CHAPTER 3
Methods of the Study

This chapter begins with the discussion on the research design which explains the main approach and design for the study. It then followed by the research questions, the issues investigated and ends with data collection as well as data analysis discussion. Research ethics such as confidentiality is also mentioned in the end of this chapter.

3.1 Research Design
The main approach of this study is qualitative and the design is case study. Case study is research that tries to illuminate a phenomenon – in this study it is politeness in interpreter mediated encounters - why they were taken, how they were implemented and with what result (Schram (1971), in Yin 1994).

Yin (1994) stated one of the scopes for a case study is an empirical inquiry that investigates contemporary phenomena within its real-life context, especially when the boundaries between phenomena and context are not clearly evident. So this study uses the case study design in order to include contextual conditions thus assuming that they might be highly pertinent to the phenomenon of this study.

Politeness is the phenomenon that the study tries to investigate in natural communicative settings. However, the flow of communication must go through interpreters. Thus, it is of perplexity reason that this study finds out how interpreters consider the politeness system of both parties. Case study is also appropriate since the phenomenon is explored in depth and in a variety of interpreting situations (meeting, workshop, interview).
3.2 Research Questions

The central question of this research is as follows:

*How does an interpreter render politeness features?*

The main question is then broken down into the following sub questions:

1. Are there patterns in the way politeness is/is not expressed by the source language speaker?
2. Are there patterns in the way interpreters convey those politeness markers and conventions?
3. Do the interpreters equally observe politeness phenomena in two languages? Do they employ their own politeness conventions regardless of what other interlocutors do?
4. Do interpreters clarify any extra linguistic politeness convention?

3.3 The Issues Investigated

Followings are the key points to illustrate the steps taken in investigating the issues in the study

- Identify the different ways that politeness is expressed by participants of the source language culture
- Identify the linguistic means of expressing politeness
- Analyze the way interpreters are able to understand the politeness conventions in one language or culture.
- Analyze the way interpreters are able to convert politeness conventions into pragmatically appropriate practices in the target language or culture, at the same level of politeness
3.4. Data Collection

3.4. 1 Questionnaire

Questionnaire is used to find out interpreters background and experience about their profession as an interpreter. The questionnaires ask whether interpreter is the subject’s primary profession, whether the interpreters’ have had training, and how long the interpreters know the participants (see Appendix I).

3.4. 2 Textual Analysis

The approach of this study is textual analysis, using transcriptions of naturally occurring speech for the data from interpreter-mediated events.

Text is a product which contains a process of social interaction (Fairclough, 1989). The process includes the process of text production and the process of text interpretation which are socially determined (Fairclough, 1989). In these processes, people who produce and interpret text are influenced by social conditions which make them selective in using the language and make them “see things in a particular way and follow a particular kind of discourse” (Butler and Keith, 1999:85).

As far as the text is concerned, this study focuses on the production of a text by the interpreter. It is to discover and demonstrate how interpreters primarily make sense of what any one person means when saying something and to convey that same sense to another person therefore the speech even of interpreting is a discourse process (Roy 2000).

Thus, for such purposes, textual analyses of interpreting transcriptions are conducted. The transcription can be described as texts containing politeness features. Three transcriptions or texts produced by source language speakers and interpreters are analyzed by using
politeness tools such as determining what the speakers mean – speakers’ intentions, strategies used to make intentions recognizable, the meaning and function of linguistic forms, the sequential context of utterance, social context, and a cultural framework of beliefs and actions (Schiffrin 1994). The texts are analyzed by looking at the chunk and the whole utterance to identify politeness markers in reference to Brown and Levinson convention. It is done towards the source texts and interpreted texts. Categorization is then made towards politeness features found across texts.

Furthermore, the study employed careful scrutiny of each text by identifying possible features of politeness through sequential context of utterance and specific chunks of utterance as its unit of analysis. Such features are referred to the speaker’s intention and strategy to convey politeness seen in three determinant variables – power (P), social distance (D), and ranking of imposition (R) – to see the weightiness if an act, utterance, and request (inherently) is face threatening.

The underlying reasons of why certain strategies are chosen rather than others are also analyzed by looking at the nature of interaction, settings, linguistic and/or cultural background of persons involved in the interpreted events.

3.5 Text Source and Contexts

Texts were obtained as three transcriptions of health, assessment and education settings for English into Indonesian interpretation. Each transcription contained 25 to 45 minutes interpreter-mediated speeches.

