding based on a distinct methodological tradition of inquiry: a case study.

3.2. Method of Research

A qualitative method was employed, taking in descriptive and inferential procedures. It was employed to investigate the processes involved in the preparation and the production of translations produced by the informants. This method was applied to obtain systematic, factual, and accurate data. It could also be used to uncover and understand what lies behind any phenomenon about which little is yet known (Strauss and Corbin, 1990; Ary, 1990). The two theories - equivalence and *skopos*, the criteria of translating, the abilities as possibly equipped to the translators, and the readership's expectation are applied in this study to investigate the translations produced in the light of Nord's Four Translation Errors (Nord, 1997). Meanwhile, some quantitative method in terms of inferential procedures was employed to examine how frequent an informant exercised certain skills and how frequent some translation methods were used occurred in a given time (Hatch and Lazaraton, 1991).

As indicated earlier, aspects pertaining to the study, such as the purpose, the instruments and informants, access to the site, the role of the researcher, and the research cycle will be discussed in this section. To gain the informants' views on their attempts to translate, a one-on-one interview and responsive observation are conducted. Eight questions in the interview and twenty statements in the observation (See Appendix 1) are meant to net the most useful information to answer research questions. These two modes are offered to generate their insights:

another way of getting closer to their overall picture of abilities exercised, their decisions made, and their translations produced. As for the reader informants, an interview to identify their comprehension on the translation is also conducted. Seven reader informants are involved: two faculty members of the Psychology Department, four students of the Psychology Department, and one student of Library and Information Studies. Six of the reader informants are selected from the Psychology Department due to their concerns in the field of study while one of them is from the field of Library and Information Studies to generate some relevance.

3.2.1. The Instruments and Informants

A qualitative method was employed, taking in thick descriptive procedure. A case study on the librarians working at a central library of an Indonesian university was chosen. To collect the qualitative data, participative observation, interviews, and studied documents were used. Participating in the study were ten university subject librarians. These professionals holding an S1 (*Sarjana* stratum one) attended twenty-four translating sessions within a three-month period of May 16, to August 4, 2006. Seven reader informants, lecturers and students, were also interviewed to gain some picture of comprehension on the translations produced. Proceduralized phases were taken to collect data from both the informants: text items were offered to the librarian informants; the process of translating then took place – reading, understanding, reproducing; interview followed; units of data were collected; analyzing the data; drawing conclusions; the translations produced were then offered to the reader informants; reading to comprehend took place; interview followed; checking the degree of understanding on the reader informants proceeded; personal insights were collected; drawing conclusions to gain units of data to be interpreted or inferred. In examining the translations, what seemed to be proper went first, and then what seemed to be improper came afterwards. Findings from the study were then revealed.

Three phases of research had been undertaken: (1) the preliminary study; (2) the construction of a conceptual mode of approach; and (3) the implementation of the mode for identifying occurrence. This study described the tendency of occurrence in terms of meaning being insufficient and the factual skills as it was reflected by the informants' profile, both general and personal abilities, and also the acceptance on the readers' part. Verbal data were elicited in the form of descriptive narratives of especially field notes and other relevant written records including hand-written documents. This descriptive study was carried out without a hypothesis strictly formulated or tested. Analytically, the result of the present study was used as a back-up of the answers to the research questions. Descriptive analysis included finding out the insufficiency in terms of meaning in the Indonesian translated texts due to difficulties of achieving adequate equivalence in the English original. Also discussed was the theory of *skopos* with more convincing result in the TL, methods employed, adequacies achieved, translators' profiles and abilities, and an avenue possibly given by the phenomenon for a betterment in terms of translation quality.

Two kinds of data collected in the present study were qualitative and quantitative. The primary data, however, was qualitative. To analyze the qualitative data, a non-statistical analysis was used: descriptive analysis, meaning-making sense of the data collected using a natural setting, and logical inferences. The strategy for a purposeful sampling was typical case:

highlighting what was normal or average (Creswell, 1998). To analyze the quantitative data, a statistical analysis was used: frequency and percentage (Hatch and Lazaraton, 1991).

