The Manners of Cognitive Process in Translating English Phrasal Verbs Into Indonesian

Fitri Ervina Tarigan
English Applied Linguistics Study Program
Postgraduate School
State University of Medan, Indonesia
Email : fitriervinatarigan@gmail.com

Anni Holila Pulungan
English Applied Linguistics Study Program
Postgraduate School
State University of Medan, Indonesia
Email : anniholilapulungan@gmail.com

Dr. Rahmad Husein
English Applied Linguistics Study
Program Postgraduate School
State University of Medan, Indonesia
State University of Medan

Abstract— **This study dealt with the cognitive process of students in translating English Phrasal Verbs into Indonesian by using the think aloud protocol (TAP) technique and introspective interview. The objectives of the study was to elaborate the manner of cognitive processes occurring in translating English Phrasal Verbs into Indonesian. This research was conducted by descriptive qualitative design. The source of data was the bilingual students, they were sixth semester students of English Education Program at State University of Medan. The source of data were taken by using Snowballing Technique. The data consisted of the transcription of audio recorded observation of think-aloud protocols (TAP), and the transcription of interview. The findings showed that there are six behaviors available during the process of translation done by the students, namely 1) reading the text, 2) alternating between the SL and the TL 3) monitoring the proposed translation, 4) consulting the dictionary 5) paraphrasing, and 6) translation**

Keywords: Cognitive Process, Translation, English Phrasal Verbs, TAP

I. INTRODUCTION

Translation refers to the rephrasing of a communication expressed (message) in one language, the source language (SL), into another language, the target language (TL). Three notions are involved: SL, message and TL. The translator, therefore, should master the linguistic and non-linguistic knowledge of both SL and TL. Linguistically, s/he should master the word (lexicon), phrasal expression, structure of the sentence, syntactic relation between the various elements of the sentence, and semantic relation of SL and TL. Non-linguistic knowledge refers to the previous knowledge of the translator possesses towards the text, whether s/he has known and read it before.

In rephrasing SL into TL, the translator should not translate SL based on the SL language structure. It should be based on TL language structure so that the final message will be acceptable in the communication process. It is feasible to make adjustment such as shifts to make the translation acceptable, equivalent and natural. As Nida (1982:12) explains that the best translation does not sound like a translation.

Psycholinguistically, it sets out to establish how the translator processes information in bilingual communication. In association with the translation process, the researcher have turned to the cognitive science and adopted think-aloud protocol (TAP) from experimental psychology (Danks, 1997:7).

The basic problems, then, are how they are transformed, how the processes take place and what knowledge and skills the translator must possess in order to carry it out.

The process of translation between two different written languages involves the transferring an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL) by the translator (Munday, 2001:5). As its simplest, the process of translation involves the transferring of meaning from a text in one language into a text in another.

It is also happened while translating English phrasal verbs into its Indonesian Context. Since English phrasal verbs has several meaning based on its context, somehow the translator feel difficult to translate it naturally, and bring to target text context. Deals with those facts the cognitive process or mental process plays important role in this part to get into the real meaning of it. As the observation data shown below:

SL : Three masked gun men **hold up** the Security Bank this afternoon

*TL$_1$: Tiga lelaki bertopeng **menyerang** pengaman bank siang ini.*

*TL$_2$: Tiga lelaki bertopeng **menikam** pengaman bank Siang Ini*

*TL$_3$: Tiga lelaki bertopeng **menggrebek** pengaman bank sore ini.*

So, from the data above actually based on its context hold up in bahasa Indonesia means menyerang, but different translator has a different style of the way the word process in his mind, the processes were activated were different with the theory possesses by Bell so, the meaning in the translator's mind is different with the meaning intended in target language, because they just translated it literally and pragmatically separated with the context , they translated it just by correlated it with what they have known before as the meaning of the phrasal verbs

This transferring constitutes mental processes which rely on sophisticated information processing skills. The mental processes are understood by investigating the cognitive

activities in a translator's mind during the performance of translating. In investigating the mental processes, the translator is asked to verbalize something about his/her cognitive activities during the performance of translation tasks using the think-aloud protocol (TAP) technique through observation and to do in retrospect what they have done through interview . Theoretically, according to Bell (2001:187-8) there are two essential stages specific to the processes of translating, and a further stage available only to the translator working with the written text. Those are: analysis, synthesis, and revision. During the analysis stage, the translator reads to the source text, drawing on background, encyclopedic knowledge - including specialist domain knowledge and knowledge of text conventions - to comprehend features contained in the text. This requires processing at the syntactic, semantic and pragmatic levels, as well as in terms of micro- and macro-analysis of the actual text: monitoring for cohesion and coherence, and checking for coherence between the actual text and the potential text type of which it is a token realization, respectively. During synthesis, the target text is produced, i.e. written, signed, spoken, and then evaluated in terms of the sender's meaning and intention (as interpreted by the translator), the translator's intention in translating the text, and the user's needs (as interpreted by the translator). On the basis of these evaluations the draft translation is revised or edited during the final stage of revision, and such things as clause linkage and the text's congruence with its text-type are adjusted.

