CHALLENGES IN INTERPRETING ENGLISH INTO INDONESIAN BY INDONESIAN INTERPRETERS

Fasaaro Hulu
Universitas Karimun (UKA), Karimun, Indonesia
Email: fashulu@gmail.com

Ambalegin Ambalegin
Universitas Putera Batam, Batam, Indonesia
ambalegin@puterabatam.ac.id

ABSTRACT

This study aims to discover the challenges in interpreting English into Indonesian. When the the source language (SL) speaker delivers a speech, and interpreters convey the meaning into the Indonesian language as target language (TL). This study used qualitative research method. Data were collected by using the interview, open-ended questions to obtain main data from the respondents. Respondents are Indonesian interpreters in Indonesia as they have more than five years of experience in interpreting. The collected data are transcribed and deeply analyzed, grouped and compared with the different and similar data to recent research results, explained by using words and texts and applied a table to display the results of challenges English in interpreting. The results of this research indicate the challenges English in interpreting. First, the most challenging faced by interpreters is long talks. Second, the lack of pronunciation is more challenging to record all words pronounced from the speech. And the third, topic mastery is the basic challenging as the source of materials are not available and there is not much time to approach the speakers' source language (SL).

Keywords: challenges, interpreting, source language, target language

INTRODUCTION

Interpreting is the translation of a language by oral. Increasing numbers of foreigners visiting Indonesia, English-speaking foreigners, the language they use must be translated from English to Indonesian. Interpreters work by listening to the speaker's language and conveying it into the listener's language or another language.

(Ma, 2013), the position of interpreting as a contemporary profession has been established in global communities. Interpreters act as a bridge in cross-cultural communication, helping people overcome language hurdles and remove mistrust. However, to complete the interpreting, an interpreter needs to have capabilities.

According to Nolan (in Hidayat et al., 2017), interpretation is the process of expressing to the audience what the speaker wants to say or how he wants it to be understood. An interpreter will translate a language from the source language into another language is usually done orally and does not use a dictionary in interpreting. Interprenter is a person who translates language orally. The interpreter will translate the language orally using simultaneous or consecutive interpreting. Interpreters usually work at international meetings such as seminars, conferences and humanitarian activities between two different countries. The interpreter must concentrate on every word, sentence and expression spoken by the speaker. Interpreters are required to work harder to get background information before carrying out interpreting. An interpreter is a person who masters a foreign language and has a broad insight about the culture background of the source language speakers.

Pronunciation, according to Omolu at al. (2022) "Trouble understanding the speaker's articulation amid the translation prepare was caused by a powerless tuning in expertise length of talks and quick speak". Interpreting the source language to the target language will always run smoothly if the pronunciation sourced from the source language speaker is understandable and familiar to an interpreter. The challenges English faced in interpreting is the source language speaker applies the pronunciation of the language of his own language, for example, source language speakers come from India, Myanmar, Singapore, Philippine, France, South Korea, Africa, China, Japan, Estonia, Vietnam, Malaysia, Finland, Germany, England, America and Australia. The language spoken in each country is different. Each speaker from those countries will have their own way of pronouncing English words. Interpreters will face difficulties in understanding their English pronunciation. For example, a speaker from India speaks English and applies Indian accent, a speaker from Myanmar applies Burmese accent and a speaker from Singapore uses Singaporean accent.

An interpreter must understand the custom and culture of a speaker. Before doing interpreting, the interpreters need to understand the original language of the speaker to facilitate and get the meaning conveyed by the speaker so that it can be accepted and understood by the listener.

For an interpreter, it will be difficult to explain if the speaker conveys something in a fast way. This will be harder for the interpreter and take a little time to think about the meaning. It must be recognized that this is the way an elderly person speaks in contrast to the way a child conveys words and sentences separately.

The length of the speech, Malau at al. (2021) wrote that trouble of speech's length. In interpreting activities, the speaker usually first speaks in the form of words, sentences, phrases and expressions, stops for a while, interpreter analyzes, looks for the right meaning and explains to the listeners. In normal circumstances everything goes smoothly. And there are certain moments that could be quite difficult for the interpreter to explain what is conveyed by the speaker to the listener, including the speaker himself conveying a message that is relentless or speaks quite long. Long talks or lectures in several sentences and even several paragraphs will be a challenge for the interpreter because the interpreter is not able to store detailed speech. Therefore, some sentences or words will be missed.