To add to the researcher's understanding, interviews with both informants, the librarians and the target readers, were carried out. An observation by making use of observation protocols employing an interview mode to secure general information with regard to their performance in translating and their comprehension on the translations produced was also made.

3.2.2. Access to the Site

Permission for conducting this inquiry has been granted by the Head of the Library and the Head of Psychology Department, and access to the community of university librarians has been given by a Senior Librarian acting, later, as one of the ten informants.

With permission from the Head, preliminary observations were directly conducted to make sure that necessary matters such as personal computers, printers, dictionaries, thesaurus, available time of the participants, journal articles, conducive environments, and a fixed schedule would work appropriately. During this period of rapport building and preliminary data collection, articles from English journals were selected. One of them, as attached in Appendix 2 is Steven E. Knotek's (2003) *Making Sense of Jargon During Consultation: Understanding Consultees' Social Language to Effect Change in Student Study Teams*, which was an excerpt from Journal of Educational & Psychological Consultation issued in 2003 (See Appendix 2). The article is considered representative as it has the characteristics of an appropriate text for translating.

3.2.3. The Role of the Researcher

The present qualitative research design made use of case study emphasizing on thick, descriptive accounts of the community of university librarians as a bounded system (Cohen, 2000). The researcher was integrally involved in the case. To collect data with a case study perspective, seven activities as suggested by Creswell (1998) were carried out: (1) locating site/individuals; (2) gaining access and making rapport; (3) conducting purposeful sampling; (4) collecting data; (5) recording information; (6) resolving field issues; and (7) storing data. These activities were addressed for a general procedure and approach in the tradition of inquiry in the case study. Therefore, matters to be taken into account were: (a) what was studied was a bounded system of a program; (b) the access and rapport was to gain the confidence of the informants – the librarians and the target readers; (c) the site selected was a case; (d) the type of information collected was interviews, observation, and documents in the form of translations produced by the informants; (e) the information recorded comprised field notes, interviews, observational protocols, and documents in the form of hand-written translated texts; (f) the common data collection issues were interviewing, observing issues, and analyzing documents; and (g) the information was stored in field notes, and computer files. Selected variables were set to achieve some adequacy.

Meaning-making was endeavored using a natural setting involving the researcher as the key instrument infiltrating the community of informants with "emic-ethic" issue (Syamsuddin and Damaianti, 2006). Having a sufficient background and being experienced in translating, the researcher played the role both as an observer and an instrument with trustworthiness (Lincoln and Guba, 1985), especially, when it comes to very challenging matters of translation techniques such as text legibility, being familiar with the subject, linguistic resources (dictionaries, thesauri, linguistics-based human contacts) to decipher unfamiliar words, missing parts of the text, the requested timeframe, and reasons for doing it (as a learning experience, enjoyment, helping a friend) (Sofer, 1996). Along the process of in-class translating sessions, the researcher exercised an introspective and reflective account of his own translating experiences.

Although generalizability is central to method (Eisner and Peshkin, 1990), the researcher did not use his personal experience as a source of generalization and did not make an effort to generalize this case study in a personal, idiosyncratic way. However, the study described here refers to what Donmoyer (1990) terms as "anticipatory schemata" – complementing the existing cognitive structure, that is, the context-specific nature of the findings should enrich the experiential knowledge in that its novelty should be accommodated.

3.2.4. Research Phases

The study consisted of three phases. Phase one involved collecting sufficient descriptive data of translating and translation from the field reported in the form of an analysis in order to gain some thorough descriptions and an appropriate development of selection and design. Following the analysis was an in-depth observation in which the condition of the informants' abilities of translating the ST was revealed. Phase two involves gaining some empirical model of approaching the pattern of translating of which concerns include some key components such as concept of equivalence, concept of *skopos* theory, the SL and TL being relatable to functionally relevant features, and relevance to the communicative function of the text being translated (Hatim, 2001). Phase three identified the translators' abilities in terms of their coming to defining the nature and conditions of translation adequacies in general – what constitutes the production of translated texts through highlighting what is normal or average (Creswell, 1998). The way the informants decide as to which an adequacy is taken to be the basis on which SL is replaced by TL textual material (Catford, 1965) generates the characteristics of insufficient meaning.

