Investigating Students' Challenges and Strategies When Interpreting

Sri Rejeki Murtiningsih[1,*] Queen Fiqi Ardlillah[2]

[1] *Univesitas Muhammadiyah Yogyakarta*
[2] *Univesitas Muhammadiyah Yogyakarta*
[*] *Email: Jackie.murt@umy.ac.id*

ABSTRACT

In the process of rapid information exchange from various languages and cultures, competent interpreters are mandatory. Interpreters are essential because they bridge communication between two or more speakers who use different languages. In their professional activities, interpreters encounter a wide variety of problems. This research aims to investigate the challenges faced by students participating when interpreting. The study also aims to explore the strategies adopted to solve the difficulties. The current study collected its data by interviewing three participants who joined the Learning Express (LEx) program, a program involving English native speakers and Indonesian students communicating with local Yogyanese using descriptive qualitative. The research revealed that the difficulties faced by LEx students when interpreting included lack of understanding source language, lack of vocabulary, interlocutors' speaking speed, difficulty with accents, and different cultural backgrounds. Furthermore, this research had found nine strategies to solve the difficulties in interpreting activities such as asking for repetition, asking to use the second language, increasing focus on the source language, asking for clarification, asking speakers to change the way they speak, using a smartphone, asking friend's help, using body language, and finding synonym. The implications of the research were also discussed.

Keywords: Interpreting in Yogyakarta, Interpreting Challenges, Interpreting Strategies

1. INTRODUCTION

When two people or more do not speak the same language, a mediator who understands both languages is needed. One of the mediator's tasks is to listen to what a speaker has said in one language and then translate it verbally in the language that the other person understands. The mediator is often called an interpreter, and the activity – transferring verbally from one language to another is called interpreting. Another task that an interpreter has to do, as Rimadi (2015) stated, is to convey the speakers' messages to the other people based on the contexts. However, the process cannot always be done by word-to-word translation [1]. Baranyai (2011) also states that an interpreter must understand several important aspects, like the topic being discussed, problems being solved, and negotiated terms [2]. Thus, interpreting the main objective is not about translating syntactic and semantic of the language to another, but conveying the meanings as intended by the speakers.

In educational contexts, interpreters are needed in many international events, such as conferences, bilateral meetings, and informal dinner events. In one of the private universities in Yogyakarta, interpreters are usually needed in important events, such as international community services, attended by participants from English-speaking countries and Indonesia. One of the activities conducted in community service is that participants have to communicate with and live with the local communities to identify problems they face and find the solutions to the problems. In the process, since the local community often uses the local language and dialects instead of the Indonesian language, interpreters, who are often students, are needed to bridge the linguistic gap between them. In the university context in which the international community service occurs, the student interpreters are organized in a Learning Express program (LeX).

When performing their job, student interpreters will face several challenges, ranging from linguistic barriers (Pratiwi, 2016 [3]; Gile, 2009 [4]; Baranyai, 2011 [2]) to topic and culture familiarity. Examples of linguistic barriers are finding proper vocabulary when expressing ideas or selecting the local dialect because the student interpreters are not initially from the area. An example of topic familiarity is localized topics, which cause student interpreters to translate the syntax and the semantics of the language into another language.

However, student interpreters should have strategies to overcome the challenges. Strategies to overcome linguistic barriers such as using a dictionary are proposed by Mohamed et al. [5] (2017), Xueping (2014) [6]. The other strategy uses their linguistic competence, such as asking for clarification, proposed by Russel (2010) [7]. These strategies seemingly make communication between the interlocutors flow more fluently.

Although the international community service programs in the private university in question occur annually, research on the event's issues is relatively scarce – if not, none. Program evaluation might have been conducted for future improvement, although it is not for the public to access. Besides, the voice of student interpreters has only received little attention from scholars. The research aims are twofold: to investigate student interpreters' challenges and explore the strategies used by student interpreters to face the challenges.

1.1. Learning Express (LEx) Program

Learning Express, a.k.a LEx program, is a program collaboration between a private university in Yogyakarta and a Polytechnic in Singapore under MIT's supervision (Massachusetts Institute of Technology), United States. The LEx program implements the design thinking method to create a solution to solve the community's problems with innovation or technology. In other words, the LEx program is one of the international community services in a private university of Yogyakarta, conducted in Yogyakarta.

Typically, two batches are opened each year. The first batch is conducted in March, and the second batch is held in September each year. This program involves up to 30 students of a private university in Yogyakarta and about the same number of Singaporean Polytechnics students. In addition to students, several faculty members from both institutions also participate as the facilitator.

