Chapter Four

Findings and Discussion

This chapter presents findings and discussion based on collected data from the participants. At this point, the researcher explains the findings and discussion of the research related to difficulties and strategies of LEx students in interpreting activities. The findings and the information are supported by some quotations from the transcription.

Difficulties Faced by LEx Students in Interpreting Activities

In this part, the researcher elaborated the result of the interview related to first research question about the difficulties faced by LEx students in interpreting activities. The researcher found five findings for the first research question. Based on the interview, the difficulties faced by LEx students in interpreting activities were lack of understanding source of language, lack of vocabulary, difficulty in understanding speakers' speaking speed, difficulty in understanding pronunciation, and different cultural background. Finally, each finding of the difficulties faced by LEx students in interpreting activities is explained in the following paragraphs in detail:

Finding 1: Lack of understanding of source language. Two participants, Charlotte and Louis stated that they faced the difficulty to interpret the meaning due to lack of understanding of source language. In this context, the source language was Javanese. On the other hand, the participant cannot speak Javanese. Both Charlotte and Louis were not able to grasp Javanese because they did not come from Java while the community which they interpreted sometimes spoke

Javanese during conversation. From the statement, it happened because the villagers spoke Javanese. That way, the villagers often mixed Javanese and Indonesian language during the interview. Because of this, LEx students were not able to interpret the message to Polytechnics students properly. Charlotte said, "The people speak Javanese while I am not Javanese, so I cannot understand it" (P1.1). From the statement mentioned, it was similar with Louis who acknowledged, "I do not understand Javanese" (P2.10). Those findings mentioned were in line with Ribas (2012) who claimed that lack of understanding of the source language can be problem in interpreting. Ribas (2012) added that the interpreter is not able to create the speech well because of lack of understanding of source language.

Finding 2: Lack of vocabulary. Another difficulty faced by participants in interpreting activities was lack of vocabulary. Lack of vocabulary came from LEx students and Polytechnic students. In this context, lack of vocabulary was from English language. LEx students revealed that Polytechnic students were lack of vocabulary. In addition, sometimes Polytechnic students did not know the vocabulary or they knew the vocabulary but it was used in different context.Therefore, they could not get the point. According to two participants, LEx students should explain the context clearly. As Louis said, "There were a number of obstacles when Singapore students did not know some vocabularies" (P2.1). For example, when Louis mentioned scoop for water, Polytechnic students did not get the point so that Louis explained to them. In this context, the scoop for water was used to take a bath.

Morever, Loius stated that he could not mention the vocabularies about objects. He stated, "I find it hard to mention the vocabularies about the names of objects" (P2.8). Besides that, he explained that he did not know the vocabulary or little thing in daily life to mention carpet. Meanwhile, William exclaimed that he forgot about vocabulary while interpreting the message. He asserted, "Sometimes, I forget the vocabulary" (P3.5). For instance, when he wanted to say something, he suddenly forgot the vocabulary. Accordingly, LEx students could not deliver the speech because of lack of vocabulary in English language. The finding was similar with Pratiwi (2016) who asserted that when interpreters do not have a lot of vocabularies, they will find it hard to deliver the message from the speaker because the interpreters cannot get the meaning properly. In addition, Nurfauziyah (2017) claimed that the interpreter encounters problem to interpret the speaker's message to find out unfamiliar vocabulary.

Finding 3: Difficulty in understanding speakers' speaking speed. All participants stated that they encountered the difficulties in understanding speakers' speaking speed. In this context, the speakers were Polytechnics students who spoke very fast. LEx students were not able to get the point because Singaporean students spoke English too fast. The statement was mentioned by Charlotte who revealed, "I cannot grasp the language because the speech is quite fast" (P1.3). For instance, Charlotte told that she got difficulties to catch the point from Polytechnic students especially her friend from Indian race who spoke so fast. The statement mentioned was similar with Louis who said, "Singaporean students talk fast, so it becomes the difficulty" (P2.6). Furthermore, William had

same thought. He said, "Singaporean students speak very fast, so I cannot comprehend the meaning correctly" (P3.2).

This finding is in line with Yu (2017) who stated that understanding speakers' speaking speed is one of the problems in interpreting activities. Besides that, it is also supported by Nurfauziyah (2017) who mentioned that the interpreters are not able to catch the meaning due to speaker's speaking speed in the source language.

