

Chapter Two

Literature Review

In this part, the researcher defines interpreting by some theories from the experts. The discussions are about definition of interpreting, types of interpreting, problems in interpreting and strategies in interpreting. This part also presents review of related studies and conceptual framework.

Definition of Interpreting

There are many definitions of interpreting according to several experts. Regarding Fugen, Waibel, and Kolss (2007), interpretation contains aiding oral communication or symbol language, either concurrently or consecutively, between two or more speakers who speak a different language. Interpreting happened when someone translates orally when he or she listens what the speaker's said and change it to another language (Pratiwi, 2016). Besides, Interpreting is a process of transferring oral messages from source languages to target languages with a standard process consisting of listening, understanding, analyzing, and re-expressing (Jones, 1998). According to Russell (2005), interpreting is discourse exchange where language perception, comprehension, translation and production operations are done in the same time. Whereas, Shuttleworth and Cowie (as cited in Pujiyanti, 2013) said that Interpreting is a term used to refer to an oral translation of a message or text spoken. In addition, Nolan (2005) mentioned an interpreter listen to speaker's message in the source language then translates it verbally, simultaneously or consecutively in target language. Based on definitions above, it can be said that interpreting is activity to

translate different languages orally involving listening, understanding and analyzing speaker's language which is done either simultaneously or consecutively.

Types of Interpreting

There are various types of interpreting. There are seven types of interpreting according to experts. The types of interpreting are simultaneous interpreting, consecutive interpreting, bilateral or liaison interpreting, conference interpreting, whispered interpreting, sight interpreting and community interpreting.

Simultaneous interpreting. Mahmoodzadeh (2000) defined simultaneous interpreting as an oral translation from the speaker's speech into another language when the speaker speaks (as cited in Nosratzadegan, 2014). According to Phelan (2001), "In simultaneous interpreting, the listener hears the interpretation at the same time as the speech is made" (p.6). In addition, Chernov (2004) stated the purpose of simultaneous interpreting to present communication from the participants within the one-time span. The simultaneous interpreter usually needs equipment or technical support like sitting at a booth to hear the source language through headphone then simultaneously translate what the speaker is saying and sending it through a microphone to audience members in their target language. The simultaneous interpreter needs high concentration while on duty. Therefore, simultaneous interpreter usually does not interpret more than thirty minutes, there are two other interpreters in any language booth (Phelan, 2001). Simultaneous

interpreter without booth is usually for meetings between political leaders for instance.

Consecutive interpreting. Mahmoodzadeh (2000) said that consecutive interpreting is an oral translation of speaker's words into another language when the speaker has finished speaking or pausing to interpret (as cited in Nosratzadegan, 2014). In addition, Phelan (2001) stated that interpreter listens to the speaker while taking notes. After the speaker is finished, the interpreter stands up and conveys the message using the native language. Moreover, the interpretation is not a summary, it is the complete meaning of the source language in another language. In consecutive interpreting, no equipment or technical support is needed as in simultaneous interpreting. The interpreter must interpret the message to a target language with the appropriate source language and must use note-taking to write the meaning using symbols in order to reduce time constraint. Most interpreters make note taking in target language rather than source language. It assists interpreters to save the time and effort in conveying the interpretation.

Bilateral or liaison interpreting. Bilateral or liaison interpreting is also called ad hoc interpreting, namely, the interpreter uses two languages to translate for two or more listeners (Phelan, 2001). Besides, Jiang (2007) stated that ad hoc interpreting emphasizes spontaneous aspect where there are face-to-face situations. This type of interpreting is used in an informal situation, for example in a business meeting or community interpreting.

Conference interpreting. Phelan (2001) stated that “The term conference interpreting refers to the use of consecutive or simultaneous interpreting at a conference or a meeting” (p.6). In addition, Ricardi (2005) stated the interpreter commonly listen in the second language then translate and convey the meaning using the first language (as cited in Meliadini, 2017). Each interpreter sits down separately (in a booth) that can see the speaker. Each booth consists of two interpreters. One person becomes an active interpreter and another person acts as a passive interpreter who serves as an assistant. He must be ready at any time to provide information that is left behind (Aryanto, 2015).