For the university students who wish to join the LEx program, one of the requirements is to possess a high level of English speaking skills because they will also serve as interpreters for the Singaporean students when communicating with the local community. The LEx program candidates are interviewed in English to examine the fluency of their English speaking skills.

Those who join LEx program were required to live in the targeted communities for around three weeks. During this week, the students are to know the daily life of the communities. The communities targeted for this program are usually located in remote areas or villages in which traditional activities are still regularly carried out and flourished. Thus, students can mingle with the community and understand the challenges and benefits of living in remote areas. In addition to living in the villages, students joining the LEx program also receive workshops on design thinking methods, helping solve the villagers' problems.

Upon the arrival of Singaporean students, students joining the LEx program will stay another 12 days in villages to investigate problems and solve the problems by offering sustainable methods or tools. The Singaporean students, who cannot speak the local languages, including the Indonesian language, need to make many conversations. It is where student interpreters come in to play. Student interpreters bridge the linguistic gap between the villagers and the Singaporean students when communicating. Then, student interpreters and Singaporean students work together to find sustainable solutions to the community's problems.

2. LITERATURE REVIEW

Interpreting may not be uncommon to a lot of university students, especially those who are multilingual. International events often involve them to assist international participants in getting the best experiences during the events. Being interpreters may appear easy, but without a doubt, they face challenges when performing their jobs.

2.1. Challenges When Interpreting

2.1.1. Linguistic Competence

Although students selected to be interpreters usually possess a high level of linguistic competence, they often find themselves grasping for the right vocabulary to explain the intended topic. Students' English competence requirement should be high intermediate to advanced level in the Indonesian context, usually depicted by an English proficiency score. This situation is in line with Gile (2009), stating that interpreters should master a high vocabulary level from different languages [4]. Pratiwi (2016) maintains that lack of linguistic competence, i.e., vocabulary shortage, would hinder student interpreters from delivering the interlocutors [3]. It is because they fail to comprehend the message entirely. Similar to Pratiwi (2016), Nurfauziyah (2017) asserts that failing to convey the message from the interlocutors is likely caused by unfamiliar vocabulary [8].

Accents also become one of the challenges faced by interpreters. As many scholars assert (Mahmoodzadeh, 2006 [9]; Ling, Chang, & Kuo, 2013 [10]; Baranyai, 2011 [2]), good interpreters should have the linguistic competence in terms of understanding a large variety of accents that may come up from dialects. Due to the interpreters' unfamiliarity with a specific accent, interpreting may not be achieved. Chang and Wu (2014) reveal that accents are perceived as the main difficulties when interpreting and that several accents are more challenging than the others [11].

2.1.2. Cultural Background

Interpreters' cultural backgrounds may hinder the process. Gile (2009) mentions that cultural background is closely related to the community's language [4]. Thus, when the interpreter has a different cultural background

from or unfamiliar with the community's culture in which he has to perform his job, it can cause a problem. Pujiati and Zualiani (2014) also claim that cultural background influences international communication [12]. For example, what is expected in one culture may be a taboo in the other culture. Thus, interpreters should be familiar with the language and the culture in which the language is mostly spoken to minimize misinterpretation. The statement is in line with Kalina (2000) and Pochhacker (2015), stating that cultural differences might cause problems in interpreting [13,14].

2.1.3. Time Constraint

Interpreters have minimal time to convey the messages received from one speaker to another in a different language, especially in simultaneous interpreting. In contrast, Fugen, Waibel, and Kolss (2007) mention that interpreters will need time to adapt to the target language and area to get the best results [15], which is supported by Nurfauziyah (2017), stating that many interpreters could not convey the message nicely due to lack of time [8]. Unfortunately, interpreters may not have the luxury of time. According to Pratiwi (2016), an interpreter's limited time should convey the message correctly, or the meaning will be likely missed [3].

2.1.4. Interlocutors' Speaking Speed

One of the most common challenges faced by the interpreters is the interlocutors' speaking speed. Since an interpreter deals with linguistic aspects and works with various factors (Amini, 2011) [16], speaking speed does matter. Hasanshahi and Shahrokhi (2016) state that an interpreter ideally handles 120 – 150 words per minute [17]; thus, when the interlocutors speak at average speed, the interpreter would have a full comprehension of the topic discussed (Yu, 2017; Nurfauziyah, 2017) [18,8].

2.1.5. Issues with Word Memorization

In general, people's memory is divided into two aspects: short-term and long -term memory. Phelan (2001) mentions that short-term memory is used to recall what is listed, and the other one is used to contextualize what is listened to [19]. In terms of interpreting, memory is one of the most significant aspects that may cause challenges. Pratiwi (2016) and Nurfauziyah (2017) state that issues with memorization could cause interpreters to not able to perform their job well [3,8]. Interpreters must use short and long term memory simultaneously while working on translating from one language to another.

