

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Translation involves 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.

During the activity of rephrasing SL into TL, the process of translation takes place. Such translation is known as translation process (Kiraly, 1995:18). Empirically, translation process aims to investigate what goes on in the mind of person while he or she is translating. Psycholinguistically, it sets out to establish

how the translator processes information in bilingual communication. In association with the translation process, Toury spoke about the mystery of the 'black box' of the translation process in 1982. The translator's mind was considered an opaque black box that was simply beyond the scope of the observation. To illuminate the contents of Toury's black box, researchers such as Krings (1986b, 1987), Lorsch (1986, 1991b), Konigs (1987), Gerloff (1986), Dechert and Sandrock (1986), Seguinot (1989b, 1989c, 1990, 1991), Honig (1988, 1990), Jaaskelainen (1989, 1990, 1993), Tirkkonen-Condit (1992), Shreve, Schaffner, Danks and Griffin (1993), Kiraly (1995) and Kussmaul (1991, 1995) have turned to the cognitive science and adopted think-aloud protocol (TAP) from experimental psychology (Danks, 1997:7).

Linguists and psychologist have come together to investigate the translator's mind during the performance of translating tasks. They come together to deal with the cognitive processes of translation process on theory and concepts from the cognitive sciences, in particular cognitive psychology, psycholinguistics and experimental psychology. For instance, the concept of a working memory from cognitive psychology (Baddeley and Hitch 1974, Baddeley 1986, 2000), which is a theorised memory construct that stores and processes information temporarily, has been used in translation process research to explain the manipulation of information from source text (ST) to target text (TT) (e.g. Bell 1998, Halskov Jensen 1999 and Dragsted 2004). Also, the notion of a long-term working memory (Ericsson and Kintsch 1995) has been introduced to illustrate the cognitive advantage that skilled translators hold over novice ones (Dragsted 2004). Research in monolingual language comprehension

and research in monolingual text production have also been introduced to peer into the 'black box' of translation processes. With respect to text production in translation, Hayes and Flower's (1986) model of monolingual writing has been applied to model the text production processes involved in translation (Englund Dimitrova 2005), and with respect to monolingual language comprehension, Kintsch's (1988) construction-integration model has been applied as a framework for modelling comprehension in translation (Padilla *et al.* 2004: 23). The use of theories and concepts from cognitive psychology in the investigation of the translation process provides a strong basis for interpreting the cognitive processes of translation.

However, it cannot be simply assumed that it is an extension of normal language processing. It cannot be assumed that the cognitive processes of translation process are identical to speaking, listening, reading and writing. For instance, Danks and Griffin (Hvelplund, 2011:14) stress that comprehension in translation is different from normal comprehension. It is a goal-oriented intention-driven process which is guided by the concerns about the writer's intent, the translator's intent and user's intent which dictate the level of comprehension. Of course, the well-known patterns of the mentioned four skills are part of the processes but, they are transformed when they occur in context of translation. 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. 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, encyclopaedic 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.

According to Seleskovitch and Lederer (Munday, 2001:80), there is three-stage process of translation: *reading and understanding*, *deverbalization*, and *re-expression*. In reading and understanding, the translator uses his/her linguistic competence and 'world knowledge' to grasp the sense of the source text. The linguistic component needs to be understood by reference not only to explicit but also to implicit meaning in an attempt to recover the authorial intention. The world knowledge is de-verbalized, theoretical, general, encyclopaedic and cultural, and activated differently by different translators and in different texts. Deverbalization is an essential intermediate phase if the translator is to avoid transcoding and calques. Transcoding is the replacement of SL linguistic structures of various types (words, phrases, clauses) by corresponding TL. Calque is a special kind of borrowing where the SL expression or structure is transferred in a literal translation. Re-expression takes place where the target text is constituted and given form based on the deverbalized understanding of sense. A fourth stage, *verification*, where the translator revisits and evaluates the target text, is added by Delisle (Lederer, 2003:38).

In attempt to analyse the cognitive processes in translation, Dancette (1997:84) claims that it is possible to describe the cognitive phenomena such as

conceptualizations built on linguistic statements in a coherent and explicit way. It is based on the common observation which showed the translators' awareness of their cognitive steps while reading, writing, précis-writing and translating. This is particularly evident when they face problem which forces them to depart from routine operations.

In reality, Dancette (1997:85) finds out that, when the translators face with a difficulty, they can recall their questions, hypotheses, and some of the steps of their reasoning. Therefore, they are able to talk about the process. However, processes are not visible, only clues to such processes are visible. These processes are able to observe through the observation of the translators' behaviours. Behaviours are an indication of a process which helps the observer to make reasonable hypotheses on what process is involved and validate intuitions about the nature of processes.

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, led the writer's interest to conduct this scientific study. The writer tried to verify whether the theories are applicable to the English students at Medan or there is any difference. This study analysed the cognitive process of students in translating simple sentences of paragraph in science by using the think-aloud protocol (TAP) technique and introspective interview. Science is chosen as the SL text because it broadens our understanding of the world around us. It may allow us to know more about ourselves, surroundings, environment and the universe.

1.2 The Problems of the Study

The problems of this study are stated in the following questions.

- (1) What cognitive processes are there in translating simple sentences of paragraph in science?
- (2) How do the cognitive processes occur in translating simple sentences of paragraph in science?
- (3) Why do the cognitive processes occur the way they do?

1.3 The Objectives of the Study

This study is aimed at studying the new phenomenon on the cognitive process of the students in translating task. It specifically attempts to explain objectively the cognitive process of the students in translating as well as the reasons of doing such way. Thus, the objectives of this study are

- (1) to investigate kinds of cognitive processes occurring in translating simple sentences of paragraph in science,
- (2) to investigate the manner of cognitive processes occurring in translating simple sentences of paragraph in science, and
- (3) to elaborate of the way the cognitive processes occur in translating simple sentences of paragraph in science.

1.4 The Scopes of the Study

The scopes of this study are cognitive process, translation and translation process, cognitive process in translating, texts and sentences. The theory of translation process proposed by Bell, Seleskovitch and Lederer which consist of

(1) analysis and (2) synthesis will be collaborated with the theory proposed by Dancette of types of translator's behaviours to investigate the cognitive process of translator during the performance of translating texts. The text is simple sentences of paragraph in science.

1.5 The Significances of the Study

Findings of this study are strongly expected to have the theoretically and practically indispensable significances. Theoretically, on one hand, the research findings are expected to be valuable contributions for other researchers who will conduct the studies in the field of translation studies, particularly about the cognitive process in translation task. Practically, on the other hand, the research findings are beneficial for the translators in general and the Indonesian translators in particular as a consideration for doing translation from the source language into the target language.