Whispered interpreting. Whispered interpreting is used in where one and two people do not understand the source language (Phelan, 2001). In whispered interpreting, most of the interpreters say in a low voice than whispering. The interpreter conveys the message simultaneously to the listener after the speaker talks.

Sight interpreting. Sight interpreting is an oral translation of written text from one language to another language (Meliadini, 2017). In addition, Phelan (2001) mentioned that interpreter is often requested to read and translate document loudly. So, the interpreter must read the document and then deliver the translation using the target language in a loud voice. The example of this interpreting is like in a business meeting or in a court setting.

Community interpreting. Community or public interpreting is associated with institutional communicative situations such as immigrants’

problems and court interpreting (Jiang, 2007). Besides, community interpreting is provided face to face involved in the scope of social service, law, health and education (Phelan, 2001).

Difficulties in Interpreting

In interpreting activity, the interpreter sometimes encounters some difficulties. The researcher found various difficulties in interpreting according to experts and previous studies. These difficulties might be experienced by certain types of interpreter, they are lack of vocabulary, lack of concentration, having limited time, memorization of the words, difficulty in understanding speakers' speaking speed, difficulty in understanding pronunciation, nervousness and different cultural background. The difficulties are described below.

Lack of vocabulary. An interpreter who does not master vocabulary in interpreting can raise difficulties. Pratiwi (2016) exclaimed when interpreter does not have a lot of vocabularies will find it hard to deliver the message from the speaker because the interpreter cannot comprehend the meaning properly. She added an interpreter should understand vocabulary both source language and target language. In line with Nurfauziyah (2017), the interpreter encounters problem to interpret the speaker's message when found unfamiliar vocabulary. Furthermore, Gile (2009) supported that interpreter requires to gain as much vocabulary as possible.

Lack of concentration. Concentration is one of the vital things in doing interpreting activity, if the interpreter loses the concentration he or she cannot catch the meaning well. Lack of pay attention and concentration from source

language makes the interpreter miss the information that was given by the speaker (Pratiwi, 2016). It is in line with Nurfauziyah (2017) who stated that the interpreter who does not focus on the speaker will lose the point to interpret the message.

Having limited time. An interpreter has a very short time. It is supported by Pratiwi (2016) who said that the interpreter has limited time to interpret knowledge or meaning to the client. She explained the interpreter must use the time to interpret the message properly because if the interpreter cannot adjust the time, there are many meanings that will be missed. Fugen, Waibel, and Kolss (2007) revealed that simultaneous interpreters need time to prepare and adapt to target language and area. A study from Nurfauziyah (2017) found, the interpreter could not convey the content well due to lack of time.

Memorization of the words. Memory is one of the significant things and oral communication difficulties in interpreting activity particularly in consecutive interpreting (Pratiwi, 2016). Lack of ability to memorize words from source language will affect interpreter's performance. The interpreter is not able to reckon the utterance well and it happened during interpret the language to target language (Nurfauziyah, 2017). Besides, the interpreter has difficulties to remember the utterance when he attempts to memorize the utterance in his own memory. Janzen mentioned there are two types of memory, namely short-term memory and long-term memory (as cited in Asgari, 2015). The short-term memory is used to recall what is listened and the long-term memory assists to contextualize what is listened (Phelan, 2001).

Difficulty in understanding speakers' speaking speed. Another difficulty faced by interpreter is difficulty in understanding speakers' speaking speed. The interpreter cannot get the meaning due to speaker's speaking speed in source language (Nurfaiyah, 2017). According to Yu (2017), the speakers' speaking speed influences interpreter's performance. He elucidated when speaker talks slowly, the interpreter can comprehend almost all main points. An interpreter may have to handle 120 – 150 words per minute (Hasanshahi & Shahrokhi, 2016). As Amini (2011) acknowledged speed delivery of interpreting is linked to various factors such as source-text complexity, speed of input, interpreter's knowledge about source or target language, strategies used by the interpreter, the topic under discussion, intonation patterns, and etc.

