

## CHAPTER 5

### METHODOLOGY

#### 5.1 Introduction

In this research into the shift in Cohesion and Coherence in argumentative texts translated from English to Chinese, a Contrastive Study between the Source, namely the selected argumentative texts authored by political commentator Karim Raslan and the Translation, undertaken by two editors with the local Chinese newspaper *The Sin Chew Daily* was conducted. This process involves a comparison between the source text (ST-English) and the target text (TT-Chinese). Back translation is provided as a means of illustration for non-Chinese speaking readers.

This chapter gives an overview of the Research Materials and the Methodology. It is divided accordingly into two parts, namely Data Selection and Preparation, and Data Analysis. In the section discussing Data Selection and Preparation, an account on the initial and final selection of the texts, both source and translated; text illustration by way of back translation; and the use of reference tools in the form of dictionaries are provided.

The section discussing Data Analysis deals with the approach to the study of Cohesion and Coherence in the translated texts, namely the ‘Top-Down’ and ‘Bottom-Up’ methods. The top-down approach analyzes selected texts from the textural-structural level, whereas the bottom-up approach zooms in on to linguistic devices and elements.

To study the research materials from top down, 29 pairs of source and target texts were selected according to their structural organization, based on Hatim and Mason's

text-type model (1990) on Counter-Argumentation and Through-Argumentation. In this chapter, the characteristics of both argumentative text types and the justification for choosing this model is given.

To approach the research materials from bottom up, the parameters within which the linguistic analysis was carried out was highlighted by identifying the Personal Pronouns and Logical Connectives used in the ST and TT, and examining the occurrence of Inappropriate and Erroneous Translation. The chapter concludes with a summary of the key considerations of the researcher in deciding on the overall research methodology.

## **5.2 Data Selection and Preparation**

Karim Raslan's book *Journeys Through Southeast Asia Ceritalah 2* (2002) and its Chinese translated version *Kai Lin Hai You Hua Shuo* (2004) are the source of data used in this research. Raslan's book is a compilation of commentaries on political and social issues in Southeast Asia and beyond. The texts fit into the predominant rhetorical purpose of argumentative texts, with the intention to persuade and convince the readers that the claims put forward by the text-producer or author are acceptable, based on logical appeals.

### **5.2.1 Initial and Final Data Selection**

The process of data selection began with a delay owing to unforeseen circumstances. Initially 21 articles of Karim Raslan's commentaries published in the Malaysian English daily *The Star*, and their translated version in *The Sin Chew Daily* – the source and target texts were intended to carry identical content for two different groups of readers.

In the course of back-translating and analyzing the data, it was discovered that there were significant discrepancies in the structure and content between 8 articles of the ST and TT. This was crucial as it was understood that *The Sin Chew Daily* was using *The Star* articles as their source texts. Upon enquiry, Raslan confirmed that he had sent the articles to *Sin Chew* two days before he forwarded an updated and improved version of the same articles in English to *The Star*. To rectify this situation, effort was made to obtain his original manuscripts from the editors of *The Sin Chew Daily*, but this proved to be unsuccessful.

Seven months into the research preparation then, the researcher realized that it would be impossible to use the published articles in *The Star* as ST since they had been updated. A decision was made to shift to the articles in Raslan's book, *Journeys Through Southeast Asia Ceritalah 2*, and its translated Chinese version, published as *Kai Lin Hai You Hua Shuo* (2004). From Raslan's book, a total of 10 articles with the rhetorical purpose to argue or to counter-argue were selected as for this study.

With regard to their topical contents, the articles are labelled argumentative commentary discourses. With regard to their subject matters, the articles contain arguments pertaining to issues in Malaysia and the region.

The contents and arguments of the 6 articles listed below are closer to home:

1. *Dr Mahathir 20 Years On* (codenamed: DM20YO)
2. *Pak Lah the Underestimated Man* (codenamed: PLTUEM)
3. *Lee Kuan Yew Visits Malaysia* (codenamed: LKYVM)
4. *The Malaysian Chinese Mood* (codenamed: TMCM)
5. *Intellectual Terrorism* (codenamed: IT)
6. *The Modern Malay Dilemma* (codenamed: TMMD)

The 4 articles listed below deal with issues current at the time of writing and concern the region and beyond:

7. *The Singaporean Dilemma* (codenamed: TSD)
8. *America The Lone Ranger* (codenamed: ATLR)
9. *The Clash Between the Liberal and Literal* (codenamed: TCBTL&L)
10. *Moderate Muslims Must Speak Up* (codenamed: MMMSU)

From the 10 articles mentioned above, a total of 29 units of text representing the highest level of discourse organization according to Hatim and Mason’s Text-Type Model was identified. This will be further explored in Section 5.3.1. Table 5.1 below shows the units of text taken from the 10 articles:

**Table 5.1: Units of Text From the 10 Articles**

|    | <b>Title of Articles</b>                  | <b>Units of Text</b> |
|----|---|----------------------|
| 1  | Moderate Muslims Must Speak UP            | 2                    |
| 2  | The Malaysian Chinese Mood                | 5                    |
| 3  | Intellectual Terrorism                    | 2                    |
| 4  | The Modern Malay Dilemma                  | 2                    |
| 5  | Dr. Mahathir Twenty Years On              | 4                    |
| 6  | The Singaporean Dilemma                   | 1                    |
| 7  | Pak Lah the Underestimated Man            | 2                    |
| 8  | Lee Kuan Yew Visits Malaysia              | 3                    |
| 9  | America The Lone Range                    | 5                    |
| 10 | The Clash Between the Liberal and Literal | 3                    |
|    | Total number of texts                     | 29                   |

It is possible that stylistic differences are present among the 29 text units selected because the translation of Raslan's book is the joint effort of two translators; the translation of the texts picked for this smaller corpus might not have come from the same translator. The two translators, Lim Qingqing (林青青) and Kang Zhonghui (康中慧), were both editors of *The Sin Chew Daily* when the translation was commissioned. The translators are native speakers of Chinese. They were entrusted with the task to provide translation that is an accurate reflection of the ST, and at the same time a natural rendition of the language in the TT.

### **5.2.2 Back Translation**

Having finalized the decision on the data, the researcher proceeded to carry out back translation of the Chinese TT into English without referring to the English ST. Back translation is provided to facilitate understanding for non-Chinese speakers of the TT used in this study. A Back-translated text is not the same as the ST; nevertheless, it lends insight into various aspects of the structure and content of the TT.

The back translation is literal, and is meant to be so. It is very close to the Chinese TT in terms of diction, tone, expression and sentence structure. In the process of back translation, key considerations were given to the equivalence of word choice and the occurrence of mistranslation. As such, the English in which the back translation is rendered is not necessarily correct grammatically, and is not to be confused with standard, natural English. It is, therefore, not to be assessed on its linguistic accuracy.

The back-translation done by the researcher has been checked by Katharine Yip, an experienced translator. Among the books she has translated are: *10: Entwined Calling*

(Hands Percussion Sdn Bhd, 2009); *Born and Bred in Pewter Dust : The Royal Selangor Story* (Archipelago Press, 2007); *Working@home* (Corpcom, 2000); *Heeren Street in Setting Sun* (Mentor Publishing, 2000); *Taking Root in Brunei : The Lau Gim Kok Story* (Mentor Publishing, 2000).

### **5.2.3 Reference Tools/Dictionaries**

Dictionaries play an important role in projects related to translation, hence the need to highlight the reference tools used for this research involving the Chinese and English languages. Among the dictionaries used are two popular and commonly used English-Chinese bi-lingual dictionaries: *Oxford Advanced Learner's English-Chinese Dictionary* (OALECD) (extended fourth edition, 2002); and *Oxford Advanced Learner's English-Chinese Dictionary* (OALECD) (sixth edition, 2008), both published by the Oxford University Press. Another reference tool is a Chinese-English dictionary *A New Century Chinese-English Dictionary* (ANCCED) (2002) published by the Foreign Language Teaching and Research Press, Beijing.

The Chinese dictionary used for checking and confirming the meaning of certain Chinese lexical items is *Xiandai Huayu Guifan Cidian* (XDHYCD) (2006), one of the most popular and widely used Chinese dictionaries around. The two English dictionaries used in the course of this research are *Collins' Cobuild English Language Dictionary* (CCED) (1987) and *New Webster's Dictionary* (NWD) (1971). A popular Malay dictionary, *Kamus Dewan* has also been referred to for a few loan words from the Malay language.