3.3. Techniques of Collecting the Data

Three kinds of data collection were used: in-depth, open ended interviews; direct observation; and written documents of the produced translations. The data from the interviews consisted of written responses from both the informants about their experiences, opinions, feeling, and knowledge during the process of translating and the impact it brings to the target readers (Patton, 1980). In collecting relevant data for each research question, multiple data-collection techniques were utilized. The general outline of data collection for the three research questions is as follows.

3.3.1. Research Question 1

How closely did the librarians preserve the meaning and quality of the original text?

Data collection 1: An after-class session structured interview following the completion of the observational protocols on requisites (Sofer, 1996) to reveal the informants' abilities and preparedness was conducted to find out:

1. Whether the informants' knowledge of both the SL and the TL was thorough. This section of the observation dealt with the informants' being fully familiar with the two

languages – language of the ST and language of the TT. Also, the informants' vocabulary being equal to the speakers of both languages was explored.

2. Whether the informants' familiarity in both cultures was thorough. This section of the observation dealt with the informants' feelings, attitudes and beliefs regarding the living phenomenon of the two languages. Accordingly, the informants' being fully familiar with the languages must also deal with their being familiar with the cultures of the languages. In brief, this section sought to reveal all linguistic elements that may go into making a culture.

3. Whether the informants kept up with the growth and change of the language, and were up-to-date in all its nuances and neologisms. This part of the observation was constructed to provide the informants' being updated in the constant state of flux of the two languages, their awareness that a number of words change meaning from year to year (Nida, 1976). Any neutral words in the text items being translated might have changed compared to the same words twenty years ago – from neutral to being loaded with meaning.

4. Whether the informants were familiar with only their own language. This section sought to reveal some degree of distinction between the languages the informants translated from and into. Further information sought included the informants' ability in writing in the TL, that is, being flawless in their native language but not necessarily reflected in the SL.

5. Whether the informants were able to translate in more than one area of knowledge. What was sought through this section dealt with gathering data on areas other than the corpus of Psychology that the informants must cover such like Communication, Sociology, and Medical Sciences. Their interest in increasing their vocabulary in a variety of related as well as unrelated fields was also sought.

6. Whether the informants had a facility for writing and the ability to articulate accurately the work they translated. This section of the observation sought to reveal the informants' ability to transmit the author's ideas in real time, and in sufficiently understandable language. Their awareness that they are writers or second authors in a sense was also sought.

7. Whether the informants' ability to develop research skills and acquire reference sources worked to produce relatively high quality translation. This section sought to reveal the informants' being always on the lookout for new reference sources and their being able to keep developing a data bank which can be used in their work.

The message of the ST being preserved in the TT, the method being used, and the problems being encountered by the translators are then identified. The abilities and the degree of preparedness on the informants' part were interpreted by the number of negative in comparison to the number of positive responses. Analysis on the result included an evidence of the informants' ability falling into one of the categories of the six Abilities One to Six (A1 – A6) as depicted in Table 2 on page 37.

Data collection 2: Direct observation of the informants' translated texts was conducted. This observation focused on observable linguistic background which included the informants' various abilities of 11 components (C1 – C11 of A1 – A6 in Table 2) in understanding a text – a potent cultural object, as a means of communicating someone else's ideas in which it had to satisfy conditions such as cohesion, coherence, acceptability, informativity, situationality, and intertextuality (Beaugrande and Dressler in Titscher, 2000).

Data collection 3: Focus group was the object of treatment to give clues as the informants' strategies come to application. Using the existing data collected through different sources (produced translation texts, stimulated-recall interviews on strategy use, evidence-based insufficient renderings, and interviews with reader informants) analyses were made of the informants' written products by juxtaposing them with the ST and the key instrument's work. To ensure accurate representation of the informants' translating processes, less formal but serving as confirmation interviews on the produced translations with all informants were also conducted.

3.3.2. Research Question 2

Which translation methods were used to achieve relative equivalences?

