

# THE COGNITIVE PROCESS OF STUDENTS AND PROFESSIONAL TRANSLATOR

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## Abstract

This research is a kind of process-oriented translation study. This research aims to explore the cognitive processes including the problems and solutions of students and professional translators when translating tourism text from English to Indonesian. The research used the descriptive-qualitative method. The object of the research is the students in the fourth semester at STBA JIA and one professional translator. The data was obtained by documentation for the internal or external source of solutions and interviews for the cognitive process of the translators. The research revealed that the professional translator (who works individually) faced lexical problems in line with the final translation decision. The professional translator provided various solutions, based on internal resources (14%), solutions based on external resources (43%), and selected solutions (43%). The student translator (who worked collaboratively) faced lexical problems, such as there being many words in source texts they did not understand. They only provided solutions based on external resources (100%). The significance of the research results as a guide for translators in conducting translation activities. The next researchers are suggested to use Translog II software and Camtasia Studio 8 Apps to record the translator's activity when translating the text.

**Keywords:** Cognitive Process; Professional Translator; Translation

## INTRODUCTION

Translation is the activity of translating the meaning from one language into another language, in the way that the author intended the text (Larson, 1984). Translation is referred to as rewriting what was expressed as a message in one language into another language. The translator must alter the original written text into the target text. Translation can signify a variety of things. It can be used to describe either the result (the translated text) or the method (the process of translating). (Mariona, 2003). The translation process can be the object of research (Hansen, 2013). The process-oriented approach offers an understanding of the cognitive aspect of the translation process (Pavlovic, 2016). Process-oriented is concerned with the translation act or process itself. The problem of what goes on in the 'little black box' of the translator's "mind" as he produces text in a different language (Toury, 1995). The translation process involves the translator understanding the meaning of the text and reproducing it in the target language. Munday in Pulungan said that the translated text is referred to as the "product", while the process of translating a text is referred to as the "process" (Pulungan et al.2019.). The term "translation processes" refers to a set of strategic acts and conduct that translators use from the start of their work until the end to translate the source text into the target language. The research on the translation process is typically not as popular in Indonesia as the research on translation products. The development of research related to translation is mostly based on product-orientated translation, such as methods, techniques, procedures, quality of translation, etc. In this research, the writer focused on the translation process (Dewi, 2019).

Think-aloud Protocols (TAPs) have been frequently used in process-oriented Translation Studies (TS) throughout the past ten years (Bernardini, 2001). Many observational studies have been conducted to understand what happens in translators' minds in the process of translation. The researcher applied Think Aloud Protocols (TAPs) to professionals and students of the translator, to investigate their cognitive processes and actions while completing the translation. TAPs are a technique when the translators verbalize their thoughts, in translating tourism text because mental processes are not easily observable. Pulungan et al. in 2019 researched the process of translation performed by a translator. They identified the think-aloud procedure as one of the assessments used to investigate translation behaviors or methods, as well as to analyze the cognitive processes that occur in the minds of students while translating. The study's goal is to understand the cognitive processing that takes place in the students' minds. Applying the Thinking Aloud Protocol (TAP), the translation process is determined. When translating a text, the translator is directed to vocally describe everything going through his mind using the TAP approach (Omolu & Mappewali, 2020).

It will be more useful to understand what is happening in the translators' minds as they make decisions, solve problems, and decode cultural elements. Translation problems are any word or phrase the translator verbalizes in the original text. When faced with translation problems, the translator provides solutions. Using a dictionary or other references, for example, or analyzing difficult-to-understand words. One of the translation problems in this category is defined as a situation in which participants are trying to find the most appropriate word or phrase that would equivalence their target text concept by comparing it to a different word or phrase or others. Culturally specific terms are included in this category (Bouziane, 2015). Tourism articles and cultural terms are inseparable. This process will be investigated by the authors in this study to see how professional translators and student translators deal with problems during the translation of tourism articles. The article is about Germany's tourist attractions. Many terms do not have equivalence in Indonesian. In this research, the authors investigate how the cognitive processes of a professional translator and student translator face the lexical problem while translating the text and how they cover the problem by providing solutions. When a translator inquires, "How can we translate the word into English?" for instance, a problem is there. When a few unsure translations are offered for one element, problems can also be inferred.