Mastering topics; accoding to Galaz (2011), Preparation is one of portions that ought to be included within the translation prepare. Translators require time to pick up starting information approximately the subject, which bolsters understanding talk. When the interpreter takes the role and conveys meaning from foreign language to the listeners. The speaker should establish good communication with the interpreter, exchange information about the content, material and topics that will be explained by the interpreter. The material and topics are the main parts of the conversation. Discussion is an important point that must be learned by the interpreter.   When explaining the meaning of words in accordance with the intention of a speaker, the interpreter cannot make his own decisions. It is highly desirable that the interpreter has a meeting beforehand or talks by telephone to clarify the topic and material to be presented.

Interpreters face challenges if they do not master the material. Particularly, when interpreters do not meet and communicate with the speaker. This situation will be unsastisfactory for the interpreter himself as he does not master the material. There is no preparation at all directly interpreting and could have an impact on poor connotation. Besides not mastering the topics, the source language speakers speak fast. It makes the difficulties to interpreters. According to Malau at al. (2021), "The technique of hearing in the source language first and then providing meaning in the target language is known as consecutive interpetation (CI)". A fast speaker means a speaker who speaks very quickly. It sould be paused for a moment then let the interpreter explain the meaning thoroughly but in practical, interpreter has not been finished explaining, the source language speaker immediately continues his talk.

Nowadays, the field of work of translators or interpreters is needed by communities, organizations, schools, universities, religious, institutions and the government. Currently, there are many collaborative social activities carried out jointly by the local communities with neighboring countries and countries outside Asia. The increasing numbers of activities carried out jointly in the country with foreign speakers requires translators or interpreters. So, it is providing opportunity to the interpreter must learn various ways words pronunciation of the source language speakers. And it is common for interpreter faced challenges when a foreign speaker applied their local language pronunciation, so it is difficult to catch. The most important is an interpreter must approach a speaker to find more information and know the source language convey the speech.

Previous research, In Wiguna (2014), stated, there are 10 methodologies connected by the mediator in synchronous translating at the 2013 APEC Summit Conference, i.e., reformulation, productivity in reformulation, rearrangements, exclusion, summarizing, expectation, clarification, the technique connected in case the speaker made botch, methodology connected in the event that the translator made botch, and the procedure in dodging commit to particular version such as joke or play on words. In Meladina & Sparingga (2022) said that a few troubles found by the understudies in deciphering English sentences into Indonesian. They are: 1) Being troublesome to alter the meaning of a word with the sentence, 2) Being

troublesome to discover a word within the word reference, 3) Having need of lexicon, 4) Having need of hone, 5) Time Weight that contributes to anxiety, 6) Being troublesome to studied speedier the slide appear, 7) Having need of flag, 8) Tending to interpret word by word. And in Vidyantari (2021), the difficulties are caused by a few issues amid online; web and gadget issues and interpreters cannot be seen on the screen.

Based on the problem identification, it is essential to explain the challenging in interpreting and to elaborate the process of challenging faced by the interpreters and to find the result is proposing two questions are (1) what are the challenges in interpreting? (2) How are the challnges English in interpreting faced by in interpreters?

LITERATURE REVIEW

Interpreting is the process of verbally translating thoughts and information from one language into another and as a result, spoken words become interpreters' primary focus. In Baric (1997) providing oral translations of spoken words to a group or to an individual from one language to another. Additionally, Field (2008) stated that once the signer or speaker has finished one or more thoughts in the source language and pauses while the interpreter transfers that information, the consecutive interpreting technique and its steps can be explained. There are two different types of situations in which the processes occur: the interpreter listening to the speaker and sentences in the source language, and the speech being replicated in the target language or according to the

audience. In essence, CI is a reconstruction of the speaker's information's meaning. Consecutive interpreting oral translation and it is performed successively from source language (SL)- interpreter - target language (TL) and "a translator processes the information he captures and then translates the information into the target language (Nasihin, 2015). Oral translation refers to an oral communication situation where an individual speaks in the native language, and an interpreter performs the translation process into another language. According to (Suryasa, 2016), the interpretation process is how an interpreter determines the spoken equivalent of a segment of speech in a foreign language. Both the source and target languages are spoken aloud as the interpreter conveys his interpretation of each into the other language. According to Kompa (2017), interpretation is the thrilling process of concluding. Owing to cultural and behavioral differences, interpreters might need to add words or modify sentence structures to accurately convey the speaker's meaning (Ma,2013).

