

STUDENTS' COGNITIVE PROCESS IN TRANSLATING TEXTS

Chapter 1

Introduction

This chapter is going to describe the basic consideration of the research, concerning to the distinction of product text regarding the students' cognitive process in translating activity. The Research Question, The Significance, The objective, and Delimitation of the research are also presented in this chapter

Basic Consideration

Since English in Indonesia is a foreign language thus the ability of translating should be mastered. Duff argues in the context of skill expansion, the ability of translating should be noticed (as cited in Nadar : 2005, p.7). Hence, at the present time translation is still being the crucial major that have to be studied by the students of English department comprehensively which involves the principle, types, technique and the process of translation.

Newmark (1988, p.5) has stated that translation is rendering meaning of a text into another language in the way that the author intended the text. Therefore as a learner, in translating activity they are demanded in gaining the closest meaning to transform the source language (SL) to the target language (TL). It is believed that the ability of the students to understand and manipulate lexical choices in translating activities will affect their translation text (product text). Moreover, as stated by Jensen (1995, p. 136) different learners also process information in strikingly different ways. Thereby, different students will produce different target text (TT). It was proven from the translation texts which produced differently by two students who had high-grade in translation subject. In the following, the examples are presented:

Source Language : *They might not enjoy it, but they still believe that “work comes before play”, or “business before pleasure.”*

STUDENTS' COGNITIVE PROCESS IN TRANSLATING TEXTS

Target Language 1 : *Mereka mungkin tidak menikmatinya, tapi mereka meyakini bahwa bersakit-sakit dahulu bersenang-senang kemudian adalah hal yang baik.*

Target Language 2 : *Mungkin memang tak menyenangkan akan tetapi mereka perpegang teguh pada “bekerja sebelum bersenang-senang” atau “bisnis sebelum kesenangan.”*

Based on the data above, the distinction of translation texts from the source text (ST) to target text (TT) in translating activity, inevitably involves the cognitive process of the students. Albir and Alves (2009, p. 54) pointed out that apart of being an act of textual operation, translation is also the result of the cognitive processing carried out by translators. Furthermore, Carrol (1993) explains that cognitive process is therefore one in which mental contents are operated on to produce some response. Viewing translation is a writing activity therefore cognitive process is related to the interpretation of mental ability or thinking skills to obtain or produce a translation text. Hence, in the process of transmitting the SL to TL, it is believed that cognitive process of the student plays a very important role to affect students' decision to choose the proper words.

The role cognitive processes in transmitting SL to TT are found through different ways of creative problem solving which are done by these two students. Hence, considering translation is an intelligent activity (Robynson, 2003; p.51) faced by learner and after reviewing the students' thinking skill in deciding the proper words, therefore, Guilford (as cited in Anoiko:2011, p.13) conceptualizes six traits of mental process or thinking skill that could differ students' cognitive in producing translation texts.

The dimension of cognitive process proposed by Guilford comprises into; (1) cognition is the ability to understand, comprehend, and discover new information, (2) memory recording is the ability to encode information, (3) memory retention is the ability to

STUDENTS' COGNITIVE PROCESS IN TRANSLATING TEXTS

recall information, (4) divergent production is the ability to generate multiple solutions, (5) convergent production is the ability to reduce a single solution, and (6) evaluation is the ability to judge whether or not information is accurate, consistent, or valid.

Furthermore, it obviously believed that these aspects are the major determinant to differ the students' product text. Hence, the difference of product text produced by the students regarding the cognitive process is really interesting to be explored. However, to see the process of the students in transmitting text from SL to TL, need an exact methodology to be used. Albir and Alves (2009, p. 55) argue that TAPs is the best technique to discover the process of cognitive in translation studies. Nevertheless, Think-Aloud Protocols (TAPs) is applied. This methodology is chosen, because the whole event during the process of translation could be discerned and it would be easier to encounter how the dimension of cognitive process affects the students in considering the proper words to be put in TT.

Baker (2009 : p.290) puts that the most popular means of collecting data on translation processes involved 'thinking aloud', which means that a subject is asked to translate a text and, simultaneously, to verbalize as much of his or her thoughts as possible. Subjects' task performances are recorded on audio or videotape. The written transcripts of the recordings are called Think-Aloud Protocols (TAPs)".

Looking at Baker's argument above, it can be concluded that TAPs has a good effect to gain a better understanding on what students do during the process of translation. How the cognitive process of the students in terms of solving and deciding the proper words to be put in TT. Therefore, this methodology is best to be applied.

Research Question

In its relation to the basic consideration therefore the formulation of the research question is "What are the differences of the students' cognitive process in translating texts?"

STUDENTS' COGNITIVE PROCESS IN TRANSLATING TEXTS

Significance of Research

Significance in the implementation of this research is contributed to give insight about the importance of students' cognitive process to the result of translation. The primary analysis in conducting this research is expected to offer huge contribution in educational field particularly who are taking similar research. It is also expected in order to enhance the knowledge in terms of students' cognitive role to the distinction of product texts in translation process. Furthermore, it is also expected to help the teachers to highlight individual differences of the students' translation text regarding to students' cognitive process.

The objective of Research

The objective of this research is to investigate the distinction of translation texts produced by the students regarding students' cognitive process in translating activity by using TAPs as the methodology. For instance, it is aimed to explore students' distinction of product text by investigating students' cognitive process through TAPs data.

Delimitation of the research

This research is centralized to the process-based translation. Meaning, it will be focused on exploring the cognitive process of the students' in translation by using a Think-Aloud Protocols (TAPs) methodology. It attempts to discern process of thoughts and events of the students to produce a translation text (product of translation). Therefore, two simple texts would be translated. The first text is entitled *Understading United States and Canadian Attitudes toward Work* and the second text is entitled *Kebiasaan Bisa Menjadi Budaya*. These texts are chosen randomly and it contains simple words since the aim is only to discover the difference of students' cognitive process. Nevertheless, there will be two participants to be the representatives of the students who have a slightly similar ability in English particularly translation and speaking subjects.