Translation problems are Lexical problems, Orthographical problems, Morphological problems, Syntactic problems, and textual problems (Bouziane, 2015). To choose the best word or phrase to meet their objective text vision, a translator in this category must "be in a situation where they are weighing one word or phrase against another or others. (Bouziane, 2015) classified four categories of solutions provided by the translator. First, tentative solutions, it is any portion or aspect of the target text provided by the subjects "as a possible way to resolve a problem. Second, solutions based on internal resources, some solutions have been proposed "spontaneously" based on "internal resources," of subjects. Internal resources are defined as subjects' "past experiences, competencies and knowledge stored in the long-term memory". Third, solutions based on external resources, other subjects provide alternatives based on "external resources", external resources are sources of aid such as dictionaries, software, and the internet. Fourth, selected solutions are defined as "any segment or aspect of the target text selected by the translator(s) as the final translation of a problem"; they are the versions that the subjects submit at the end of the experiment.

In Europe in the late 1980s, think-aloud procedures (TAPs) were first analyzed for translation studies. It was believed that to complement the largely deductive and frequently prescriptive theories of translation used up until that point. It is important to create process, empirical, and

inductive methodologies. The examples offered up until that point typically represented what should have occurred or rather. What should happen during translation is the instructional goal.

## METHOD

This research used descriptive qualitative research as the kind of research. (Creswell & Fetters, 2004.) stated that it is called qualitative research if the researcher analyzes words or pictures. Moreover, Bogdan and Taylor (Taylor et al., 2016) refer to descriptive data on people's written or spoken words, as well as observable behavior in the fullest sense. This research focuses on the cognitive process of students and professional translators in translating the text. The source of the data for this research is from the tourism text. Participant of the research is the professional translator of HPI (*Himpunan Penerjemah Indonesia*), and the students in the 4<sup>th</sup> semester of STBA JIA. This research used the Thinking Aloud Protocol (TAP). The text was given to the participants to be translated into Indonesian. The authors interviewed the translator, they were asked to verbalize what they were thinking about. The participants were asked to verbalize what problems they faced in translation and what solutions they worked on. The translator did the print screen of the external resources they used during the translation. The authors identified the translation problem and solutions provided by the translator when translating the text, identified the words or phrases that were searched by the translator in online sources, calculated the duration number of the use of online external sources visited by the translator, and concluded the results of analysis data.

## RESULTS AND DISCUSSION

### Results

**Table 1. Problem and Solutions**

Translator	Problem (Lexical)	Solutions		
		Internal resources	External resources	Selected solution
Professional translator	14	14%	43%	43%
Student translator	15	-	100%	-

The professional translator verbalized his problems in translating. The lexical problem is the main focus of this research. The writer found that the professional translator seemed to tend to be strategic, he did explain the overall meaning of words or phrases. The professional faced a problem in translating the following word/ phrase:

ST : A romantic gondola ride

TT : *Naik gondola romantis*

The translator verbalized “*pilihan yang diambil setelah mempertimbangkan juga menaiki gondola secara romantis. Romantics saya terjemahkan menjadi suasana romantis bukan romantika, supaya enak dibaca.* He considered arranging a romantic gondola ride as well. To make romantics easier to comprehend, he translated it as a romantic vibe instead of simply as romantic. In this translation, the translator faced a lexical problem, since he was comparing multiple words against one another to select the best term or phrase to fit the target text. The translator provided a solution based on internal resources. He decided on the final text in the target text based on his competence.

ST : Whether you're single or head over heels in love,  
TT : Apakah Anda lajang atau sedang jatuh cinta,

The source text *Head over heels in love* is an idiom. The translator verbalized “*Saya mencari arti head over heels in love di reference idiom*”. In this translation, the translator had to deal with the lexical problem. He used the reference to find the meaning of the idiom. It means that the translator provided solutions based on external resources. The following figure shows the definition of the idiom searched by the translator in Google search.

ST : Gondoliers wearing traditional striped shirts and straw hats row in genuine Venetian gondolas here,  
TT : *Para pendayung Gondoloa memakai baju belang tradisional dan topi jerami berderet dalam gondola-gondola yang asli di sini,*

At first, the translator thought that the gondolier was pengendara Gondola. but it seems more accurate pendayung Gondola. He also googled Gondola pictures to be more convincing. In tourism translation, searching for images related to the source text can be very helpful in determining the translation of a word. As the translator verbalized *tadinya saya sempat berpikir bahwa gondolier adalah pengendara Gondola, tetapi yang lebih tepat tampaknya pendayung Gondola. Dalam hal ini saya juga mencari di gambar Gondola di Google untuk lebih meyakinkan. Dalam terjemahan pariwisata, pencarian gambar terkait tulisan sumber dapat sangat membantu dalam menentukan penerjemahan suatu kata.* In this translation, the translator had to deal with the lexical problem. He used the reference to find the fit word in target text. It means that the translator provided solutions based on external resources. The following figure showing the picture of the source text searched by translator in google search.