2.2. Strategies to Overcome Interpreting Challenges

This section discusses the general strategies commonly applied by interpreters when facing challenges.

2.2.1. Working in Team

Working in a team can be one of the most effective solutions when facing challenges while interpreting, especially for memorization problems. Zagoto (2016) asserts that working in a team can better comprehend the target language to help each other [20]. Similar to Zagoto (2016), Alghail and Mahfoodh (2016) also state that getting assistance from your teammates will make it easier for interpreters to understand the topics when interpreting [21]. Ma (2013) suggests a specific way for interpreters to work in a team [22]. Ma (2013) proposes two interpreters – active and passive interpreters [22]. The active interpreter is responsible for listening to the interlocutors and understand what is said, while the passive interpreter is the one who has sufficient time to supply the active interpreter with documents or extra information.

2.2.2. Preparation

The preparation can be done by familiarizing themselves with accents they might encounter when interpreting. In general, the interpreters have been informed about what they might encounter or who their clients are. The information can be used to feel comfortable with the accents, which, in the end, it will lead to more straightforward communication (Hough, 2010) [23]. Pradana (2018) also asserts that being familiar with an accent can help someone, in this case, the interpreters to comprehend the language better [24].

2.2.3. Using Dictionary

Using a dictionary is a common strategy to face the challenge that relates to linguistic competence. Problems with lexicon, syntax, or semantics of a language can be solved with a dictionary. Mohamed et al. (2017) mention that a dictionary is a tool to solve problems with lexicon or vocabulary, find the meaning of unfamiliar words, and confirm the meaning of partially known words [5]. Nowadays, interpreters do not use a printed dictionary anymore. Instead, they use their smartphone for a dictionary or an application to help them with the language (Wang, Teng, & Chen, 2015) [25]. In line with this situation, Xueping (2014) states that a dictionary is used to solve many linguistics problems when interpreting [6].

2.2.4. Using Communication Strategies

Interpreting is about applying communication strategies. Communication strategies are quite helpful for multilingual people to convey messages. Interpreting's ultimate goal is to maintain communication among the interlocutors. A communication strategy, such as finding the word's synonym, is probably the most common strategies to be applied. Li (2015) mentions that an interpreter will likely provide a similar term or synonym in the target language when he encounters linguistic problems in the source language [26].

The other communication strategy that is commonly used when interpreting and communicating, in general, is miming. Interpreters use body language or miming to make the meaning clearer. Moreover, Wang (2017) states that using body language is a useful tool for communicating with others and expressing their ideas [27]. Besides, body language can give extra information that allows communication to take place effectively.

The next communication strategy used by interpreters is to use language functions in social interaction, such as asking for repetition and asking permission to use the second language. Russel (2010) maintains that these strategies are used to confirm and clarify if interpreters need complete and suitable information because interpreters cannot make any assumption from the information received; thus, clarifications are needed [7].

3. THIS STUDY

This research is descriptive qualitative in its design and aims at exploring students' experiences and personal opinion and perception of the student interpreters joining the LEx program about the challenges and strategies applied when facing the challenges. Detailed information to gain a better understanding of the issues being researched needs to be obtained.

3.1. Participants

The research was conducted at a private university in Yogyakarta, in which the LEx program takes place. The participants were student interpreter joining LEx program batch 2. The three participants were selected because they were considered articulate and their availability for participating. Thus, rich data were obtained. The three participants were Charlotte, a female student of the English Language Education Department. She was in her senior year when the data was collected, and she was 22 years old. Charlotte was a Sundanese; thus, Sundanese is her first language, and the Indonesian language is her second. She could understand the Javanese language - Yogyakarta's local language because she had been living in Yogyakarta for almost five years.

The second participant was Louis, a male student who was in his junior year and studied English. Louis was 20 years old. His first language was the Indonesian language, and he did not have a dialect. The last participant was William, a male student of the non-English Department. William was a non-English Language Education Department student and was in his senior year. When the data were collected, William was 21 years. Like Louis, William spoke the Indonesian language as his first language. Although all participants showed a high level of English competence, none of them used the English language in their daily life because, in Indonesia, the English language is only used inside the classroom, even for English Language Education Department students.

All names used to address the participants were pseudonyms to protect the participants' confidentiality. Consent was obtained verbally before the interview. Also, participants acknowledged their rights before the data were eventually collected.