Malau at al. (2021), an interpreter processes several discourse types and levels in addition to listening to speeches that are delivered. Unpredictable information or material also requires interpreters to have a broad vocabulary and excellent meaning-delivery skills between source and target languages and the capacity to identify linguistic patterns in expressions and sentences. Interpretation, according to Herrero (2023), is the process of communicating the meaning of the source text to the target text orally and through sign language. The interpreter retrieves pertinent information from both language and non-linguistic codes by processing the data kept in the "perceptual auditory storage (Ma, 2013). Interpreters can adhere

to the syntactic linearity concept when interpreting (Ziyun, 2015). Interpreters remove guessing, facilitate cross-linguistic communication, and assist people in overcoming language hurdles (Ma, 2013). Additionally, Ma (2013) noted that to perform their job, interpreters need special skills and qualities that draw attention from the larger community. According to (Şimon et al., 2015), professional interpreters and aspiring translators need to be proficient in both the source and target languages. In Malau at al. (2021), Words can typically be 40–60 characters long at a time.

The following are factors that make interpretation difficult: memorization, time constraints, anxiety, and attention; vocabulary, terms, equivalent words, numbers, and knowledge of pronunciation and context (Omolu et al. 2022). Challenges, according to Omolu et al. (2022), several terms are difficult for students to translate from the original language. Learning vocabulary is a crucial part of learning a language. Vocabulary is essential to learning a language. Omolu at al. (2022) stated that there are numerous reasons for the target language difficulties. The deficiency of vocabulary in the target language is one of them. According to Field (2008), a single word in this instance is the cause of an understanding or listening problem because it is common to presume that the listener is unfamiliar with the word and teach it as

Pronunciation, in Herrero (2017), expressed that the issues that most mediators as a rule confront come from the verbal recognition of the boost, such as exceedingly specialized wording, new highlight, talks speed. And in Ma (2013) said that it is very conceivable that the mediator may miss a few data when the data

thickness is as well tall for him to manage with

Mastering topic, in Omolu at al. (2022), the subject of discussion is a viewpoint that a mediator must face. Ordinarily, challenges in this angle are due to deficient planning time, lacking data, and the need for common information. Each elucidation movement is centered on one or more clear subjects and each speaker will (Ma, 2013). In Omolu et al. (2022), it is demonstrated that the elucidation prepare gives superior comes about than the ill-equipped prepare. If there is not sufficient planning time, it causes a mediator not to have prior knowledge. Too, it will be at that point trigger stresses and disturb concentration finding a vital word. According to Ma (2013), archive that had been studied and checked some time recently the conference can be exceptionally quick. Ma (2013) stated that the interpreter can attempt to reconstruct the discourse using the context when he is unable to hear or comprehend a specific section of it.

Taufik al. (2017), the learner does not know the word.
    a. The learner knows the composed shape of the word but has not experienced the talked shape.
    b. The learner befuddled the word with a phonologically comparable one.
    c. The learner knows the talked shape of the word but does not recognize it in associated discourse by and large or in this articulation in specific.
    d. The learner recognized the talked shape of the word but fizzled to coordinate it to any meaning.
    e. The learner recognized the talked shape of the word but coordinated it to the off-base meaning.

Ma (2013) said that the source, particularly the speaker, the interpreter's language proficiency, and his background knowledge—which encompasses both worldly and subject-specific knowledge—will all have an impact on the quality of the interpretation. **Also,** In Barik (1997) stated that the information may be deleted which is called omission and some information may be added is called addition.

