

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

The term translation has several meanings. It can refer to product (the text has been translated) or the process (the act of producing the translation, known as translating). The process of translation between two different written languages involves the translator change the original written text (source ext or ST) in a different verbal language (target text or TT) .

Translation defined as 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, the researcher 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 theorized 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). 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.

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

TL₁: Tiga lelaki bertopeng **menyerang** pengaman bank siang ini.

TL₂: Tiga lelaki bertopeng **menikam** pengaman bank Siang Ini

TL₃: 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

As another example :

SL: She **picked out** the guy she thought had stolen her car

TL₁, Dia **menuduh** lelaki yang dikira nya sudah mencuri mobil nya

TL₂: Dia **menunjuk** salah satu yang telah mencuri mobilnya

TL₃:, Dia **memilih** salah satu yang dikira nya sudah mencuri mobilnya

So, from the data above actually based on its context picked out in bahasa Indonesia means *memilih*, but based on this context the meaning is *menuduh*, so from this phenomena showed that different translator has a different style of the way the word process in his mind, so, the translator's meaning is different with the meaning intended in target language. 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.

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. The verbalization 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 deverbilized understanding of sense. A fourth stage, *verification*, where the translator revisits and evaluates the target text, is added by Delisle (Lederer, 2003:38)

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 difficulty faced by translator also proposed by Felicia, Oluchukwu, 2015 in his journal stated about Translation Challenges With Phrasal Verb she stated that getting the meaning to the finding equivalence of phrasal verb can sometimes a serious problem, the equivalency plays the important roles when translating the SL to TL, and also the grammatical order since different language has the different grammar rules, as in French not made by the order

of verb, adverb or preposition. It also has the same phenomena in Bahasa Indonesia, which is phrasal verbs will translate into single unit of verb, so the translator need to dealt with the natural TL .

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 language 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.

1.2 The Problems of the Study

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

- (1) What types of cognitive processes are activated in translating English Phrasal Verbs into Indonesian?
- (2) How are the cognitive processes activated in translating English Phrasal Verbs into Indonesian?
- (3) Why are the cognitive processes activated the ways they are?

1.3 The Objectives of the Study

This study was aimed at studying the new phenomenon on the cognitive process of the students in translating task. It specifically attempted 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 were:

- (1) to describe types of cognitive processes are activated in translating English Phrasal Verbs into Indonesian
- (2) to elaborate the manners of cognitive processes are activated in translating English Phrasal Verbs into Indonesian, and
- (3) to explain reasons of the ways the cognitive processes are activated in translating English Phrasal Verb into Indonesian

1.4 The Scopes of the Study

This study is focused on the cognitive process of University Students In English Applied Linguistics study program in translating English Phrasal Verbs into Indonesia. 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 behaviors to investigate the cognitive process of translator during the performance of translating English Phrasal Verbs .

1.5 The Significances of the Study

Findings of this study were strongly expected to have the theoretically and practically indispensable significances.

Theoretically, the research findings were expected to be valuable contributions for other researchers who will conduct the studies in the field of translation studies, particularly about the cognitive process of translator in translating English Phrasal Verbs.

Practically , First 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 and in line with the first reason, then finally this study also give some valuable contributions to the students and translation trainee in order to increase their ability in translating english phrasal verbs into indonesia