Data collection: Using the data collected from the interviews as a validated source, analysis was made of the informants' handwritten translation work by juxtaposing them with the back-translated work of the same ST produced by the researcher serving as an instrument of the study with the library users as the reader informants. Grounds for employing any one of the eight translation methods as mentioned by Newmark (1988) were examined to reveal the underlying decisions. Confirmation through additional interviews was made from the phenomenon to ensure accurate representation of the informants' translating processes (See Appendix 1).

3.3.3. Research Question 3

What problems did the librarians encounter in translating the text?

Data collection: Direct examination of the informants' translated texts was conducted. It aimed at finding out both sufficiency and insufficiency of meaning in the Indonesian translated texts due to the difficulties of achieving equivalences in the English original: what was normal or average (Creswell, 1998) in terms of the insufficiency was highlighted by juxtaposing the informants' produced translation work. Insufficiency of meanings, especially, is the focus since it affects target reader's acceptableness. Responses the informants have to activate during the observation in a one-on-one mode of approach dealt with the five of the twenty difficulties of the primary source namely the author, and the secondary source – the informants themselves. The responses (See also Appendix 1) to the statements (Nida in Sakri, 1984) below were collected to infer certain meanings and discern the existence of potentials possibly lying within the meanings:

1. You viewed yourself from the perspective of your monolingual comprehension of the translated text.
2. Relying heavily on the principles and rules for translating was what you did when translating.
3. **It was discouraging enough for you to provide a meaningful equivalent text**.
4. You did not merely translate but also provide a kind of running commentary.

5. To substitute cultural adjustments, you ameliorated them by way of supplementary notes.
6. You felt comfortable to make some alteration to accommodate readership's understanding.
7. **Analyzing and describing the cognitive equivalences of content was a lot easier for you than analyzing and describing the formal equivalences of language**.
8. **Finding appropriate formal equivalences in the TL (Indonesian) has always been problematic**.
9. **You gained success in reproducing a relatively satisfactory content equivalent of certain original word or phrase**.
10. **Lack of functional equivalence within the respective communication structure of SL and TL existed**.
11. You usually produced a close literal translation and gave explanations of the meaning in the footnotes.
12. To adapt to the formal features of a source language text, you translated in interlinear way (word-for-word translation).
13. Rhetorical features of language employed by the author bothered your attempt to be straightforward.
14. The values associated with a particular dialect were highly specific leading to almost no successful matching.
15. Although you were not willing to be called a traitor (Simatupang, 2000) by violating the intent of the author and of the spirit of the text, you were ready to become one.
16. These characteristics of sincerity, patience, respect, and creativity made you feel you were the right person to be a translator.

17. You have a tendency to alter the meaning of the text to fit your own presuppositions.
18. The expectancies of receptors as to the validity of translation concerned every part of your attempt to produce relatively sound work of translation, including the phases of correction and revision (Suryawinata, 1989).
19. You have been faithful to both the content and the form of the original.
20. Making every effort possible to anticipate the reactions of your prospective audience properly gave you the feeling of being responsible.

Statements numbered 3, 7, 8, 9, and 10 were especially emphasized in examining the produced translations. They were emphasized because they deal with the features of equivalence.

Direct observation on the reader informants' responses to the translations produced by the informants was conducted. It aimed at finding out both acceptableness and the impact on the target readers. Insufficiency of meanings is the focus since it affects target reader's acceptableness. The reader informants' answers to the questions (Reiss and Vermeer, 1978; 1984/1991) in the light of the interview (See also Appendix 5) were collected to infer certain meanings and discern the existence of potentials possibly lying within the meanings. As for the readability and comprehensiveness on the reader informants' part, an interview with 7 reader informants was conducted. Well-equipped translators with A1-A6 are those whose skills fulfill the criteria set to make a good translator. The seven reader informants were selected among the faculty members and the students. They were involved in a thorough investigative interview to see the whole set of the produced translations. The criteria set would reveal whether the translators' skills are reflected through their translations. The questions below were asked to the seven informants:

1. Are the translations produced by the librarians accurate, clear and natural?
2. Have the translations been transmitted properly in a way?
3. Compared to the back-translated version, do you see any improprieties?
4. Do you think the translator (the librarian) faithful enough to the English source text?
5. Does the librarian really communicate with his/her Indonesian target text?
6. Is the intended purpose of the Indonesian target text fulfilled?
7. Do you see any clues that the librarian experienced difficulties in translating?
8. All in all, the translations are useful enough for the target readers. Do you agree?
9. Culturally and linguistically, readers can comprehend and eventually benefit from the translations. Do you accept this?
10. Is the translation in general an offer of information made by the librarian to you?
11. Are attempts of generating adequacy to the purpose of the target texts acceptable?
12. Would you, in a few words give some comments to the translations produced by the librarians?