Based on the Journal published by Moghadas ,2005 entitled Model of Cognitive Process of Neologism Translation , there are main process happened in human brain such as: recognition, linguistic analysis, inference, comprehension, decision making and revision. Based on that one, if all the process occur well in human brain the translator will get the real meaning of the phrasal verb based to the context.

The theories proposed by Bell (2001), Seleskovitch and Lederer (2001) and Dancette (1997) which involve mental process in translation process, from the translator's perspective and looking toward the mental processes going on in the individual translator's mind during the process of translation, lead the writer's interest to conduct this scientific study. The writer tried to verify whether the theories are applicable to the English students at English Applied Linguistic or there is any difference. This study analyzed the cognitive process of students in translating English Phrasal Verb by using Think-Aloud Protocol (TAP) and retrospective interview. English Phrasal Verbs are choosen as a source languange because as a translators, they need to broadenes their understanding about the using of English Phrasal Verbs , the meaning based on its context. Because all in all the researcher found that in translating text or sentence which consist of English Phrasal Verb such a common the translators are confused and get in to the wrong meaning and did not suitable with the context.

II.   REVIEW OF LITERATURE

Generally speaking Based on the psychology approach, cognitive process investigates the mental representation and computation and the physical system that support those processes. Cognitive process can be defined as the way the sensory input is transformed, reduced, elaborated, stored, recovered and used. It is about the ability of the mind to process information and to apply knowledge in an information processing setting (Hvelpund,2011:3)

Cognitive process focuses on the way the humans process information . It refers to the human mental processes and their role in thinking, feeling, and behaving. The processes occur in human mind and they can only observed through the human behavior.

To describe the mental activities , it is important to draw the distinction between behaviors and processes. Behaviors is an action or series of actions carried out by the translator, whether or not they lead to a result. It maybe a reading, re-reading, a dictionary search, silence and expletive uttered, or transcribing of notes on the original text. To analyze the cognitive process in translating, (1997:84) claims that is possible to describe the cognitive phenomena such as conceptualization built on linguistic statements coherently.

Dancette (1997:90) list out the types of behavior classified in the following
Reading the text
Alternating between source language and target language texts.
Intralinguistic repetition
Paraphrasing
Translation
Consulting the dictionary
Monitoring proposed translation
Extralinguistic Comments
Linguistic Comment

The model is proposed by Bell (Baker, 2001:187) based on linguistic and psycholinguistic perspectives, the process of translation is divided into the phases of analysis and synthesis. During the analysis phase, the translator read the source text , drawing background, encyclopedic knowledge – including specialist domain knowledge and knowledge of a text conventions-to comprehend features contained in the text . The requires processing at the syntactic , semantic and pragmatic levels as well as in terms of micro and macro analysis of the actual text monitoring for cohesion and coherence, and checking for coherence between the actual text and the potential text type of which is a token realization , respectively. According to Althenberg (2010:38) Phrasal verb is important part in English learning spoken or written and also language style in communication. Generally phrasal verb is defined as a verb and particle combination. Pharasal verbs they contain two words. In phrasal verb, the first word is a verb and the second word is called a partical.

In the Ultimate of Phrasal verb, phrasal verbs are either separable and nonseparable. Separable phrasal verb can be separated by their object. E.g I took my shoes off. Nonseparable phrasal verb cannot be separates by their object. E.g he run into tree. (Hart , 1999:01)

The theoretical framework for TAP experiments is provided mainly by the work of Ericsson and Simon1 (esp. 1993 (1984)). According to their model ("human cognition is information processing"), information is kept in different

memory stores, with varying access and storage capabilities: whereas short-term memory (STM) is characterised by easy access and severely limited storage capacity, long-term memory (LTM) is characterised by more difficult access and larger storage capacity. Only information present in STM, that is, information which is being heeded by the subject (static and conscious "knowledge states" rather than dynamic and unconscious cognitive processes), can be directly accessed and reported. It follows that the cognitive processes these knowledge states are inputs and outputs to, as well as information that is not currently being heeded, cannot be reported but must be inferred by the analyst on the basis of the verbalisations.

III.   RESEARCH METHOD

This research is a qualitative research since the data were ordinarily expressed in qualitative terms. In addition, this is because the data analysis were not be employed in hypothetical test. The descriptive explanative is the suitably purpose of this research design. The decision on determining of sort of this research design is highly dependent on the nature of the research, that is to objectively describe and explain the phenomena on the cognitive process of students in translating English Phrasal Verb by using think-aloud-protocol (TAP).

IV.   RESULT

The findings showed that there are six behaviors available during the process of translation done by the students, namely 1) reading the text, 2) alternating between the SL and the TL 3) monitoring the proposed translation, 4) consulting the dictionary 5) paraphrasing, and 6) translation

V.   DATA ANALYSIS AND DISCUSSION

A. AH's Cognitive Process

SL: They tried to save their marriage by going to the therapy but in the end it fell apart away
TL: Mereka mencoba untuk menyelamatkan pernikahan mereka dengan menjalani terapi, tetapi pada akhirnya pernikahan tersebut kandas .