### **5.3 Data Analysis**

As mentioned at the beginning of this chapter, data analysis of this research is organized according to both the top-down and bottom-up approaches. The researcher first focused on the structure of the selected texts and determined the text type; she then moved on to a detailed analysis of individual linguistic elements in each text that affect the coherence and cohesion of the entire discourse presented in the TT.

### **5.3.1 The Top-Down Approach**

This approach is in line with current thinking in linguistic and translation studies. Snell-Hornby (1988:69) suggests that “textual analysis, which is an essential preliminary to translation, should proceed from the ‘top-down’, from the macro to the micro level, from text to sign”. Hatim and Mason’s (1990) structural model is adopted in this research. This model identifies text as a structural unit there are two main reasons for choosing this model. First, it shows how the discourse proceeds from one point to another. The discourse is seen as a continuous movement (‘point’ in Hatim and Mason’s term) from one state of affairs or posture to another. Second, it shows how the components (for example a thesis) play their parts in the achievement of the intended rhetorical purposes (see Section 3.5.2.1, Chapter 3, p.82).

Hatim and Mason see discourse as directional – a succession of changing posture, and most importantly, the discourse is moving and heading somewhere. Every element or sequence plays its role in fulfilling a function, in progressing towards a purpose (Hatim and Mason, 1990). Here, an element is seen as the smallest lexico-grammatical unit which can fulfil some rhetorical function and significantly contribute to the overall rhetorical purpose of the text. In other words, they are valuable units in a dynamic model which provide a special kind of boundary.

The next section will present and discuss in greater detail the grounds on which the 29 units of text used as data in this study are identified, and how Hatim and Mason's text structural model is being adapted in the analysis of these texts.

### **5.3.1.1 Two Sub-types of Argumentative Text**

The two sub-types of argumentative texts, namely Counter-Argumentation and Through-Argumentation as proposed by Hatim and Mason (1990) is adopted in this study. A total of 9 stretches of discourse identified as having Counter-argumentative structure are extracted from the 10 articles. These 9 stretches of discourse are labelled as follows:

- |                |                  |                  |
|----------------|------------------|------------------|
| 1. Text 2 (T2) | 4. Text 9 (T9)   | 7. Text 14 (T14) |
| 2. Text 5 (T5) | 5. Text 10 (T10) | 8. Text 19 (T17) |
| 3. Text 8 (T8) | 6. Text 11 (T11) | 9. Text 20 (T20) |

As stated in Section 3.3.1.3, Counter-argumentation is initiated by a selective summary of someone else's viewpoint, followed by a counter-claim, a substantiation outlining the ground for the opposition, and finally a conclusion. (Please refer to Figure 3.3 in Section 3.3.1.3, p.67).

The other 20 stretches of discourse identified as having through-argumentative structure are labelled as follows:



- |                  |                   |                   |
|------------------|-------------------|-------------------|
| 1. Text 1 (T1)   | 8. Text 14 (T15)  | 15. Text 24 (T24) |
| 2. Text 3 (T3)   | 9. Text 16 (T16)  | 16. Text 25 (T25) |
| 3. Text 4 (T4)   | 10. Text 17 (T17) | 17. Text 26 (T26) |
| 4. Text 6 (T6)   | 11. Text 18 (T18) | 18. Text 27 (T27) |
| 5. Text 7 (T7)   | 12. Text 21 (T21) | 19. Text 28 (T28) |
| 6. Text 12 (T12) | 13. Text 22 (T22) | 20. Text 29 (T29) |
| 7. Text 13 (T13) | 14. Text 23 (T23) |                   |

Unlike counter-argumentation, through-argumentation is initiated by stating a viewpoint to be argued through. In through-argumentative text there is no explicit reference to opposite views. (Please refer to Figure 3.2 in Section 3.3.1.3, p.67).

Selection of the 29 units of texts from the 10 articles is based on the criteria stated in Chapter 3, Section 3.5.1, namely the Cohesion Factor, Topic-shift and Text-type Focus, and the Pragmatic and Semiotic Specifications of the way arguments are structured. Each structural paragraph is of different length, and displays independent textual unity. In other words, all the selected texts, regardless of length, are units that make sense on their own. As such, they are to be seen as complete discourses whereby the attitudinal or ideological drift of a text (be it through-argument or counter-argument) is patterned in the textual structures as shown in Figure 3.2 and Figure 3.3 in Section 3.3.1.3, p.67.