Omission:

a. Skipping omission, in court interpreting, if an interpreter accidentally removes a word or short phrase that doesn't alter the overall structure, they must inform the public prosecutor and toxicologist

b. Comprehension omission, the interpreter struggles to comprehend certain sections in the text. The text then leads to a loss of significance.

c. Compounding omission, the interpreter merges two sentences by omitting.
a few expressions.

In addition, an interpreter adds some information in delivering messages to clients. These types are explained to have four kinds of
condition such as:

a. Qualifier addition is when a mediator includes descriptive word or intensifiers which do not

b. exist within the source dialect. translator can translate the dialect with including descriptive word or verb modifier in target dialect which does not exist within the source dialect.

c. Elaboration addition is when the interpreter has some unrelated information, which can therefore slightly change the meaning

d. Relationship addition is when an interpreter adds
some external conjunctions to the source language.

e. Closure addlanguage and the interpreter can reformulate, omit and misinterpret part of the target language, and finish the sentence unit without adding anything important to it.

RESEARCH METHOD

This research involved five respondents of Indonesian Interpreters. To find out of the results, the fifth of the respondents were interviewed to record the data. The source of interpreting data is based on the real experiences of respondents. During the interpreting, respondents applied consecutive interpreting. Interpreters were invited to interprete English into Bahasa when the visitors from overseas conducted social, religious, seminars, discussions, dialogs, meetings and international discussion forums. The interpreters had about five years of experiences.

Accoding to Creshwell (in Hulu & Ambalegin, 2018) in conducting the research, the researchers applied observation, recording and interview to collect the data needed. In this research, researchers applied interview, open-ended questions to the five respondents. Researchers analysed all the data as Berg (in In Hulu & Ambalegin, 2018), (1) data collected and converted in text (2) analyse the data (3) data are transformed, classified, named or explained (4) categorisation to the differences and similarity (5) explaining the process (6) data are compared by the recent research results. And data were displayed by using words, sentences and text.

RESULT AND DISCUSSION
RESULT

The result of the research is consisting of three challenges faced by the interpreters. The challenges in interpreting English are pronunciation, Length of the speech and mastering topics. Each category is score 1-5 as in 1 = most difficult, 2 = more difficult, 3 = difficult, 4 = easy and 5 = easier.

Table 1 Challenges in English interpreting

Respondents	Pronunciation	Length of the speech	Mastering topics
Respondent 1	3	2	4
Respondent 2	2	1	3
Respondent 3	3	2	4
Respondent 4	2	1	3
Respondent 5	2	3	5
Total	12	9	19

The challenges English faced by the interpreters are displayed in the table. The length of speech is the most challenging as in total 9 points. The more challenging is pronunciation as in total 12 points. And the basic challenging is matering the topics as in total 19 points.

DISCUSSION

Length of the speech is the most clallenging in interpreting. When the source language speaker is so engrossed and continues to deliver speech, the source language speaker does not pay attention to the time pause to stop. For normal circumstance, source language speaker delivers speech in a few sentences and pause for a moment to be translated by the interpreter. but if the source language speaker speaks in long sentences and complex sentences, those will be a challenge for the interpreters. The interpreter is not able to remember as whole or in detail all the words and sentences that have been spoken. In addition, the source language spoke a story of his own country of origin with long sentences.

Pronunciation shows as the more challenging in interpreting, the speaker will prepare himself for the materials. Data found that quite a lot of vocabulary was spoken and repeated many times and makes the interpreters observe the pronunciation of each word. For example, the pronunciation of the first word missed pronounced, it is difficult to interprete the meaning. The second is the pronunciation has the similar sound of words in sentences. Third is pronunciation with the conneting words as in several words spoken in a whole. Those are sounded in one word but those are not. It makes confusion for the interpreters English. The word spoken is different from the speech that is in accordance with the standard or commonly used daily. It shows different meanings. Source languge speakers should pay attention to the word-by-word pronunciation of sentences to assist interpreters in explaining to the participants. Interpreter takes a moment to determine what words are spoken so that the meaning of each sentence can be understood and comprehended.