3.2. Data Collection Method and Analysis

In-depth interviews were used to collect the data of participants' experiences, ideas, opinions, and perceptions on the interpreting activities they completed a few months before the data collection. Mc Namara (1999) states that interviews are useful to obtain more in-depth information needed to answer the research questions 28]. The interviews were audio-recorded and transcribed. The interviews were conducted in the Indonesian language to avoid misunderstanding. Member checking was conducted for trustworthiness purposes (Creswell & Creswell, 2018) by sending the transcriptions to the participants to see if they would like to alter any information provided during the interviews to ensure the data's truthfulness [29]. No alteration was made to the transcription. The data were then coded and themed based on the similar themes appearing in the data. The excerpts presented in the findings section were the translated version of the original data. Standard English was used in the translation version.

4. FINDINGS AND DISCUSSION

The findings and discussion are woven through its presentation to answer the research questions. The first part of the section is to serve the first aim of the paper.

4.1. The challenges faced by LEx student interpreters when interpreting

4.1.1 Lack of Understanding of Source Language

As the community in which they lived was Yogyakarta, they naturally used the Javanese language and other local dialects to communicate. Charlotte and Louis shared their experiences when interpreting and stated that they found it challenging to interpret the meaning due to a lack of linguistic competence of the Javanese language. During the interpreting process, the villagers often mixed the Javanese and Indonesian languages, which became the student interpreters' most significant challenge.

The data showed that Charlotte and Louis found it difficult to interpret the meaning due to a lack of understanding of source language. In this context, the source language was Javanese. Javanese language alone has several politeness levels, with which many Javanese younger people are not familiar – let alone non-Javanese people. It is common for villagers to use a higher level of Javanese language when talking to strangers, although they were younger. It is also expected that many villagers across Indonesia do not use the Indonesian language or

cannot use the national language in full term. In the meantime, Charlotte and Louis are not familiar with the high level of Javanese language. Besides, they are not initially from the area in which the Javanese language is used extensively. As a result, LEx students were not able to interpret the message to Singaporean students correctly.

In this case, the interpreters' source language's linguistic competence, the Javanese language competence, especially the high level of the language, was relatively low, which hindered their student interpreters from performing their jobs. The finding mentioned was in line with Ribas (2012), who claims that lack of understanding of the source language can be a problem in interpreting [36]. Ribas (2012) adds that the interpreter cannot build the communication well because of a lack of understanding of source language [36].

4.1.2 Lack of Vocabulary

Another challenge faced by student interpreters was the lack of vocabulary. Louis stated that he could not mention the vocabulary for daily life objects. For example, he did not know the English word for *sajadah*. The same situation happened to William, who explained that he suddenly realized he either forgot or did not know the English words for some objects. As a result, student interpreters could not perform speech because of a lack of vocabulary in English. The finding was similar to Pratiwi (2016), who asserts that when interpreters do not have many vocabularies, they will find it hard to deliver the speaker's message because they cannot get the meaning properly [3]. Also, Nurfauziyah (2017) claims that the interpreter encounters problems interpreting the speaker's message when finding unfamiliar vocabulary [8].

4.1.3. Interlocutors' High Speaking Speed

All participants stated that they encountered difficulties in understanding speakers' speaking speed. In this context, the speakers were Singapore students who spoke quite fast. Student interpreters were not able to get the point due to their high speaking speed. For instance, Charlotte told that she got difficulties catching the point from Singaporean students, especially the one she worked with sounded like an accent. Similarly, Louis said that Singaporean students talked too fast for him, so it became a difficulty.

Furthermore, William had the same thought. He explained that due to Singaporean students' babble, he could not comprehend the meaning correctly. This finding is in line with Yu (2017), stating that interlocutors' speaking speed can be challenging in interpreting activities [18]. It is also supported by Nurfauziyah (2017), who mentions that the student interpreters are not able to catch the meaning due to the speaker's speaking speed in the source language [8].

4.1.4. Difficulty with Accents

Singaporean students had unique accents that sometimes made student interpreters got difficulties comprehending the language. According to student interpreters, Singapore is a multicultural country with diverse cultures, races, and languages, such as Malay, Indian, and Chinese, which likely influenced their accents. The unique accents made student interpreters challenged to catch the points of the conversation. The accents may entail unfamiliar pronunciation to student interpreters. All participants, Charlotte, Louis, and William, expressed their unfamiliarity with the accents. They were more familiar with American and British accents from the exposure they received.