These 29 texts together with their corresponding translation and the back translation, making up a total of 87 structural paragraphs were entered into computer as database for text analysis. The entire structural paragraphs, with their translation and back-translation are presented in Chapter 6. In the following sections, a more detailed explanation will be given to the discourse-oriented approach which combines top-down and bottom-up processing of the texts selected.

### 5.3.1.2 Counter-argumentative Text

According to Hatim and Mason, the structural organization of counter-argumentative texts falls into four basic components: thesis cited to be opposed, opposition, substantiation of counter-claim, and conclusion. Sample A extracted from Raslan's article *Wiranto carries weight of the past* is given here to illustrate the grouping of elements into chunks and, ultimately, into a counter-argumentative text (Please refer to Section 3.5.2.1, Chapter 3, p.82 for a detailed explanation of these terms). The elements are denoted by numbers in parentheses.

#### Sample A

**Wiranto carries weight of the past**  
**Karim Raslan**

- (1) Indonesian history hovers awkwardly behind Wiranto, a candidate vying for Golkar's presidential party nomination.
- (2) Will the 56-year-old former armed services chief be remembered as the man who in 1998, when Indonesia was being rocked by street demonstrations and economic turmoil, chose not to seize power for himself?
- (3) Instead he guided his nation towards democracy, rejecting the example set by his mentor, former President Suharto.
- (4) Alternatively, will his reputation be tarnished by his alleged role in the atrocities that roiled East Timor in 1999 after a referendum sealed the territory's independence?
- (5) Even in his current guise as a political candidate, the Central Javanese military man seems to carry the full weight of the past on his shoulder. (6) His tired eyes reflect a man battling to resurrect his 'name' every step of the way.
- (7) However, he is adamant that his entry into politics isn't driven by a need to justify his past actions.
- (8) "I'm not here to redeem myself. (9) Such ideas are fanciful and exaggerated. (10) It is my calling and my mission to serve the nation. (11) It comes from here (he points at his chest). (12) I want to defend and lead the nation. (13) I'm not here in search of respect, publicity or glamour," he says.

(THE STAR, 29 February 2004)

Generally speaking, one would immediately identify a series of words, word groups, and clauses when approaching a given text. The term *element* is used by Hatim and Mason (1990) to refer to one of the constituents of text structure. As suggested by Hatim and Mason (1990: 174), an *element* is not to be equated with any particular grammatical unit, such as phrase or clause. In this study, an element can be a clause, phrase or sentence which constitutes a ‘point’ in the overall progression of the argument, thereby serving a rhetorical function. Figure 5.1 below illustrates the function of each element in Sample A, and the way in which they contribute to the overall rhetorical purpose of the text (Please refer to Section 3.4.3 for a detailed discussion of the terms used).

|                  |                         |   |
|------------------|-------------------------|---|
| Element 1        | Thesis Cited (general)  | Indonesian history hovers awkwardly behind Wiranto, a candidate vying for Golkar’s presidential party nomination. |
| Elements 2 & 3   | Enhancer                | Will he be remembered as the man who guided his nation towards democracy?   |
| Element 4        | Enhancer                | Will his reputation be tarnished by his alleged role in the atrocities that roiled East Timor?                    |
| Element 5        | Enhancer                | Even in his current guise as a political candidate, he seems to carry the weight of the past.                     |
| Element 6        | Enhancer                | He is battling to resurrect his ‘name’.   |
| Element 7        | Statement of Opposition | However, his entry into politics is not to justify his past action.   |
| Elements 8 & 9   | Substantiation          | The claim that he enters politics to redeem himself was scorned off as being fanciful.                            |
| Elements 10 & 11 | Substantiation          | It is his calling and mission to serve the nation and they come from his heart.                                   |
| Element 12       | Further Substantiation  | He wants to defend and lead the nation.   |
| Element 13       | Conclusion              | He does not enter politics to seek publicity or glamour.  |

(Adapted from Hatim, 2001:56-57)