Difficulty in understanding pronunciation. Speaker's unfamiliar accent is one of possibly problematic factors (Pochhacker, 2015). For instance, accented speech might cause misunderstanding in interpreting (Lin, Chang, & Kuo, 2013). A survey conducted by Chang and Wu (2014) found that accent is perceived the main difficulties in interpreting; several accents are considered to be more challenging than others. Mahmoodzadeh (2006) claimed that one of the important components that interpreters should have is they can comprehend all of language variation or accent, at least by having standard pronunciation. On the other hand, several speakers might have heavy accent or unclear pronunciation and it becomes a problem for interpreter when he is not used to these language variations (Baranyai, 2011).

Nervousness. Nervousness can be a problem for an interpreter. Pratiwi (2016) claimed that nervousness is one of the factors that caused bad performance for an interpreter when interpreting the message. In addition, she stated that the reason why interpreter feels nervous is that the interpreter lack of preparation.

Different cultural background. According to Kalina (2000), the differences of country culture is one of problems in interpreting. Similarly, Gile (2009) revealed that the cultural differences linked to language community and it may also be the source of the difficulty for the interpreter. In addition, Meyer (2010) as cited in Pochhacker (2015) claimed that difficulties come from cultural differences among people who speak different languages. Everybody has different perception and the way community perceives is culturally established. Hence, the cultural background influences to international communication (Pujiyanti & Zuliani, 2014).

Strategies to Overcome Interpreting Difficulties

Interpreters sometimes face difficulties and they should have strategies to overcome the difficulties. There are various strategies carried out by experts and previous studies to overcome interpreting difficulties such as understanding the context, doing note taking, listening and understanding to the source language, asking for help, finding synonym, adding information, using smartphone, familiarizing with pronunciation, using body language, increasing focus on source language, asking for repetition, and asking to use second language. The strategies are explained in the paragraphs below.

Understanding the context. The interpreter needs to understand the context or material that will be discussed because it helps facilitate the interpreter when delivering the message. Meliadiny (2017) exclaimed that understanding the context assists interpreter's performance better and makes the interpreter more confident. Meliadiny (2017) added that the interpreter should discuss with the speaker about the topic or material before interpreting. Likewise, Chang and Kuo (2014) mentioned that the interpreters ask speaker for a copy of files or script in order to form an idea how the speaker talks. The interpreters do this way before interpreting activity.

Doing note taking. The interpreter cannot merely reckon on memory while interpreting. The interpreter should write notes to assist record information as much and accurately as possible (Ma, 2013). Besides, Asgari (2015) acknowledged that taking note proposes to relieve memory. Moreover, note taking helps interpreter recall the details and long sentences from the message. Miremadi (2013) said that even though the interpreter had understood the message but he/she did not always remember things such as numbers, names or list exactly, therefore, the interpreter should do note taking (as cited in Asgari). Doing note taking usually conducted in consecutive interpreting. The interpreter can use the target language or source language or both in note taking (Ma, 2013). The interpreter chooses the easiest or most appropriate language.

Listening and understanding to the source language. Ribas (2012) stated that this strategy involves summarization and generalization. One strategy is to make a summary. Summarizing helps to interpret the message by

concluding what the speaker said (Meliadiny, 2017). In addition, the interpreter may combine the speaker's opinion and interpreter's opinion. Another strategy is a generalization. According to Meliadiny (2017), interpreter attempts to translate into the source language as simple as possible to grasp the meaning. Moreover, he/she is able to interpret the speech directly to the listeners.

Asking for help. This strategy includes asking for booth mate's help and asking friend's help. There are at least two interpreters in the booth at the time of simultaneous interpreting. They are an active interpreter and passive interpreter. The passive interpreter is able to give full attention to listen, so that s/he has a better chance to comprehend the difficult message. Meanwhile, the active interpreter has to divide attention to listen and understand, have short-term memory and reconstruction (Ma, 2013). Furthermore, the passive interpreter has sufficient time to consult about other documents and then provides information to the active interpreter. Meanwhile, asking friend's help is one of strategies which can be done by interpreter to cope with the problems. Zagoto (2016) believed that asking help from others can support a better comprehension of target language. It deals with lack of vocabulary (Megawati and Mandarini, 2017). Moreover, asking friends' help is a comfortable way to comprehend the point of view in making a conversation or discussion (Mahfoodh and Alghail, 2016).

