

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

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

- 1) There are 2 types of cognitive processes happened while the students translated EPV into Indonesian , they are semantic processing and pragmatic Processing .
- 2) There are six types of behaviours occur during the performance of the translation done by the student, they are : (1) Reading the sentences (2)Alternating between SL to TL (3)Monitoring proposed translation (4)Consulting the dictionary (5) Paraphrasing (6) Translation
- 3) The reason why the cognitive processes activated are the inability to produce the spontaneous and planned translation lacking of knowledge of EPV's and lacking of translation competencies . The inability of word recognition, syntactic Processing, and semantic processing, will also affect the behavior of the translators in conducting translation process. Meanwhile, for excellent subject, the reasons which make such cognitive process occur during the act of translating are the ability to produce the planned or spontaneous translation, and having the prior knowledge of the phrasal verb . On one hand, the more knowledge skill the translators have, the more behaviour (cognitive process) they have.

## 5.2 Suggestions

There are some suggestions in this research , the suggestions are adressed to the translators in common . Here are the following suggestion :

1. It is suggested that the translator should improve their four areas of communicative competencies in the act of translating, such as grammatical competencies, sociolinguistic competencies, discourse competencies and strategic competencies . Having those competencies well, it will affect and solve the problem of syntactic processing, semantic processing and pragmatic processing and it will also impact to the quality of translation result.
2. It is suggested that the translators should widen their horizons of any kinds of subject by reading the realated topic of source language so that they get familiar with the term used especially English Phrasal Verbs
3. It is suggested that the further researcher should explore more the cognitive process of the student in translating SL into the TL text with diffrent educational background .