**Figure 5.1: Negotiating a Structural Format - The Basic Level of Elements**

Element 1 fulfils the rhetorical function of ‘specifying a thesis’. Elements 2, 3, 4, 5 and 6 elaborate and enhance the Thesis in Element 1. They are referred to as Enhancers performing the ancillary function of enhancement (Hatim and Mason, 1990). Element 7 serves a Statement of Opposition, hence the counter-claim, presenting the text-producer’s point of view. This is followed by elements of Substantiation that enhance the text-producer’s views by outlining the ground for the opposition. There could be more than one element of Substantiation if the text-producer feels the need to strengthen his justification. This is followed by a Conclusion. The sequential ordering of elements can be seen in terms of relations at a higher level of text organization; that is, in terms of Chunks as shown in Figure 5.2:

|           |                            |                              |
|-----------|----------------------------|------------------------------|
| Chunk I   | Elements 1, 2, 3, 4, 5 & 6 | Thesis cited to be opposed   |
| Chunk II  | Element 7                  | Opposition                   |
| Chunk III | Elements 8, 9, 10, 11 & 12 | Substantiation of Opposition |
| Chunk IV  | Element 13                 | Conclusion                   |

**Figure 5.2: Negotiating a Structural Format - The Higher Level of Chunks**

In this model, a Chunk may be realized by either a single element, for example in Chunk II and Chunk IV, or by various elements as in Chunk I and Chunk III. Sequences of various chunks enter into other discursual relations at an even higher level, ultimately realizing the particular unit of text. In the case of sample A, it is the counter-argumentative thrust which determines the structure and also the texture of the text. Once the text-type of counter-argument is identified, the search for a claim, a counter-claim, substantiation of the counter-claim and a form of conclusion should be established.

Meanwhile, it should be noted that apart from the basic components, the compositional plan or text structure of certain counter-argumentative texts may contain the following (Stubbs. M et al., 2006:89):

- Background (for example, the need to consider the issue)
- The Thesis (the claim)
- The Evidence that supports the Claim
- The Counter-evidence to provide Counter-claims (this could be a refutation; however, it could also be a concession if the counter-claim does not come out as strong as that of the writer's thesis)
- Reaffirmation — for example, the topic warrants attention and further study; the thesis advanced is the most plausible/workable/moral, that even holders of other views may find their own values strengthened by adopting the writer's view.

### **5.3.1.3 Through-argumentative Text**

The structure of through-argument proposed by Hatim and Mason (1990) features three basic components: the thesis cited to be argued through, substantiation, and conclusion.

Below is a sample of through-argument taken from the article *Wiranto carries weight of the past*. Again, the elements are denoted by numbers in parentheses.

## Sample B

### **Wiranto carries weight of the past Karim Raslan**

(1) Wiranto has positioned himself as a “strongman” candidate – a man’s man (2) and the answer to his country’s listless and fractious leadership.

(3) “I offer my track record as a military man and a minister (he served in both President Habibie’s and Abdurrahman Wahid’s Cabinets). (4) I have worked extremely hard for my people. (5) I have attended to the interests of the ordinary man. (6) I helped shepherd through the country’s transition to democracy, observing the Constitution every step of the way.

(7) I never took advantage of the situation,” he points out.

(8) “Why am I entering politics now? (9) Back in 1998, we all expected the new political leaders to address the country’s problems. (10) At the time, there was an agreement between the leading political players that Indonesia would become safer, more just and a prosperous nation and that there would be less corruption.

(11) But none of that has happened. (12) Look at the present situation. (13) We still don’t have the stability we need. (14) We are still in a mess. (15) I feel that the country needs strong leadership and I’m here to provide it.

(THE STAR, 29 February 2004)

In sample B, the text opens with an evaluative note (...has positioned himself as a “strongman” candidate). This initial thesis cited is then argued through in the rest of the text. Figure 5.3 in the next page shows the function of each element in Sample B and the way in which they contribute to the overall rhetorical purpose of the text.

|                      |                                   |  |
|----------------------|-----------------------------------|--|
| Elements 1&2         | Thesis cited to be argued through | Wiranto has positioned himself as a strongman” candidate and the answer to his country’s problems.                               |
| Element 3            | Enhancer                          | He offers his track record as a military man and a minister (he served...Cabinets)   |
| Element 4            | Substantiation                    | He has worked extremely hard for his people.   |
| Element 5            | Enhancer                          | He has attended to the interests of the ordinary man.  |
| Element 6            | Substantiation                    | He helped shepherd through the country’s transition to democracy, observing the Constitution every step of the way.              |
| Element 7            | Enhancer                          | He never took advantage of the situation.  |
| Elements 11,12,13&14 | Further Substantiation            | But none of that has happened. Look at the present situation. We still don’t have the stability we need. We are still in a mess. |
| Element 15           | Conclusion                        | I feel that the country needs strong leadership and I’m here to provide it.  |