The first text is a meeting between university lecturers and a Norwegian professor (NM) on an assessment subject. The interpreter (YA) interpreted mostly in a one-way
communication because it was done with a Norwegian professor speaking to the lecturers. Where answers were given, the interpreter simultaneously rendered them into English to the speaker, which this study put aside in analysis.

The second text is on health-related context. It was a visit to a district health centre where an interpreter (CS) was involved in a dialogue. She had to consecutively interpret for an American Medical Doctor (AS) who was trying to find out the situation and health service of the district health centre for the newborns and mothers. The answers given by the midwives and Indonesian Medical Doctor were simultaneously interpreted into English to the American Doctor. Since the study is focused on the consecutive mode of interpretation, the interpretation into Indonesian was then taken to be analyzed.

The third text is a workshop for teachers, which was facilitated by a British consultant (BJ) in an education project. The scheme is also that the interpreter (BE) was mostly required to consecutively interpret into Indonesian to teachers as audience. However, specific to this case the interpreter (he) was able to take note during his long consecutive interpretation.

Thus, each interpreted text shall be called hereinafter, text YA, text CS, text BE respectively.

3.6 Analysis of the Data

Followings are the steps taken to analyze the data.

- The recorded speeches were transcribed. Afterwards, the researcher read through the texts and analyzed it by using textual analysis tool – politeness convention by Brown and Levinson and relates them into Indonesian contexts.
• The units of analysis for politeness conventions include chunk of utterance and whole utterance analysis. The procedures and framework of data analysis are presented below in the next section.

• Politeness markers in the speech of source language speakers were identified.

• Syntactic and grammatical politeness markers in the speech of source language speakers were identified.

• Frequencies of each of the type of politeness indicator above were quantified.

• Analysis of the way the interpreter renders the politeness strategies of the English language speakers was done.

• The findings were assessed qualitatively as to answer the research sub-questions related to the theory used.

3.7 Procedure and Framework of Data Analysis

This section covers the framework of data analysis. It is elaborated according to the sequences for data analysis.

First of all, the analysis was done by looking at two different ways of selecting utterances. The process of analysis involves careful scrutiny based on the whole utterances (clause- and discourse-unit of analysis) and the chunks of utterances (word- and phrase-unit of analysis). The whole utterance analysis was done by looking at one uttered speech which was marked with an ending or a pause following the interpreters’ rendition. The chunk utterance analysis was done by looking at pieces or parts that clearly marked (politeness marker) the politeness strategy employed by the speakers and the interpreters.

Secondly, after collecting the findings, categorization was made. The categories, however, contained overlapping samples due to the way the analysis was done – the whole and
the chunks of utterances. The whole utterance analysis contained only one category – indirect strategy. Indirect strategy is a strategy used by the speakers when they did not immediately point out their request by following a direct principle – when it is clear what to request and to whom the request is addressed. However, such indirect strategy may contain some features of hedging and being pessimistic if seen from the chunks of the utterance analysis.

As suggested by Brown and Levinson, hedging happens when a speaker uses particles, words, or phrases to show that he does not want to assume the hearers are able or willing to do any acts predicated on him. In addition, being pessimistic derives from the speaker’s want not to force the hearers to do the acts predicated on them. Thus the speaker is likely to assume that the hearers are prone to the unlikelihood of ability / willingness to do such acts.

The following is an example of an utterance containing such strategies:

Sample CS#17 (# refers to Appendix 3 Text CS)

AS: What I was wondering is approximately how many or what proportion of babies come directly from home with or without the bidan? Do they know that? Perhaps like 5%, 20% or 25%

Int: Berapa banyak proporsi yang datang sendiri yang dengan bidan atau tanpa bidan berapa persen gitu yang datang sendiri?

[How many proportion come by themselves and with the midwives or without the midwives, what percentage uhm of coming by themselves?]

The sample above shows the use of indirect strategy (B&L, 1987) when the analysis focuses on the whole utterance. However if we look at the chunks utterance analysis, there are hedging markers such as ‘was wondering’, ‘approximately’, and ‘perhaps’. Furthermore, analyzing the interpreter’s rendition, two ways of analysis are used – whole and chunks. In the sample above, the whole rendition may be said to have some degree of indirectness by the use of ‘gitu’ as a hedging marker. However, the first part ‘what I was wondering is approximately’ is missing in the rendition thus making the sentence into a bald-on record one. The word ‘gitu’ is also unclear to
what reference in the source language text. It can be the rendition of hedging marker ‘perhaps’ or others – such as ‘with or without’.