Finding 4: Difficulty in understanding pronunciation. One of the problems in interpreting activities was difficulty in understanding pronunciation. In this context, Polytechnic students-had-different accent so that LEx students got difficulty in interpreting. According to participants, Singaporean is multicultural country so there are some cultures, races, and language such as Malay, India, Chinese which might influence their accent. Different accent and unclear pronunciation made LEx students feel difficult to catch the point. In addition, all participants said that Polytechnic students' pronunciation was hard to be understood. Charlotte said, "I have the difficulty in understanding the language because the accent is unfamiliar" (P1.4). Similarly, Louis stated, "Singaporean students have very difficult accent" (P2.3). He added that he understood British accent more because he got exposure from British and American accent. Meanwhile Singaporean English is mixture of Chinese and British accent. Moreover, William argued, "obstacle in interpreting occurred because Singaporean students had different accent, and they used mix-accent such as Malay, India and Chinese in speaking context" (P3.1). For instance, Polytechnic

students spoke English using unfamiliar accent, or sometimes they used Chinese and Indian accent mixing with British accent. Thus, LEx students got the difficulty to understand the meaning. In addition, William stated that the pronunciation was different, so what he heard was different as well.

The statements mentioned are in line with Asgari (2015) who explained that pronunciation is one of important aspects in interpreters' success. If the interpreter cannot comprehend the pronunciation, it can be a problem. Moreover, Pochhacker (2015) revealed that speaker's unfamiliar accent is one of possible problematic factors. Some speakers might have heavy accent or unclear pronunciation, so it becomes an obstacle for interpreter when he or she does not get used to the language variations (Baranyai, 2011). According to Lin, Chang, and Kuo (2013), accented speech might cause misunderstanding in interpreting. A survey was conducted by Chang and Wu (2014) found that the accent is perceived the main difficulties in interpreting, and several accents are considered to be more challenging than others.

Finding 5: Different cultural background. The last finding was different cultural background. According to participant, since Singapore and Indonesia had different culture, there were several things or objects which the Polytechnic students knew, but it was not transferable in Indonesian language. Therefore, LEx students had difficulty to explain the context to them. The Polytechnic students were not familiar with Indonesian context. As seen in the following statement, Louis stated, "Singaporean students know the vocabulary, but it is not suitable with the context" (P2.2). It occurred when Louis explained the context about place

in Indonesia. For example, Polytechnic students asked LEx students when they saw the soccer field in Yogyakarta village. Polytechnic students thought that the field was a large area like soccer field in Singapore. However, a field in Indonesia was like open area in which it could be used to play football for community activity. LEx students should explain the context what field in Indonesia was. Besides that, LEx students encountered the obstacle to explain intended ideas when they and Polytechnic students discussed to find problem solving. It happened because LEx students and Singaporean students had different perception of culture, so Singaporean could not get the point. William said, "the difficulty happened in discussion session because they have a different understanding of culture so that it is difficult to explain the intended perception" (P3.7). This difficulty happened between LEx and Polytechnic students who discussed to solve the problem in Yogyakarta's village. William said that Polytechnic students' notion was irrelevant to be implied because they did not know the culture of the village people. He added that they had different perception of culture, so Polytechnic students were not able to get the point. Because of different understandings, it could make the students feel difficult to explain their perceptions.

According to Kalina (2000), different culture is one of problems in interpreting. Meyer (2010) as cited in Pochhacker (2015) argued that problems can come from cultural differences among people who speak different languages. Likewise, Gile (2009) mentioned that the cultural differences related to language community which may also be the source of the difficulty for the interpreter.

Everybody has different perception and the way community perceives is culturally established. Therefore, the cultural background influences to international communication (Pujiyanti & Zuliani, 2014).

Strategies Done by LEx Students' to Overcome the Difficulties in Interpreting Activities

The second research question was about the strategies used by LEx students to overcome difficulties in interpreting activities. There were eleven findings resulted to answer that questions. Based on the interview, the strategies to overcome the difficulties in interpreting activities were asking for repetition to solve difficulty in understanding speakers' speaking speed and difficulty in understanding pronunciation, asking to use second language to solve lack of source language, increasing focus on source language in solving difficulty in understanding speakers' speaking speed and difficulty in understanding pronunciation, asking the meaning to solve difficulty in understanding pronunciation, asking speakers to change the way they speak to solve difficulty in understanding speakers' speaking speed and difficulty in understanding pronunciation, using smartphone to solve lack of vocabulary and difficulty in understanding pronunciation, familiarizing pronunciation to solve difficulty in understanding pronunciation, pointing the item intended to solve lack of vocabulary, asking friend's help to solve lack of source language, lack of vocabulary and different cultural background, using body language to solve lack of vocabulary, and finding synonym to solve lack of vocabulary. Hence, for more detailed information is explained in the following paragraphs:

Finding 1: Asking for repetition. This strategy was used to solve the issue related to difficulty in understanding speakers' speaking speed and difficulty in understanding pronunciation. Based on Charlotte's statement, "I asked Singaporean students to repeat the words" (P1.5). She said that when Polytechnic students speak so fast, she asked them to repeat the words. The statement mentioned was similar to Louis who argued, "I told them to repeat their words, and they repeated with a British accent" (P2.17). He also said that he used this strategy to know what the speaker said clearly. Moreover, he asked for repetition in order to avoid misunderstanding between him and Polytechnic students. This finding was in line with Russel (2010) who explained that the interpreters are required to confirm and clarify when they need complete and appropriate information.

