

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The problem faced by the students of the English Department of Widya Mandala Catholic University are the problems in the level of students' grammar proficiency, their vocabulary mastery and their knowledge of the culture of the target language. Those are the major factors influencing the result of their translation (Widiati and Ngadiman, 2002). Another study on translation (Widiati, 2003), specifically, on the use of peer assessment in the research on translation indicates that the student's ability to analyze their peers' translations is determined by the same factors. Those investigate translation only the final product of translation, and thus, the analysis is conducted based on what the researchers have thought might go on in the process of translation

Translation is quite a long process that involves human mind in analyzing the source text to get the source message, transferring the source message into the target message and restructuring it into the final product. The investigations to reveal the real mental process will give a great contribution in understanding what is really going on in the mind of the translators during the process. Bernardini (2005) states that it is not possible to directly investigate human mind at work. The indirect access of translator's mind is by using Think-aloud protocols which is an attempt to ask the translators to reveal their mental processes while performing a translation task.

Cognitive psychologists use Think-aloud protocols as a research technique to get access to individuals thought processes while they perform a task (Lavandenz in Digest. 2003 p5). By using Think-aloud protocols, verbal record can be produced because this technique can reflect the thought of translator's mind during the process of translation. Scholars working with a model of human cognition as information is kept in different memory stores, with varying access and storage capability (Bernardini 2005, p2). It is stated that short term memory (STM) can be accessed easily and also it has limited storage space whereas long term memory (LTM) which is more difficult to access and has a larger storage space. Furthermore, Bernardini argues that only 'static and conscious' knowledge states " rather than dynamic and unconscious cognitive process can be directly accessed and reported. Such information is present in STM. The cognitive process to which these knowledge states are inputs and outputs, as well as information that is not currently being heeded, cannot be reported but must be derived by the analyst on the basis of the verbalizations therefore it is important to consider the distinction between two different types of information.

Based on the above explanation, it is assumed that verbalization can be produced to perform the mental process of a translator in doing the translation task. Therefore, an investigation on the mental process can reveal what makes a translation task easy or difficult. In other words, by analyzing the mental process, a researcher expects to know the factors which facilitate the translations and factors which hinder the translation.

The students of the English Department take Translation as a subject included in curriculum. This subject is offered to the students of semester 5.

Instructional texts are covered in the materials to be translated by the students of translation class. So far, studies on translation at the English Department were in the form of product analysis. The analysis is conducted based on what the researchers have thought might go in the process of translation; therefore, they have not been able to provide necessary insight of the core of the problems faced by the students in doing the translation task. Thus in this study, the writer analyzes the mental processes happened while a person is carrying out the translation of instructional texts.

1.2 Statement of the Problems

Considering the background of this study, the following research questions are formulated:

- a. What mental processes happened when the students of the English Department were translating Instructional texts from English into Indonesian?
- b. What mental processes happened when the students of the English Department were translating Instructional texts from Indonesian into English?

1.3 The Objective of the Study

Derived from problem statement above, this study is intended to describe the mental processes happened when the students of the English Department were translating Instructional texts from English into Indonesian and from Indonesian into English.

1.4 The Significance of the Study

This study attempts to reveal the mental process while a person is performing a translation task which will give a clear picture of what is going on in

the translator's mind and it will be helpful to give any suggestion to the problem that a translator might face. The results of this study are expected to give useful contribution to the English Department of Widya Mandala Catholic University, particularly the translation teachers and students who often face the problem during the process of translation. By realizing the problem, the teacher can prepare the appropriate material and use the appropriate technique to teach translation subject to the students and equip the students with enough knowledge and skills which is necessary to the students. It is expected that the students can anticipate any hindrance in the process of translation.

1.5 Scope and Limitation of the study

This study is focused only in the process of translation without considering the product of translation. This study is limited to analyzing the mental process while the students of the English Department of the Teacher Training and Education Faculty of Widya Mandala Catholic University Surabaya were translating instructional texts from English into Indonesian and from Indonesian into English. The subjects are coming from three different semesters: third, fifth and seventh semesters. Four subjects are from third semester, three subjects are from fifth semester, and three subjects are from seventh semester

1.6 Assumptions

This study is based on the following assumptions:

- a. It is assumed that mental process of any translators can be traced back through his thinking aloud protocol.

- b. The Instructional texts exploited are valid for the translation material to be translated in this study.

1.7 Definition of Key Terms

Certain key terms are used in this study. To avoid misunderstanding, they are defined in the following:

- **Translation** is the process of transferring text in the source language into the target language. Newmark (1974: 25) states that translation is an exercise which attempts to replace a written message in one language by the same message in another language.
- **Think-aloud protocol** is individuals' thought processes while a person is carrying out a given task. (Lavandenz in Digest , 2003: p5)
- **An Instructional article** is an essay that provides interested readers with instructions for doing something or how something works.
- **Mental Process** is the performance of some composite cognitive activity. It make possible for a person to make sense of the environment in which he or she finds themselves. A person is able to do anything that he or she imagines as physically and economically possible.

1.8 Organization of the Thesis

This study is divided into five chapters. Chapter one discusses the Introduction of the Study: The background of the Study, The Statement of the Problems, The Objective of the Study, The Significance of the Study, Scope and Limitation of the Study, Assumptions, Definition of Key Terms, and Organization of the Thesis. Chapter two deals with some related literature that supports her

study. There are seven points in chapter two: The nature of translation, Translation Process, Problems of Translation, The nature of Think-aloud Protocols, The use of Think-aloud Protocols in Investigating Translation Process, The nature of Instructional Essay, and Previous Studies. Chapter three discusses The Methodology of the Study: The Research Design, Source of Data and Data, The Subjects, The Instrument to collect the Data, Data Collection Procedures, Data Analysis Procedures and Trustworthiness. While in Chapter four, the writer presents the findings and the discussion of the study and Summary. And as a conclusion in Chapter five, the writer gives summary, conclusion, and suggestions for recommendation for further research.