Finding synonym. According to Li (2015), when the interpreter cannot mention the ideal equivalent of lexical element in the source language, he or she provides a similar term or synonym in target language. Likewise Aryanto (2015)

exclaimed that synonym can be used as variation of vocabulary.

Adding information. One of strategies to cope with interpreting difficulties is adding information. Li (2015) argued that the interpreter can add information or expand source language so that he is able to deliver or clarify the point and avoid unclear information in target language. Moreover, Li added that this strategy help to communicate meaning to listener.

Using smartphone. Using smartphone involves dictionary and application to learn English. Mohamed et al (2017) exclaimed that dictionary can be used as a strategy to comprehend vocabulary. Besides that, Scholfi (2010) stated that dictionary is implied to check spelling, look up the meaning of unfamiliar words, and confirm the meaning of partially known words (as cited in Mohamed et al, 2017). Similarly, Xueping (2014) mentioned that to discover specific vocabulary, dictionary is able to be used because it can give a lot of information. In addition, Wang, Teng, and Chen (2015) exclaimed that smartphone or mobile application help to facilitate English vocabulary.

Familiarizing with pronunciation Another strategy to understand speaker's accent is familiarizing with pronunciation. According to Hough (2010), the more familiar with pronunciation, the more comfortable the interpreter uses it, and the clearer he can communicate in conversation context. It is in line with Pradana (2018) who argued that being familiar with accent can help the interpreter to comprehend English better.

Using body language. One of strategies to help interpreter coping with difficulty in interpreting is by using body language. The interpreter can use body

language in order to make the meaning clearer. Wang (2017) explained that body language is a good tool to communicate with others and express one self. Besides that, body language can be the supplement or information and allow effective communication with language.

Increasing focus on source language. An interpreter should focus and pay attention to source language. Meliadini (2017) claimed that interpreter should focus on what the speaker said to understand the content of the speech. In addition, Nolan (2005) revealed that an interpreter must keep focusing and concentrating during interpreting and catching up the point of discussions on many topics.

Asking for repetition. Another strategy that can be done by interpreters in interpreting is asking for repetition. According to Russel (2010), the interpreters are required to confirm and clarify when they need complete and suitable information. The interpreters cannot assume any information. Therefore, they need to clarify the correct information from speaker.

Asking to use second language. One of strategies in interpreting is asking to use second language. Russel (2010) claimed that the interpreters need to maximize source language so that he or she can interpret the speech without any challenges. This strategy helps the interpreter to convey the speech.

Learning Express (LEx) Program

Learning Express also called LEx program is program collaboration between a private university in Yogyakarta and Polytechnic in Singapore under the supervision of MIT (Massachusetts Institute of Technology), United States.

This Learning Express program implements the design thinking method, which is a method for creating a solution to solve the problems with innovation or technology. It can be said that LEx program is one of international community services in private university of Yogyakarta. There are two batches opened each year. The first batch is conducted in March and the second batch is held in September.

This program involved 28 students of private university in Yogyakarta and 28 students of Singapore Polytechnics. In addition, there are some lectures from both of them as the facilitator. One of requirements to join LEx program is having English speaking skill. LEx student's fluency is examined at the interview process. LEx students required to have good English skill. However, based on the researcher's experiences, only some LEx students in batch 1 could speak English fluently. On the other hand, all LEx students in batch 2 master English well. In selection process of LEx program 2018 batch 2, the interview was more difficult than beforehand.

LEx program was held for 12 days in Yogyakarta but LEx students had done community service in Yogyakarta's village for 18 days previously. LEx students got workshop about design thinking method before going to Yogyakarta's village. After that, the students stayed for 3 days in a village to conduct observation and interview to find out the problems happened in the village. There are differences between LEx program batch 1 and batch 2. In batch 1, all of activities like workshop design thinking were carried out in Yogyakarta, but for batch 2 LEx students got workshop in Singapore for 3 weeks then they did

community service in Yogyakarta for 12 days. Moreover, LEx students from batch 2 got workshop about leadership skill and data analysis.