The findings are in line with Asgari (2015) explaining that pronunciation is an essential aspect of interpreters' success [31]. If the interpreter cannot comprehend the pronunciation, it can be a problem. Pronunciation is closely related to accents. Also, Pochhacker (2015) reveals that a speaker's unfamiliar accent is a possible problematic factor [14]. Some speakers might have a heavy accent, which may cause unclear pronunciation, so it becomes an obstacle for the interpreter when they do not get used to the language variations (Baranyai, 2011) [2]. According to Lin, Chang, and Kuo (2013), the accented speech might cause misunderstanding in interpreting [10]. A survey was conducted by Chang and Wu (2014) found that the accent was perceived as the main difficulty in interpreting, and several accents were considered to be more challenging than others [11].

4.1.5. Different Cultural Background

The last finding is a different cultural background. According to student interpreters, since Singapore and Indonesia had a different culture, there were several objects which existed in Singaporean students' culture, but they were not transferable in the Indonesian language. Therefore, student interpreters had difficulty explaining the objects in question to them; mostly Singaporean students were not familiar with the Indonesian context. For example, Louis stated that Singaporean students might have the same vocabulary as one object's Indonesian language, but it was not suitable for the Indonesian context. It occurred when Louis explained the context of the place in Indonesia. For example, the Singaporean students asked student interpreters when they saw the soccer field in Yogyakarta village. In the Singaporean students' contexts, a soccer field was a large area like a soccer field in a stadium.

On the contrary, a soccer field in the Indonesian context was like an open area where people could play soccer and other communal activities. Thus, student interpreters should explain what a soccer field in the Indonesian context was. Besides that, student interpreters encountered the obstacle to explaining the intended ideas when they and Singaporean students were to find solutions to the villagers' problems. Singapore students

may consider different applicability with the villagers. Thus, student interpreters found difficulties explaining the cultural differences that made the Singaporean students' solutions not applicable. William asserted that the difficulty happened in discussion sessions because Singaporean students had a different cultural background, so that it was difficult to explain the intended perception. William explained that Singaporean students' notion was irrelevant because they were not familiar with the village people's culture. This difference made both student interpreters and Singaporean students hard to reach the same ideas.

According to Kalina (2000), a different culture is one of the problems in interpreting [13]. Meyer (2010), as cited in Pochhacker (2015), argues that problems can come from cultural differences among people who speak different languages [32,14]. Likewise, Gile (2009) mentions that the language community's cultural differences may also be the source of interpreters' difficulty [4]. Everybody has a different perception and the way the community perceives it is culturally established. Besides, Pujiyanti and Zuliani (2014) state that cultural background influences international communication [12].

4.2. The Strategies Taken by Student Interpreters to Overcome Difficulties in Interpreting

The followings are to serve the second aim of the study.

4.2.1 Asking for Repetition

The strategy was used to solve the difficulty in understanding speakers' speaking speed and difficulty with pronunciation. Charlotte said that when Singaporean students spoke too fast, she asked them to repeat the words. The statement mentioned was similar to Louis, who argued that he asked interlocutors to repeat their words and understand what the speaker said clearly. Moreover, he asked for repetition to avoid misunderstanding between him and Singaporean students. This finding is in line with Russel (2010), explaining that the interpreters are required to confirm and clarify when they need complete and appropriate information [7].

4.2.2. Asking for Using Second Language

This strategy was used to solve the lack of vocabulary in the source language. In this context, the first language used by villagers was Javanese, and the second language was the Indonesian language. Student interpreters asked the villagers to use the Indonesian language because most of them had a low Javanese language competency level. They told the villagers that they did not come from Java ethnic group not entirely to comprehend the Javanese language. Charlotte stated that she asked the villagers to

speak in the Indonesian language since she did not understand Javanese. It helped her interpret the language well. The same statement was mentioned by Louis, explaining that he told villagers that he did not understand Javanese, and they used a more significant portion of the Indonesian language. It is similar to Russel (2010), arguing that the interpreters need to maximize the source language to interpret the speech without fewer challenges [7].

4.2.3. Increasing Focus on Source Language

The strategy overcame the difficulty in understanding speakers' speaking speed and difficulty 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 the source language. In this context, the source language was English, and the speakers were Singaporean students. She listened to the points of conversation carefully. Also, she had to pay attention to the speaker whose accent was unfamiliar and too fast. She believed this strategy was quite useful to assist conversation going during interpreting. It can be said that the student interpreters employed the strategy by increasing focus to deal with Singaporean students' pronunciation and the speaker who spoke too fast. The result is supported by Meliadiny (2017), asserting that the interpreter should focus on what the speaker said to understand the content of the speech [33]. An interpreter must focus and concentrate during interpreting and catching up on discussions on many topics (Nolan, 2005) [34].