Mastering topics is the more challenging in interpreting faced by the interpreters. If there is no preparation to carry out a speech with the source language speaker, interpreters face difficulties. It is not smooth on stage. Interpreters should be prepared well. The preparation that should be done is to get the material from the

source language speaker to study the topic and materials. Interpreters learn learn from the title, paragraphs and review the sources many times. By repeating and reopening the material from source language speaker, interpreters could master the whole contents.

CONCLUSION

The length of the speech is the most challenging faced by the interpreters. Long talk, a speech consisting of many sentences, perhaps more than ten sentences. For the interpreter, it is not easy to explain quickly because whole what had been spoken cannot be captured thoroughly. The interpreter must be accustomed to simple sentences but not complicated. Eventhough, interpreters prepared well, if the source langue speaker stick on the long talks and such a story, the interpreters must be in challenging to interprete the source language into target language

Pronunciation really determines where the conversation ahead but if the pronunciation of each word and sentence does not match the standard, it even creates a new challenge for the interpreter to find the true meaning. In English, the writing system is different from the way of reading in the context of interpreting. If the word is pronounced well, it will be translated well. On the other hand, if the word is pronounced not as usual and repeated many times because the pronunciation is not sure, it makes it difficult for the interpreter to explain. interpreter must learn from many sources, many speakers, both native speakers and non-native speakers, because the pronunciation looks different from the pronunciation of native speakers.

Mastering topics is the most essential applied by interpreters. better mastering is carrying out interpreting well. No mastering materials, the challenges English is real existed. Interpreters must prepare themselves well, study the material thoroughly, look for new vocabulary, make notes and look for definitions of words, expressions of wise words and vocabulary that are rarely used, as well as conduct short questions and answers or conversations together with the source language speaker to discover the speaker's strengths and special expressions. Good preparation will provide satisfactory results

SUGGESTION

Delivering a speech by a source language speaker should provide spare time but not spoken in long sentences or such a story. Source language speaker provides an opportunity to the interpreter to catch and explain the meaning of the speech. In the other hand, as an interpreter must be professional in carrying out his duties despite the long sentences used by the interpreter speaker must be ready and prepared well.

Interpreters are also required to continue to develop themselves, learning from various cultures and habits of people from abroad to get used to listening to their pronunciation or at least there is a brief meeting conducted before the activity. For example, conducting questions and answers with the source language speakers. interpreters ask about the topic to be discussed and other relevant sources.

Reviewing can help the interpreter recall the long material sources. In addition, the interpreter could create a list of new vocabulary or unusual words to hear every day. Perhaps, the vocabulary in a text is usually unfamiliar or not often used every day. Therefore, the interpreter must take notes and lists dowm the words.

REFERENCES

Barik, C. H. (1997). A description of various types of omission, additions, and errors of translation encountered in simultaneous interpretation. *Meta Translations' Journal* , 199-210, DOI : https://doi.org/10.7202/001972ar cited from https://www.erudit.org/fr/revues/meta/1971-v16-n4-meta254/001972ar.pdf

Field. J. (2008). *Listening in the language classroom,* Cambridge: Cambridge University Press.

Galaz. S. D. (2011). The effect of previous preparation in simultaneous interpreting: Preliminary results. *across languages and cultures* , 173-191. DOI: https://doi.org/10.1556/Acr.12.2011.2.3

Herrero, E. C. (2017). A critical review of listening comprehension in interpreter training: The case of spanish translation and interpreting degrees. . *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras, hereinafter LC,* , 7-22. DOI: 10.30827/Digibug.54000 Retrieved from https://digibug.ugr.es/bitstream/handle/10481/54000/1%20Cerezo.pdf?sequence=1&isAllowed=y

Herrero, E. C. (2023). Training prospective translators and interpreters in foreign languages: An exploratory study. The Interpreter and Translator Trainer, 17(4), 531–547. https://doi.org/10.1080/1750399X.2023.2207062. Cited from https://www.tandfonline.com/doi/citedby/10.1080/1750399X.2023.2207062?scroll=top&needAccess=true