Finding 2: Asking to use second language. This strategy was used to solve the lack of source language. In this context, the first language used by villagers was Javanese, and the second language was Indonesian language. LEx students asked the people to use Indonesia language. They told to resident that they did not come from Javanese so they could not comprehend Javanese clearly. The statement was mentioned by Charlotte who said, "I told the residents that I did not understand Javanese so that people maximized to use Indonesia language in making a conversation" (P1.6). Charlotte stated that she asked the residents to speak second language so that she could interpret the language well. Besides that, Louis said, "I asked the people to speak Indonesia language" (P2.11). He asserted that he told to resident that he does not understand Javanese, and the resident

knew it. Then, the resident spoke Indonesia language. As the result, it was similar with Russel (2010) who argued that the interpreters need to maximize source language so that he or she can interpret the speech without any challenges.

Finding 3: Increasing focus on source language Increasing focus on the source language came up as the strategy to solve difficulty in understanding speakers' speaking speed and difficult in understanding pronunciation. One of the participants, Charlotte revealed that her strategy to cope with difficulty in understanding speakers' speaking speed and difficulty in understanding pronunciation was done by increasing focus to source language. In this context, the source language was English and the speaker was Polytechnic students. She listened to the point of conversation carefully. In addition, she had to pay attention and focus on the speaker. It was proven by her statement. She said, "I listened to the point of conversation carefully" (P1.7). She added, "I have to pay attention and focus to the speaker whose accent is unfamiliar and too fast" (P1.8). She argued that this strategy was quite effective in order to assist conversation during interpreting. It can be said that the participant implied strategy by increasing focus to deal with Polytechnic students' pronunciation and the speaker which speak so fast. The result is supported by Meliadiny (2017) who asserted that interpreter should focus on what the speaker said to understand the content of the speech. An interpreter must focus and concentrate during interpreting and catching up the point of discussions on many topics (Nolan, 2005).

Finding 4: Asking the meaning. Asking the meaning was used to cope with difficulty in understanding pronunciation. One of the participants, Louis, did this

strategy. Louis explained that he had to ask the meaning when he was not able to catch the point from Polytechnic students. In regards to his statement, he said, "Sometimes I have to ask what the meaning is" (P2.4). Due to Polytechnic students' accent is different, Louis could not listen to it properly. Hence, he had to ask what the speaker meant. The finding was supported by Kharis (2018) who revealed that asking the meaning can reduce misunderstanding toward the English speakers.

Finding 5: Asking speakers to change the way they speak. This strategy was used to solve difficulty in understanding speakers' speaking speed and difficulty in understanding pronunciation. Asking speakers to change the way they speak included asking to speak clearly, asking to speak loudly, and asking to speak slowly. There were two participants who mentioned this strategy. Louis said that he asked Polytechnic students to speak clearly because they had different accent. Louis argued, "I asked Singaporean students to say it clearly" (P2.5). This finding is in line with William who said that he asked Polytechnic students to speak loudly to cope with unfamiliar accent. He also exclaimed, "I asked Singaporean students to speak loudly" (P3.4). In addition, both participants asked the speaker to talk slowly. This strategy was done when Polytechnic students speak so fast. Louis maintained, "I ask the speaker to speak slowly" (P2.7). William added, "I asked Singaporean students to talk slowly so that I can grasp it" (P3.3). Moreover, he exclaimed that asking speakers to change the way they speak was useful strategy to make clear conversation. The result of this study is in line with Meliadiny (2017) who said that asking speakers to change the way they

speak makes the interpreter understand the topic. Thus, she claimed that this strategy can be used to avoid misunderstanding.

Finding 6: Using smartphone. Using smartphone was able to solve lack of vocabulary and difficulty in understanding pronunciation as the strategy used in interpreting activity. One participant said this strategy using Smartphone. Using smartphone consisted of using dictionary and English learning application. Louis argued that he needed the dictionary to translate the vocabulary. Besides that, he downloaded English learning application to check the pronunciation. He said, "I need to open dictionary to translate the vocabulary" (P2.9). Moreover, Louis stated that he used smartphone to download English learning application. In English learning application, there was the feature about pronunciation. Louis used pronunciation feature to check pronunciation whether it was correct or not in order to avoid misunderstanding. Furthermore, he used English learning application because it was not sufficient if he only used dictionary. Additionally, using smartphone was practical, effective, and efficient because it did not waste the time. This finding is in line with Wang, Teng, and Chen (2015) who maintained that smartphone or mobile application helps to facilitate English vocabulary. Besides, Xueping (2014) asserted that to discover specific vocabulary, dictionary is able to be used because it can give a lot of information. Furthermore, using dictionary can assist to find the correct English' pronunciation and translate the meaning (Kharis, 2018).