LEx students did interpreting in the interview session. In addition, they do interpreting when the villagers have free time. The villagers speak Javanese and Indonesian language, meanwhile the interpreters speak Indonesian language. Since villagers speak Indonesian language, while Polytechnic students speak English, Polytechnic students need an interpreter in order to bridge the communication. As the partner of Polytechnic students, LEx students become interpreter to help them in doing interview. LEx students interpreted the message from villager to Polytechnic students and vice versa. The researcher mentioned students of Singapore polytechnic as Polytechnics students and students of private university as LEx students.

Review of Related Studies

In this part, the researcher reviews several related studies about interpreting. There are three related studies to this research. Nosratzadegan (2014) conducted a case study on the problem awaiting an interpreter in the process of consecutive interpreting from Persian into English. This study aimed to find out the problem of the consecutive interpreters. Interview and test were used as a data collection. The participants in this research were English translation students. This study revealed that there are three main problems for interpreter such as note taking, memory, and speed. The study also reported that other problems can be caused by inappropriate selection of lexicon, syntax, and semantics.

The second research was conducted by Pratiwi (2016) about common errors and problems encountered by students English to Indonesian in consecutive interpreting. The purpose of the study was to explore the common errors and problems in consecutive interpreting from English to Indonesian. The researcher used qualitative by involving an interview as the data collection method. The participants were six students who took translating and interpreting course as the major courses. This research showed that there were six common errors in consecutive interpreting that were additions, inadequate proficiency including lexical errors and incorrect translations, literal translation, non-conservation of paralinguistic features including fillers, repetitions, and incomplete sentences.

Regarding Pratiwi's (2016) finding, addition was the most common recurring errors that were often encountered. The students tried to deliver ideas that they did not know the vocabulary, finally, they added new information to the message. In this case, it can cause misunderstanding. The research also found that several problems were divided into seven categories such as nervousness, lack of language proficiency, time pressure, lack of vocabulary, concentration, and environment. Nervousness was found to be the biggest factor that caused low performance. When the students lacked preparation and confidence, it made them be nervous and it impeded the interpreting activity.

Last, Meliadiny (2017) conducted the research on exploring students' strategies in consecutive interpreting from Indonesian to English. The aim of the study was to find out students' strategies in consecutive interpreting from

Indonesian to English. Qualitative was used in this study. The participants were English Education Department students who took Interpreting course. The result reported that there were two types of strategies, the students' strategies before doing interpreting practice and students' strategies while doing interpreting practice. The students' strategy before doing interpreting practice was understanding the context. The students' strategies while doing interpreting practice were consist of making note taking, decoding notes, listening to the source language, coping tactics, and expression and reformulation.

There are similarities and differences from the three studies mentioned in this research. The three studies used university students as the participants and so does the researcher. The researcher will use a qualitative approach, it is similar to the second and third study. Meanwhile, the first study used qualitative and quantitative approach. There are differences found by the researcher with the three studies. The three studies discussed specifically consecutive interpreting, however, the researcher will examine interpreting activity in general. To sum up, those three studies acknowledged that the interpreters still encountered several problems and they found strategies to overcome the problems in interpreting activity.

Conceptual Framework

In the conceptual framework, the researcher explains in a brief overview of interpreting according to some experts in previous studies. From several experts who gave explanation of interpreting, it can be concluded that

interpreting is an activity in which someone translates language orally, it substitutes source language to target language so that people understand the message. Furthermore, interpreting activity can be carried out simultaneously or consecutively. In doing interpreting, the interpreters might encounter some difficulties because the interpreters have not learned about interpreting skills. They just get a little information about interpreting activity from the facilitator. Each LEx student should become an interpreter in order to communicate with Polytechnic students and the villagers in an interview that aims to obtain data. The researcher wants to explore the difficulties faced by LEx students during interpreting activity, besides interpreting activity is new for them. In addition, the researcher wants to reveal what strategies used by LEx students to face the difficulties in interpreting. This research is conceptualized by the following figure.