Hidayat, N.H., Iswandi, F. & Kirom, H. (2017). Sound problems in interpreting: a comparative study of undergraduate program at Sebelas Maret State University. *Jurnal Humaniora* , *29* (3), 301-309. https://doi.org/10.22146/jh.17897 Cited from https://journal.ugm.ac.id/jurnal-humaniora/article/view/17897/17844

Hulu, F. & Ambalegin. A (2018). Kemampuan speaking mahasiswa semester 4 jurusan Sastra Inggris Universitas Putera Batam. *Prosiding Seminar Nasional Ilmu Sosial Dan Teknologi (SNISTEK), 1, 55–60.* https://forum.upbatam.ac.id/index.php/prosiding/article/view/744

Kompa, N. (2017). Meaning and interpretation. In Sarah-Jane Conrad, Klaus Petrus (Eds.). Meaning, Context and Methodology. pp.75–90. De Gruyter Mouton

Ma, J. (2013). A study of interpreting skills from the perspective of interpreting process. *Journal of Language Teaching and Research* , *4* (6). DOI 10.4304/jltr.4.6.1232-1237 Cited from https://www.academypublication.com/issues/past/jltr/vol04/06/11.pdf

Malau, P.P., Lubis, S., & Mono, U. (2021). Errors in consecutive interpreting: A case of Jessica Kumalawongso's court. Language Literacy: Journal of Linguistics, Literature, and Language Teaching. 5(1). 71-79. DOI:10.30743/ll.v5i1.2611. Cited from https://jurnal.uisu.ac.id/index.php/languageliteracy/article/view/2611 \

Meladina, M & Sparingga, M.F. (2022). A Discourse Analysis on students skill in interpreting English sentences into Indonesian. Journal of Linguistics and

Literature , 6 (2), 126-138, https://doi.org/10.33019/lire.v6i2.153

Nasihin, A. (2015). Strategi dan teknik penerjemahan lisan. *Jurnal Kagami , 6* (1). 1-14. Cited from https://journal.unj.ac.id/unj/index.php/kagami/article/view/anwarnasihin.01.05.15/10150

Omolu, F. A., Mappewali, A., Sundariyah, S. A., & Putri, D. A. (2022). Language interpretation challenges by EFL students. *Premise: Journal of English Education and Applied Linguistics , 11* (3). 476-491, DOI: http://dx.doi.org/10.24127/pj.v11i3.5071. Cited from https://ojs.fkip.ummetro.ac.id/index.php/english/article/view/5071/pdf

Şimon, S., Kilyeni, A., & Suciu, L. (2015). Strategies for improving the English pronunciation of the 1st year "Translation-interpreting" students. Procedia - Social and Behavioral Sciences, 191, 2157–2160. https://doi.org/10.1016/j.sbspro.2015.04.222

Suryasa, I. W. (2016). The comparison between interpreting and translation process. *International Research Journal of Management, IT & Social Sciences , 3* (1), 22-29, cited from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3263146

Taufik, I. K. (2017). Sound problems in interpreting: A comparative study of undergraduate program at Sebelas Maret State University. *Journal Humaniora , 29* (3), https://doi.org/10.22146/jh.17897, cited from https://journal.ugm.ac.id/jurnal-humaniora/article/view/17897/17844

Vidyantari. R, (2021). Online interpreting learning during pandemic from students' perspective. *Jurnal Pendidikan Bahasa dan Sastra , 20* (2), 210-215, https://doi.org/10.21009/bahtera.202.07, cited from https://journal.unj.ac.id/unj/index.php/bahtera/article/view/20329/10837

Wiguna. D. K. S. (2014). Strategies applied in simultaneous interpreting at *The 2013 Apec Summit Conference.* Linguistika: Buletin Ilmiah Program Magister Linguistik Universitas Udayana, 21(Sep). Cited from https://ojs.unud.ac.id/index.php/linguistika/article/view/21885/14518

Ziyun, X., (2015). The ever-changing face of Chinese interpreting studies: A social network analysis. DOI: 10.7287/PEERJ.PREPRINTS.945. Retrieved from https://www.researchgate.net/publication/273695185_The_Ever-changing_Face_of_Chinese_Interpreting_Studies_A_Social_Network_Analysis