Finding 7: Familiarizing with pronunciation. Familiarizing with pronunciation

was a strategy to solve pronunciation problem. The second participant, Louis

clarified that he did this. After getting used to listen to it, he could comprehend the

point by himself. Louis exclaimed, "I familiarized with the accent which finally I

understood it by myself" (P2.14). He told that for the first time he did not get

used to Singaporean accent, but after four till five days in Singapore, he had

familiarized with the accent. It can be said that he listened to speaker's accent then

to be familiar with it in order to overcome different in understanding

pronunciation of Polytechnic students. This result was related to Pradana (2018)

who believed that being familiar with accent can help the interpreter to

comprehend English better. Additionally, it is supported by Hough (2010) who

stated that the more familiar with pronunciation, the more comfortable the

interpreter uses it, and the clearer he can communicate with it in conversation

context.

   Finding 8: Pointing the intended item. This strategy was used to solve the

lack of vocabulary mastery. One of participants said that he pointed the item

intended as a strategy. Louis explained that he pointed the item or object intended

when he could not mention the vocabulary. He also said, "If the items are around

me, I pointed it" (P2.15). Besides that, he pointed the item intended to deal with

lack of vocabularies. It seems that the participant had no idea to mention the

vocabulary refers to object in the middle of conversation with Polytechnic

students, so he pointed the item intended in order to convey his meaning. The

finding of this study is in line with Megawati and Mandarini (2017) who

exclaimed that pointing the item or object intended can be used as a strategy when the interpreter does not have the idea to mention it.

Finding 9: Asking friend's help. This strategy could solve the lack of source language, lack of vocabulary, and different cultural background. Another strategy was found by LEx students through asking friend's help. LEx students asked their friends who understood the language better than them. The first participant, Charlotte asked friend's help when she could not understand Javanese. She acknowledged, "I asked my friend who understands Javanese" (P1.2). Meanwhile, Louis asked to his friend when he did not know the vocabulary. He asked his friend who mastered English better than him. He said, "I asked friend who is expert in English because I know their capabilities" (P2.16). Furthermore, William asserted that he chose one of his friends who could speak English fluently in explaining the topic so that Singaporean students were able to get the point easily. As mentioned in his statement, "I chose one person who is fluent in English for explaining to Singaporean students so that they are able understand the communication content well" (P3.9).

In addition, this finding is similar with Megawati and Mandarini (2017) who mentioned that appealing for assistance is one of strategies to deal with lack of vocabulary. Also, Megawati and Mandarini (2017) added that appealing for assistance may be used when the interpreter ask for help about the difficulties which they face. Besides that, asking help from others can support a better comprehension (Zagoto, 2016). Mahfoodh and Alghail (2016)-added that asking friends' help is comfortable way to comprehend the point of view in making a

conversation or discussion. Furthermore, the interpreter can ask for mate's help in simultaneous interpreting (Ma, 2013).

Finding 10: Using body language. This strategy was to solve lack of vocabulary. Based on the interview, there was one participant who stated that he used body language as a strategy to overcome the difficulties in interpreting activity. William argued that applying body language; Polytechnic students could get the point of him. He said, "I used body language so that Singaporean students understand more" (P3.6). William told that he used body language because he did not know the vocabulary which he wanted to say. Thus, he tried to use body language to deal with that problem. This result is in line with Wang (2017) who 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.

Finding 11: Finding the synonym. Finding the synonym came up as the strategy to solve lack of vocabulary. The third participant, William mentioned one of strategies to cope with difficulties in interpreting which was finding the synonym. He said that by finding out the synonym or other explanation that was easier to be understood though it quite long explanation could solve lack of vocabulary. He argued, "I found synonym or other explanation which refers to the word" (P3.8). William claimed that even though finding synonym or other explanation took time to think, it was quite effective strategy. For the reason, Polytechnic students grasped the point. Thus, when William had no idea of a certain vocabulary that he did not know in English, he tried to find the synonym.

Therefore, the finding is related to Aryanto (2015) who believed that the use of synonym is a way to overcome difficulty of vocabulary. Furthermore, Li (2014) exclaimed that when interpreter cannot mention the discourse, he/she can provide a near equivalent term or synonym in target language.