(Adapted from Hatim , 2001:56-57)

**Figure 5.3: Negotiating a Structural Format-the Basic Level of Elements**

Element 1 fulfils the rhetorical function of ‘specifying a thesis’ that is to be extensively argued through. Element 3 is an enhancer to elaborate the thesis contained in Elements 1 and 2. Similarly, as in the case of counter-argumentative texts, the sequential ordering of elements is seen in terms of relations at a higher level of text organization: that of Chunks of text as shown in Figure 5.4 in the next page:

|           |   |                                   |
|-----------|---|-----------------------------------|
| Chunk I   | Elements 1 & 2                                  | Thesis cited to be argued through |
| Chunk II  | Elements 3,4, 5, 6, 7, 8, 9,10, 11, 12, 13 & 14 | Substantiation                    |
| Chunk III | Element 15                                      | Conclusion                        |

**Figure 5.4: Negotiating a Structural Format - The Higher Level of Chunks**

### 5.3.2 Data Presentation Format

The shifts of cohesion, the frequency of usage of third person pronoun and the various conjunctions used in the ST and TT is presented in table form. The types of issues pertaining to the use of the third person pronoun and conjunctions are discussed and analysed with the help of examples from the ST, TT and BT. In terms of the shifts in coherence, to facilitate effective contrastive analysis, each selected text, the ST, TT and its back translation (BT) and the summary of issues pertaining to the text coherence are listed side by side for ease of comprehension, comparison and analysis. In this section, the inappropriate and erroneous translation which affected the connectivity of the text being discussed is viewed within the compositional plan of the text.

Sample C below shows how a text is organized for data analysis in the section involving inappropriate and erroneous translation:



**Table 5.2: The Grouping of Elements into Chunks**

|   | <b>ST</b>   | <b>TT</b>   | <b>BT</b>   | <b>Problems affecting text coherence</b> |
|---|---|---|---|--|
| <b>CHUNK I</b><br><br><b>Thesis Cited (to be Argued Through)(E1-E2)</b> | (1)Wiranto has positioned himself as a “strongman” candidate- a man's man (2)and the answer to his country’s listless and fractious leadership. | (1)韦兰托把自己定位为“强势”候选人——(2)个能解决国家领导烂摊子问题的大汉子         | (1)Wiranto has positioned himself as a strongman candidate – (2)a man who can solve the country's messy leadership problem.   |  |
| <b>Enhancer(E3)</b>   | (3) I offer my track record as a military man and a minister (he served in both President Habibie’s and Abdurrahman Wahid’s Cabinets)           | (3)“我有过当军人和部长的经验。                                 | I have had military and ministerial experience.   |  |
| <b>CHUNK II</b><br><br><b>Substantiation( E4-E5)</b>                    | (4) I have worked extremely hard for my people. (5) I have attended to the interests of the ordinary man.                                       | (4)我很努力地为人民的服务，“我有过当军人和部长的经验。(5)也照顾到每一个平凡百姓的贴身利益， | (4)I have worked very hard to serve my people. I have had military and ministerial experience. (5)And have taken care of the interests that matter most to each commoner. |  |