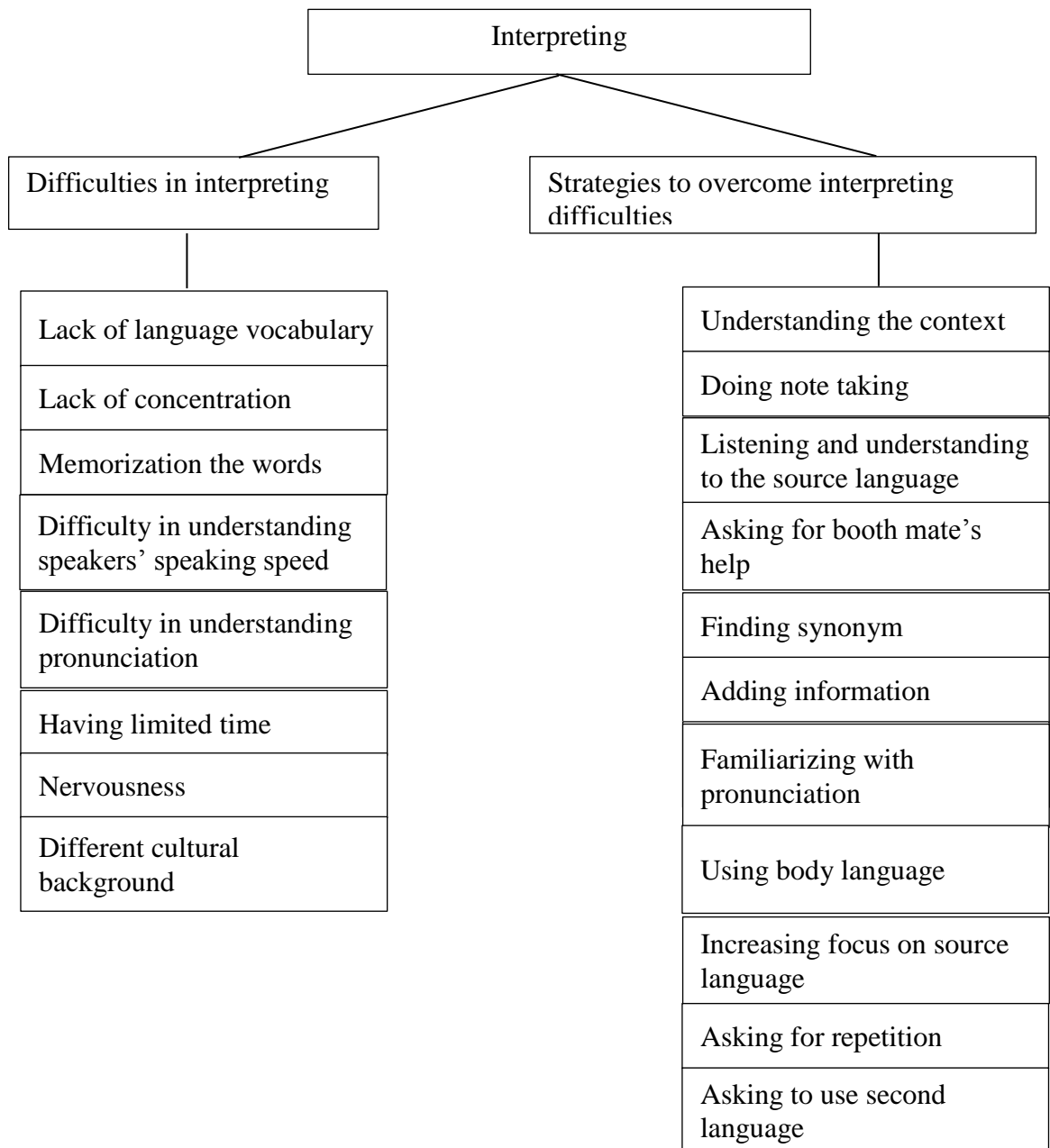


Figure 1. Conceptual Framework