By utilizing the data collection strategy of drawing conclusion from the answers to the above questions, some rough pictures and profiles of the informants were attained. Both the pictures and the profiles guided the researcher in gaining confidence to develop his notions towards effectiveness upon completion of the study. Being effective in ameliorating the adversities of achieving equivalence might lead to some degree of betterment in terms of adding an increased quality to the translations produced. Based on the data collected, accounts describing the whole picture of the study is attempted, and statements are offered upon synthesizing it.

3.4. Data Analysis

The mode of analysis in the present study was concerned with written textual analysis. This interpretive case study worked as a way of understanding textual data with hermeneutics as its philosophical base (Myers, 1997, modified 2006). The primary data gathered directly from the informants and the secondary data were analyzed inductively using the data from which to search for meaningful recurring patterns of informants' behaviors in translating, reader informants' acceptance, and relationships among units of data. Analytic induction (Huberman and Miles, 1994) was used to construct a chain of evidence, plot the logical relationships, test them against the yield from the next wave of data collection and, modify and refine the data into a new explanatory map. This procedure used an enumerative analysis, in which a number and variety of instances all going in the same direction was collected. More specifically, in making sense of the relationships among the translation methods employed, the translations, and the translators' abilities, a logical basis was established so as to claim that the abilities as equipped to the translators in terms of employing certain translation methods were revealed. To conclude, insufficiency in terms of meanings in the TL was analyzed, gearing to a possibility of making room for some betterment through a number of suggestions.

Using theoretical ideas as a frame and common sense expectation as a guide, with the units of patterned data, the researcher arrived at a position to find links between ideas and behaviors as reflected in the data. The refined result of this data analysis process constitutes the findings of the study, which took the forms of an arrangement of facts formulated in a set of explanations or interpretations.

To confirm the findings, triangulation was employed. Since doubt might be existent, the data collected was tested to have meanings at least empirical. The triangulation sources of different biases and strengths which included both the informants; method which included observation, interview and document; researcher which meant the author himself as key informant; theory which included experts' previous study; and data type which included qualitative text in the form of handwritten translated texts (See Appendix 1) were picked to complement each other. Checking the researcher's impressions and interpretations with both informants (i.e., member check) from time to time during the given period to confirm that what he saw was the meanings they held as the insiders was also done. The purpose was, to one degree or another, to gain some close up information useful for readership.

The researcher anticipates five issues to assess the trustworthiness of the finally emerging findings: confirmability, dependability, credibility, transferability, and application (Huberman and Miles, 1994: 278-280). A guide in the form of questions was applied to the present work: (1) Does the researcher feel that he has a complete picture, including "backstage" information?; (2) Are study data retained and available for reanalysis by others?; (3) Are the research questions clear?; (4) Are the features of the study design congruent with the research questions?; (5) Does the account "ring true," make sense, seem convincing or plausible, and enable a "vicarious presence" for the reader?; (6) Are areas of uncertainty identified?; (7) Does the report examine possible threats to generalizability?; (8) Are the processes and outcomes described in conclusions generic enough to be applicable in other settings?; (9) What is the level of usable knowledge offered? (this level may range from consciousness-raising and the development of insight or self-understanding to broader considerations: a theory to guide action, policy advice, or, it may be local and specific: corrective recommendations, specific action images); and (10) Will users of the findings learn, or develop new capacities? These questions were pointers in that they might serve as a guide to possibly reach the compellingness of the study. To arrive at readers' acceptance, the researcher feels quite compelled to present his findings to give a room for discussion among those interested.