Furthermore, other categories in reference to Brown & Levinson are found throughout the source language texts. They are impersonalization, avoiding disagreement, bald on record and being optimistic. Impersonalization strategy in this sense is a strategy using passive sentences as the marker where the subject is hidden or not mentioned. It is to avoid direct reference to the persons involved in the face-threatening acts. It is a way of impersonalization between the speaker and the hearer to attend to the hearers’ negative face. See sample BE#10 (# refers to Appendix 3 Text BE).

The sample shows a passive usage where this refers to the previous statement about the school teachers as the hearers that they should perform school improvement. Such uses are identified in the rest of the two texts as well.

Avoiding disagreement is one of the two strategies included in the attempt to attend to the hearers’ positive face. It is also a way for the speaker to claim common ground with the hearers. For avoiding disagreement in the texts, the pseudo agreement markers were used. It is used when a speaker wants to avoid disagreement thus giving markers which function as concluding utterance. (See Sample CS#32 as an example in Appendix 3 TextCS).

The sample shows that the speaker makes a conclusory marker (so) to summarize what is said previously by the midwives in explaining barriers found in the community. In addition, the analysis of the interpreter’s rendition is done with the chunk of utterance analysis where as the case of the sample above shows appropriate rendition of pseudo agreement – use of ‘jadi’ (so).
Being optimistic is a strategy when a speaker asserts the hearers’ ability to help him. It is to convey that both the speaker and the hearers are cooperators in performing an act that the speaker wants the hearers do. An example is for this can be seen in the Sample BE#1 (# refers to Appendix 3 Text BE).

The utterance, ‘I hope’ shows the speaker optimism about the translation product of her presentation. As shown by the text, the interpreter appropriately renders into equal optimism where he seems to be convinced the requested act (translation product) was available.

The last strategy found in the source language texts can be categorized into one group, which is called bald-on record. This strategy is used primarily when the utterances are produced in conformity with Grice’s maxim (quality, quantity, relevance and manner). This usage is found when the speaker wants to do the FTA with maximum efficiency more than he wants to satisfy the hearers’ face. See Sample YA#2 as an example:

This is an example when the speaker uses the bald-on record strategy. Her primary aim is to get the information with maximum efficiency. In this case, she does not need to consider the face threatening utterance that she produces because she asks question directly with clear aim what to ask and who to ask such question. The interpreter seems to notice such threat thereby she employs ‘tadi’ (just now) as a way to redress such act. ‘Tadi’ is pastness which indicates a politeness marker usage of hedging. Thus, looking at the overall interpreted text, it becomes evident that the degree of politeness between the source language text and the interpreted text is not equal.

Other categorization is made when analyzing the interpreters’ own strategies of politeness. It means that the interpreters employ politeness strategies which stand out across the texts different from that of the source language texts. The strategies found are the use of
in-group identity markers (terms of address), impersonalization and inclusion of the speaker and the hearers. They are analyzed based on the chunks of utterances.

It is clearly evident that even though this politeness convention is based on Brown and Levinson’s theory, some usage is taking specific consideration of cultural aspect. For instance, the use of use in-group identity markers (terms of address) is determined by the interpreter’s perspectives on his/her own culture and the hearers’ culture. This can be seen in for example in the Sample BE #41.

It is a consistent use of terms of address (bapak/ibu] throughout the interpreted texts. However, at some occurrences of SL text ‘you’ is avoided. Thus, these utterances can be grouped into impersonalization category.

Impersonalization strategy is when the interpreters do not render or in other word, avoid ‘you’ and ‘I’. In addition to such deletion, the interpreters use passive sentences.

The last category in the interpreted texts is the inclusion of S & H (the speaker and the hearer). It is when the interpreters rendered ‘you’ or ‘I’ into ‘we’ inclusively or exclusively. Few instances of this are found across the texts.

3. 8 Confidentiality

The informed consent of the following people was obtained to the commencement of the study:

1. Speakers of the source language
2. Audience of the target language
3. Interpreters
All data were treated in a way that protects the confidentiality and anonymity of the persons involved in the study. Coding of the participants was used during the gathering and processing of digital audio recordings and transcripts. The coding convention can be seen in the Appendix 4.

### 3.8 Concluding Remark

This chapter is devoted to elaborating the methods of the study. It is important to highlight the approach of the study – qualitative – as well as the design – case study. The method – textual analysis – is one other important aspect to justify when conducting this study. Furthermore, an understanding needs to be established that politeness as a phenomenon of this study is also act as a tool in analyzing the texts to generate findings. This can be achieved through the steps of data analysis as elaborated above.