4.2.4. Asking for Clarification

Asking for clarification was used to cope with difficulty in understanding pronunciation. One of the participants, Louis, used this particular strategy. Louis explained that he had to ask the meaning when he could not catch the point from Singaporean students, mostly caused by an unfamiliar accent. Hence, he had to clarify what they meant. The finding is supported by Kharis (2018), revealing that asking the meaning can reduce misunderstanding toward the English speakers [35]. A study conducted by Ribas & Vargas-Urpi (2017) also found that several interpreters asked the speaker to clarify the meaning to ensure the translation accorded with the speaker's point [36].

4.2.5. Asking Speakers to Change The Way They Speak

This strategy was used to solve a difficulty in understanding the interlocutors' speaking speed and difficulty in understanding pronunciation. Asking speakers to change the way they spoke included asking to speak, asking to speak loudly, and asking to speak slowly. Two participants mentioned this strategy. Louis

said that he asked Singaporean students to speak more slowly because they had a different accent. This finding is in line with William, who said that he asked Singaporean students to speak loudly to cope with an unfamiliar accent. Moreover, William exclaimed that asking speakers to change the way they spoke was a useful strategy to make exact conversation. This study's result is in line with Meliadiny (2017), reporting that asking speakers to change the way they speak makes the interpreter understand the topic. Thus, she claims that this strategy can be used to avoid misunderstanding [33].

4.2.6. Using Smartphone

Using a smartphone can solve the lack of vocabulary and difficulty understanding pronunciation as the strategy used in interpreting. One participant said this strategy using a smartphone to check on the dictionary and other English learning applications. Louis argued that he needed the dictionary to translate the vocabulary. Besides that, he downloaded English learning applications to check on the pronunciation. Moreover, Louis stated that he used a smartphone to download an English learning application. In the English learning application, there was a feature about pronunciation. Louis used the pronunciation feature to check pronunciation whether it was correct or not to avoid misunderstanding. Furthermore, he used an English learning application because it was not sufficient only to use a dictionary. Additionally, using a smartphone was practical, effective, and efficient because it did not waste time. This finding is in line with Ribas & Vargas-Urpi (2017). They found that a dictionary could be used as external reference material when the interpreter is less familiar with content will be explained [36]. Meanwhile, Wang, Teng, and Chen (2015) maintain that smartphones or mobile applications facilitate English vocabulary [25]. Besides, Xueping (2014) asserts that a dictionary can give a lot of information and discover specific vocabulary [6]. Furthermore, using a dictionary can help correct English pronunciation and translate the meaning (Kharis, 2018) [35].

4.2.7. Asking Friends' Help

The strategy was used to face challenges about the lack of source language, lack of vocabulary, and different cultural backgrounds by asking friends' help. Student interpreters asked their friends who understood the Javanese language better. Two participants, Charlotte and Louis, asked her friends to help her when she could not understand Javanese. He asked his friend who mastered English better than him. Furthermore, William asserted that he chose one of his friends who could speak English fluently in explaining the topic so that Singaporean students could get the points more quickly.

The particular finding is similar to Megawati and Mandarini (2017), mentioning that appealing for assistance is one strategy to deal with lack of vocabulary [37]. Also, Megawati and Mandarini (2017) add that

appealing for assistance may be used when someone asks for help about the difficulties they face [37]. Besides that, asking others' help can support better comprehension (Zagoto, 2016) [20]. Alghail and Mahfoodh (2016) add that asking friends' help is a comfortable way to comprehend the point of view in making a conversation or discussion [21]. Furthermore, the interpreters can ask for a mate's help in simultaneous interpreting (Ma, 2013) [22].

4.2.8. Using Body Language

This strategy was used to face the challenge due to a lack of vocabulary. The data revealed that one student interpreter used body language to overcome the difficulties in interpreting activity. William argued that he used body language with the intention that Singaporean students could get the point he was trying to explain. Additionally, William told him that he used body language because he did not know the vocabulary. Thus, he tried to use body language to deal with that problem. This result is in line with Wang (2017), explaining that a body language is an excellent tool for communicating with others and expressing oneself [27]. Besides that, body language can be a supplement or information and allow effective communication with language.

4.2.9. Finding The Synonym

Finding the synonym came up as the strategy to tackle the lack of vocabulary challenge. The third participant, William, mentioned one of the strategies to cope with difficulties in interpreting was finding the synonym. He tried finding out the synonym or other explanation referring to the word that was easier to be understood although it was a relatively long explanation. Moreover, William claimed that even though finding a synonym or other explanation took time to think, it was quite an effective strategy. Thus, when William had no idea of a specific vocabulary that he did not know in English, he tried to find the synonym or describe the word. Therefore, the finding is related to Aryanto (2015), believing that synonyms can overcome vocabulary difficulty [38]. Furthermore, Li (2015) exclaims that when an interpreter cannot mention the discourse, he/she can provide a near equivalent term or synonym in the target language [26].

