

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

From the analysis of the data and the findings, it is concluded that

1. There are seven types of behaviours occur during the performance of the translation done by the students. They are
 - (1) reading the text,
 - (2) alternating between the SL and the TL,
 - (3) monitoring the proposed translation,
 - (4) intralinguistic repetition,
 - (5) consulting the dictionary, either monolingual or bilingual dictionary,
 - (6) paraphrasing, and
 - (7) translation.
2. The cognitive processes occur when the subjects
 - (1) read the text, either they read the whole SL text or segment by segment,
 - (2) keep repeating the term (the lexical) which indicates hesitation or questioning,
 - (3) are not able to make decision for an equivalent,
 - (4) question the adequacy of a word or an expression,
 - (5) do not understand the meaning of a word and consult the dictionary,
 - (6) try to clarify a concept and reformulate a proposed translation by paraphrase, and
 - (7) write down a translation and express it orally.

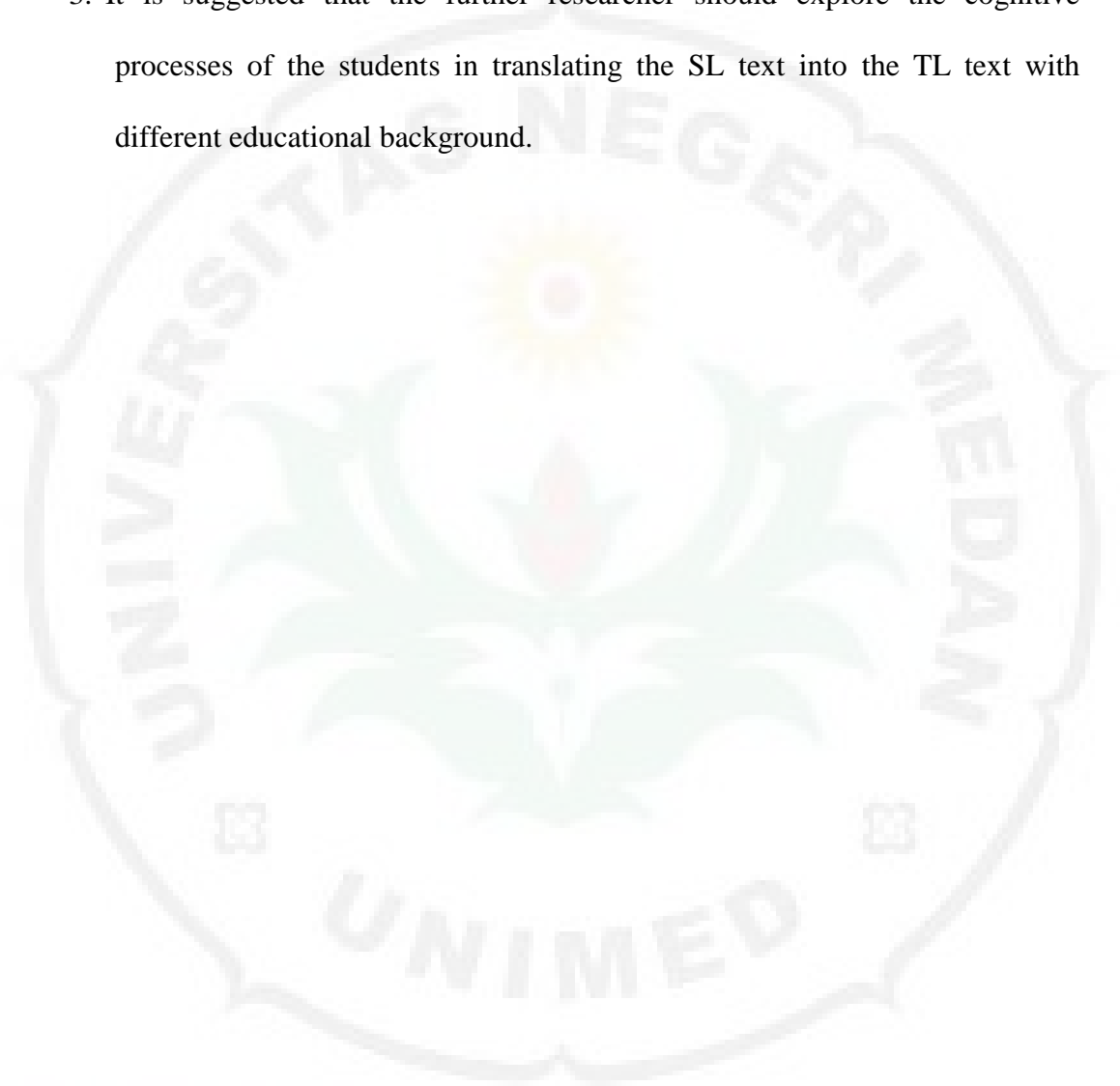
3. The reasons which make such cognitive processes occur during the act of translating are the inability to produce the spontaneous translation and lacking of knowledge of the text itself. The inability of word-recognition processing, syntactic processing, and semantic processing will also affect the behaviours of the translators in the process of translating. Meanwhile, for the excellent subjects, the reasons which make such cognitive processes occur during the act of translating are the ability to produce the spontaneous translation and having the knowledge of the text itself (prior knowledge). On one hand, the more knowledge and skills (communicative competences) the translators have, the less behaviours (cognitive processes) they face. On the other hand, the less knowledge and skills the translators have, the more behaviours (cognitive processes) they face.

5.2 Suggestions

There are some suggestions in this research. The suggestions are addressed to the translators in common. Here are the following suggestions

1. It is suggested that the satisfying and developing translators should improve their four areas of communicative competence in the act of translating; grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Having the mentioned competences will lessen the problems of word-recognition processing (lexical problem), syntactic processing, and semantic processing in the act of translation process.
2. It is suggested that the translators should broaden their horizons of any kinds of subjects by reading so that they get acquainted with the terms used.

3. It is suggested that the further researcher should explore the cognitive processes of the students in translating the SL text into the TL text with different educational background.



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