|  |  |  |   |  |
|--|--|--|---|--|
| <b>Further Substantiation(E6-E7)</b>   | (6)I helped shepherd through the country's transition to democracy, observing the Constitution every step of the way. (7) I never took advantage of the situation.   | (6)协助国家转型步向民主,并在每一个阶段都严守国家宪法。(7)我从来都不趁势博乱。”  | (6)I have assisted the country in the course of transformation to democracy, and adhered to the country's constitution at each stage. (7)I have never taken advantage of the situation.   |  |
| <b>Further Substantiation(E8-E9)</b>   | (8) Why am I entering politics now? (9) Back in 1998, we all expected the new political leaders to address the country's problems.   | (8)“为甚么我现在要参与政治呢? (9)1998年,我们全都期待新的政治领袖能解决我们国家的问题。”  | (8)“Why do I want to participate in politics now? (9)In 1998, we all hoped that the new political leaders could solve our country's problems  |  |
| <b>Further Substantiation(E 10-14)</b> | (10)At the time, there was an agreement between the leading political players that Indonesia would become safer, more just and a prosperous nation and that there would be less corruption.(11)But none of there has happened. (12) Look at the present situation. (13) We still don't have the stability we need. (14)We are still in a mess. | (10)政治领袖们有时会认为印尼将会变得更安全、更公正和繁荣,而且贪污事件也会越来越少。(11)不过,这些都没有发生。(12)看看我们目前的局势,(13)我们还未看到真正需要的稳定性。(14)我们现在还是一团糟。 | (10)At times, political leaders thought that Indonesia would become safer, fairer and prosperous, and that there would be fewer and fewer cases of corruption.However,(11) But these have not happened. (12)Looking at the situation now,(13) we have not witnessed the much needed stability. (14)We are still a mess now. |  |
| <b>CHUNK III<br/>Conclusion(E15)</b>   | (15)I feel that the country needs strong leadership and I'm here to provide it.  | (15)我认为,国家极需要一个强大的领导层,而我就是要来   | (15)I think, the country needs a strong leadership badly, and I am here to  |  |

|  |  |         |               |  |
|--|--|---------|---------------|--|
|  |  | 提供这一些。” | provide this. |  |
|--|--|---------|---------------|--|

### **5.3.3 The Bottom-up Approach**

Analysis at the micro-level adopts the Bottom-Up approach, which begins after the textual structure has been identified and the research data have been put into the table format. The compositional plan of every text and its full content is presented first, followed by the analysis. Please note that both ST and TT are approached from the reader's point of view. Three linguistic elements form the basis of this micro-level analysis, and accordingly, three rounds of analysis have been carried out. These parameters of analysis are the use of Third Person Pronoun, Conjunctions and the occurrence of Mistranslation.

Stages one and two involve the careful comparison of two cohesive devices key to this contrastive study of English and Chinese argumentative texts. Stage one involves the identification of third person pronouns and their corresponding translated version. Stage two involves an examination of the use of conjunctions in the ST and TT, and the subsequent categorizing of these connectives into five groups proposed by Halliday and Hasan (2001): additive, adversative, causal, temporal and continuatives. Each occurrence of these cohesive resources in the TT is analytically examined and recorded in terms of its usage and function, and the extent to which it affects the cohesion and coherence of the texts. The analysis of the third person pronoun and conjunctions involves all 29 texts.

In the third stage of the analysis, an attempt is made to identify inappropriate and erroneous translation concerning collocations, idioms, fixed expressions, phrases and structure in the TT. In this study, an inappropriate and erroneous translation is said to occur when ‘a back-translation or a segment of the translator’s version would indisputably produce a segment of text differing from the original segment’(Newmark 1993:128; see Chapter 4, section 4.4.2.4, p.132).

This study is primarily concerned with the overall meaning communicated by a stretch of language rather than by pairs of sentences. The comparison and analysis is done on the understanding that in translation, a certain amount of loss, addition, or skewing of meaning is inevitable (Baker 1992). The cause of discrepancies in meaning between a stretch of language in the TT and ST is identified and the effect is determined. Words and collocation for instance, are studied in its co-text and context and then in isolation. The misinterpretation or inappropriateness of any particular item is judged in the light of its place within the overall plan of the text. Although the discussion may be critical at times, it is never the researcher’s intention to find fault with any party concerned.

#### **5.4 Conclusion**

Due considerations were given to a few issues in deciding the way in which this contrastive study is to be conducted. First, there is the selection of data. Despite the initial hurdle in finalizing the text to be researched upon, Karim Raslan’s articles are fine examples of argumentative texts with corresponding translated Chinese version.

Second, there is the decision to be made on the research methods, and the theories supporting it. This study adopted a combination of the textual-structural and linguistic approaches. This way the researcher is able to analyse the selected text from top down and bottom up.

Approaching the text from top down, the researcher has adopted the structural model proposed by Hatim and Mason, where three units of structure are identified, namely the element, the chunk and the text. This shows how the overall discoursal relations evolve and how elements, sequence and text interact with each other and progress towards a purpose. The micro-analysis from bottom up illustrates how decisions taken at the level of words, clauses or grammatical categories in the course of translation affect the perceived function of all the three units, namely the element, the sequence and the text and its implications for the discourse as a whole. These considerations lead to the overall research methodology with which the analysis has been carried out.