At this stage he , he read the sentences and translated the EPV's by alternating SL into TL, by confirming the culture of SL and expressed naturally in TL . In the sentences there are 2 words of fall , te first one was fall down the second one was fell apart, fall and fell have a same meaning but when it combined with the different article he produced it with a different TL and it was very suitable with the context.

Interviewer   ; so, how did you translate the whole sentences? The stages you did while you do the translation.
Interviewee   : The first thing, of course I have to read the whole sentences and I have to focus on the phrasal verbs that exist and try to connect the ideas .

Interviewer   : ooo I see… did you see dictionary sometimes?
Interviewer   : when I found some words that I haven't known before I will check the dictionary, but if i know all the words I will not.
Interviewer   : Actually in this case, did you see the dictionary?
Interviewee   : No
Interviewer   : so it was mean it's quite familiar for you ?
Interviewee   : Yes
Interviewer   : So, if you find something like a problem while translation process, how do you cover that problem?
Interviewee   : The things that I'll do, I'll just correlate the meaning from what I know and what I haven't known before , I'll just correlate it.
Interviewer   : did it help much?
Interviewee   : yah , I think so.

subject AH as a translator commenced to translate the text by identifying the sentences which are going to be translated. So he knew well about the context , content of the sentences. He also can identify the problem or the EPV's in the sentences.

Based on the result of the translation , the subject has understood much of the sentences, knew well the meaning from the SL to TL, consider he has a good English proficiency .

B. AMH's Cognitive Process

subject AMH began translating by seeing dictionary, she translated spontaneously without identifying any problem or strategy in proceeding the information of the cognitive processes. Soon after she finished reading the sentence , she directly opened the translation tool and directly wrote it if she thought that it was appropriate enough. She considered some parts of the sentence if she thought that it was not suitable to the context, but according to her most of the meaning on translation tool results I match with the context, she translated per sentences, so actually she did not activate her brain too much while translating process.

Interviewer   : *Jadi yang dicetak* bold *itu uda ngerti la ya …*
Interviewee   : *Udah miss* (Nodding her head)
Interviewer   : *ooo Sudah* familiar *kata kata nya? Udah paham?*
Interviewee   : *udah miss,*
Interviewer   : *Jadi tadi selama mentranslate bagaimana cara nya dari pertama kali sampai selesai?*
Interviewee   : *pake* google translate,
Interviewer   : *oooo semua* pake google translate ? *Jadi di* translate *per kalimat ?*
Interviewee   : *iya… hehehe*
Interviewer   : *Jadi yang di translate per kalimat? Bukan per kata??*
Interviewee   : *Bukan… Jadi yakin yang di* google translate *itu benar ?*
Interviewer   : *gak, karena ada sedikit yang gak nyambung juga .*

Interviewer   : *Iya terus kalau ga nyambung? Kamu ngapain?*
Interviewee   : *Nanya kawan sebagian ..*
SL : The city had to rebuild the bridge completely because it was about to give up and fall down
TL: *Kota itu harus membangun kembali jembatan sepenuhnya, karena akan menyerah dan jatuh.*

At this stage the translator has done the translation without considering whether the meaning is suitable or not to the context, what she did is just apply her prior knowledge and match it with the meaning from translation tool, see the meaning of give up, it was fine in another context the meaning of give up is *menyerah* but, in this context it seems out of logic , because there was no connection between the cause of rebuilding bridge and *menyerah*.

VI.   CONCLUSION

Based on the data analysis, it was found that there are six behaviors available during the process of translation done by the students, namely 1) reading the text, 2) alternating between the SL and the TL 3) monitoring the proposed translation, 4) consulting the dictionary 5) paraphrasing, and 6) translation. The background of the knowledge and also brain activation while translating also affect the quality of the translation, when the translators are lack of the prior knowledge of the unit of translation it will be such a hard things for them to translate the SL into a good TL based on its context. Brain activation while doing the checking activity after the dictionary consultation , if the translators did not check and alternate and also monitor the proposed translation , the mistranslating will probably happened and it also bring to a incoherent meaning.

REFERENCES

[1] Bassnett, S. (2005). Translation Studies. New York: Third Edition.
[2] Carl,W.H. (2000). The Ultimate Phrasal Verb Book, New York: Barron' s2000
[3] Catford, J. C. (1965). A Linguistic Theory of Translation: An Essay in Applied Linguistics. London: Oxford University Press.
[4] Cohen. (2007). Research Methods in Education. London: Routledge Taylor & Francis.
[5] Danks, (1997). Cognitive Processes in Translation and Interpreting.London: Sage.
[6] Ericsson, K. A and Herbert A. S. 1993 (1984). Protocol analysis: Verbal reports as data. Cambridge, MA: MIT Press.
[7] Hansen, G. (2006). Retrospection Methods in Translator Training and Translation Research. Journal of Specialised Translation Issue (5).
[8] Hvelplund, K. T. (2011). Allocation of Cognitive Resources in Translation. Copenhagen: Copenhagen Business School.