5. CONCLUSION

Since most student interpreters were not professionals, their competence cannot be equalized with professional interpreters. The challenges when performing their job can contribute to their experiences when they graduate and work with the community. The challenge of being unfamiliar with less popular accents can raise awareness of the different cultures and Englishes. Also, understanding the local culture, including its language, as one of the challenges, can encourage student interpreters to be more mindful of the local language and dialects.

Strategies employed by the student interpreters can encourage reflection on their learning. For example, students who asked for friends' help to solve interpreting problems may have used social strategies, and it might also work when they learned a language in general. Another example is when student interpreters used body language to explain or describe some vocabulary. It is a communication strategy commonly employed by language learners to convey the message effectively.

The research implies that students need to receive exposure to transferring from one language to another, especially foreign languages. Being interpreters can be an effective way to allow students to practice their language competence, but at the same time, they receive exposure to the local cultures. Indonesia, rich with diverse dialects and indigenous cultures, is a great place to provide students exposure.

REFERENCES

[1] L. Rimadi, Jalan' berliku' jadi penerjemah presiden ri, November 8, 2015, Retrieved from: https://www.liputan6.com/news/read/2360518/jalan-berliku-jadi-penerjemah-presiden-ri

[2] T. Baranyai, The role of translation and interpretation in the diplomatic communication, Journal of Translation and Interpretation, 5(2), 2011, pp. 2 - 12.

[3] R. S. Pratiwi, Commons errors and problem encountered by students English to Indonesian consecutive interpreting, Journal of English and Education, 4(1), 2016, 127 - 146.

[4] D. Gile, Basic concepts and models in interpreter and translator training, (Revised edition), Amsterdam/Philadelphia, John Benjamins, 2009.

[5] A. A. Mokhtar, R. M. Rawian, M. F. Yahaya, A. Abdullah, & A. R. Mohamed, Vocabulary learning strategies of adult ESL learners, The English Teacher, 12, 2017.

[6] L. Xueping, Facilitating reading comprehension with online dictionaries. American Research Institute for Policy Development, 2014, 297-306.

[7] D. Russell, Interpreting in legal contexts consecutive and simultaneous. In D. Russell, Consecutive and simultaneous interpreting, 2010, pp. 135 - 164. DOI: 10.1075/btl.63.10rus

[8] A. Nurfauiyah, Exploring problem experienced by students in interpreting practices, (Unpublished undergraduate's thesis). Universitas Muhammadiyah Yogyakarta, Indonesia, 2017.

[9] K. Mahmoodzadeh, Time the major difference between translating and interpreting: Iranian Journal of Translation Studies. in N. Nosratzadegan, The problems awaiting an interpreter in the process of consecutive interpreting from Persian into English: A case study. Journal of Language and Translation, 4, 2014, 55 - 65.

[10] I.-h. I. Lin, F.-l. A. Chang, & F.-l. Kuo, The impact of non-native accented English on rendition accuracy in simultaneous interpreting, Translation & Interpreting, 5(2), 2013, 30-44. DOI: https://doi.org/10.12807/ti.105202.2013.a03

[11] C. C. Chang, & M. M. C. Wu, Non-native English at international conferences: Perspectives from Chinese–English conference interpreters in Taiwan, Interpreting, 16(2), 2014, 169-190. . DOI: https://doi.org/10.1075/intp.16.2.02cha

[12] U. Pujiyanti, & R. F. Zuliani, Cross cultural understanding: a handbook to understand others' cultures. Yogyakarta: CV. Hidayah, 2014.

[13] S. Kalina, "Interpreting competence as a basis and a goal for teaching," The Interpreters' Newsletter 10, 2000, 3-32

[14] F. Pochhacker, Routledge encyclopedia of interpreting studies, New York: Routledge, 2015.

[15] C. Fügen, A. Waibel, & M. Kolss, Simultaneous translation of lectures and speeches, Machine Translation, 21 (4), 2007, 209-252. Doi:10.1007/s10590-008-9047-0

[16] M. Amini, On the relationship between the interpreters" speed of speaking in their mother tongue (i.e., Persian) and their speed of consecutive interpreting (i.e., from English to Persian), (Unpublished MA dissertation), Islamic Azad University of Central Tehran Branch, Iran, 2011.