ST : Your gaze wanders across a carpet of lilac blossoms visible as far as the horizon  
TT : *Tatapan Anda mengembara ke sepanjang hamparan bunga bakung bermekaran yang terlihat sejauh cakrawala.*

The translator verbalized “*tadinya saya pilih kata horison sebagai terjemahan horizon, tetapi akhirnya saya menggunakan kata cakrawala, yang lebih mengindonesia*”. He initially decided to translate horizon to horison, but he obviously went with the more Indonesian-sounding word, cakrawala. In this translation, the translator faced the lexical problem, since he was comparing two words against one another in an effort to select the best term to fit the target text. The translator provided the selected solution. He selected the word *cakrawala* as the final translation.

The student translators are in the fourth semester, of English Literature at Sekolah Tinggi Bahasa Asing JIA. They have a Translation class. The students worked collaboratively and faced problems in translating the following word/ phrase:

ST : Whether you're single or head over heels in love,  
TT : *Lajang maupun sedang jatuh cinta,*

The student translators consulted the dictionary as a reference to learn what the idiom *head over heels in love* means. They verbalized “*The words that we still don't understand the meaning of in English, we search in the online dictionary*”. In this translation, the translators faced a lexical problem. They searched for the equivalent word in the target text using the reference. It implies that the translator provided the solution based on external resources. The figure of the source text that the translator searched in the online dictionary is displayed in the following figure.

- ST : Bamberg, affectionately known as "Little Venice", attracts visitors with similar pleasures
- TT : *Kota Bamberg, akrab disebut sebagai "Venice Kecil", menarik penonton dengan kesenangan yang mirip.*

In this translation, the translator faced a lexical problem. They verbalized "If it is about the place or the culture we will search in Google, the place itself and then if it is the city, Province we will translate to Kota or Provinsi". They searched the information about Bamberg from Wikipedia as a reference. It implies that the translator provided the solution based on external resources. The figure of the source text that the translator searched in Wikipedia is displayed in the following figure.

- ST : Gondoliers wearing traditional striped shirts and straw hats row in genuine Venetian gondolas here
- TT : *Pendayung gondola mengenakan kaos bergaris tradisional dan topi jerami mendayung di gondola Venetian*

The student translators experienced a lexical problem when translating this text. They verbalized "When we find the awkward word, we will change that word into the common meaning". They used Google Search as the resource. It indicates that the translator provided the solution based on external resources.

- ST : Gondoliers wearing traditional striped shirts and straw hats row in genuine Venetian gondolas here
- TT : *Pendayung gondola mengenakan kaos bergaris tradisional dan topi jerami mendayung di gondola Venetian*

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## Discussion

Based on the result, the research revealed that both professional translators and student translators faced lexical problems in translating the tourism text. Any word or phrase in the text, or any part of such a word or phrase, that is verbalized by the translator and for which he or she displays any level of doubt regarding its accurate translation, indicates a translation problem. The students revealed numerous lexical problems verbally. While students experienced lexical problems in understanding the meaning of the word in the source text, the professional translator faced them when finding the equivalent of the source text in the target text, and considered more than one possible translation in the target text.

The students produced less verbalization of problems. Meanwhile, the professional tended to be more strategic. He verbalized the process of his translation. The research revealed both professionals and students provided some solutions for the lexical problem. The professional translator provided solutions based on internal resources (14%), solutions based on external resources (43%), and selected solutions (43%). Internal resources mean when he decided on the translation or covered the problem with his language competence and knowledge. Translation competence is the set of skills and knowledge a translator needs to perform a translation (Bell, 1991). Also, the competence of a translator is their proficiency in translating (Molina & Hurtado Albir, 2004). The professional translator used external online resources such as Online Dictionary, Oxford, KBBI, Google Search, Wikipedia, and Google Translate. There was the effect of external resources solution on the quality of the translation process. An important phase in the translation process is consulting external sources (Daems, 2015). He also did the

selection of two or more translations of the target text. Unlike the professionals, the students only provided solutions based on external resources (100%). According to Pavlovic in Bouziane, external resources such as dictionaries, software, and the internet are examples of external resources that may be helpful. During the translation process, the student translator consulted the online sources. The writer found some pages visited by professional translators; they are Cambridge Dictionary, Wikipedia, and Google Search.

## CONCLUSION

It can be accomplished to comprehend the cognitive processes of translators—both professionals and students—by using the Think Aloud Protocol. Translators verbalized their thoughts and actions during the translation process. The process covers the problems that are faced and the steps taken to resolve them. The professional translator (who works individually) faced the lexical problem, in line with the decision of the final translation. He provided various solutions, based on internal resources (14%), solutions based on external resources (43%), and selected solutions (43%). The student translator faced the lexical problem (work collaboratively), there were many words in source texts they did not understand. They only provided solutions based on external resources (100%).

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