[17] P. Hasanshahi, & M. Shahrokhi, The relationship between simultaneous interpreters" speed of speaking in persian and the quality of their interpreting: a gender perspective, International Journal of English Linguistics, 6(3), 2016, 11 - 20. DOI: https://doi.org/10.5539/ijel.v6n3p11

[18] S. Yu, New perspectives of note-taking training in consecutive interpreting, International Conference on Advanced Education and Management, 2017, 43 - 47. DOI: https://doi.org/10.12783/dtssehs/icaem2017/18968

[19] M. Phelan, The interpreter's resource, Sydney: Multilingual Matters Ltd, 2001.

[20] I. Zagoto, Collaborative Strategic Reading (CSR) for better reading comprehension. Komposisi: Jurnal Pendidikan Bahasa, Sastra dan Seni, 17 (1), 2016, 65-74. DOI: https://doi.org/10.24036/komposisi.v17i1.9647

[21] A. A. A. Alghail, and O. H. A. Mahfoodh. Academic reading difficulties encountered by international graduate students in a Malaysian university. Issues in Educational Research, 26(3), 2016, 369.

[22] J. Ma, A study of interpreting skills from the perspective of interpreting process, Journal of Language Teaching and Research, 4, 2013, 1232-1237. DOI: https://doi.org/10.4304/jltr.4.6.1232-1237

[23] A. Hough, Humans 'subconsciously mimic other accents', psychologists claim, 2010, August 7, Retrieved from: https://www.telegraph.co.uk/news/science/science-news/7931299/Humanssubconsciously-mimic-other-accents-psychologists-claim.html

[24] H. D. Pradana, The perception of English education students of a private university in Yogyakarta on the various accents of the English language. (Unpublished undergraduate's thesis), Universitas Muhammadiyah Yogyakarta, Indonesia, 2018.

[25] B. T. Wang, C. W. Teng, & H. T. Chen, Using iPad to facilitate English vocabulary learning, International Journal of Information and Education Technology, 5(2), 2015, 100 - 103. . DOI: https://doi.org/10.7763/ijiet.2015.v5.484

[26] X. Li, Are interpreting strategies teachable? correlating trainees' strategy use with trainers" training in the consecutive interpreting classroom. EUT Edizioni Università di Trieste, 2015, 105 - 128.

[27] Q. Wang, Application body language in Interactive Teaching. Proceeding of the Sixth Northeast Asia International Symposium on Language, Literature and Translation, Datong: The America Scholars Press, 2017, pp. 715 - 719.

[28] McNamara, Interview theories, Qualitative research, Vol.1, 1999.

[29] J. W. Creswell & J. D. Cresswell, Research design: qualitative, quantitative, and mixed methods approaches, Los Angles: SAGE Publications, Inc, 2018.

[30] M. A. Ribas, Problems and strategies in consecutive interpreting: a pilot study at two different stages of interpreting training. Erudite, 2012, 812 - 835. . DOI: https://doi.org/10.7202/1017092ar

[31] R. Asgari, Issues in interpreting. Ciencia e Natura, 37, 2015, 61-68. . DOI: https://doi.org/10.5902/2179460x20754

[32] B. Meyer, Interpreting proper names: Different interventions in simultaneous and consecutive interpreting? In H. F. Meliadiny, Exploring students' strategies in consecutive interpreting from Indonesian. (Unpublished undergraduate's thesis). Universitas Muhammadiyah Yogyakarta, Indonesia, 2017.

[33] H. F. Meliadiny, Exploring students' strategies in consecutive interpreting from Indonesian. (Unpublished undergraduate's thesis). Universitas Muhammadiyah Yogyakarta, Indonesia, 2017.

[34] J. Nolan, Interpretation techniques and exercises. Clevedon: Multilingual Matters Ltd, 2005.

[35] A. A. Kharis, Exploring students' strategies to cope with the problems in communicating. (Unpublished undergraduate's thesis). Universitas Muhammadiyah Yogyakarta, Indonesia, 2018.

[36] M. A. Ribas, & M. Vargas-Urpi, Strategies in public service interpreting: A roleplay study of Chinese-Spanish/Catalan interactions, Interpreting, 19 (1), 2017, 118-141. DOI: https://doi.org/10.1075/intp.19.1.06aru

[37] F. Megawati, Kesulitan mahasiswa dalam mencapai pembelajaran bahasa inggris secara efektif. Jurnal pedagogia, 5(2), 2016, 147-156.

[38] B. Aryanto, Interferensi dan strategi penerjemahan lisan pada aktivitas luar kelas mahasiswa program studi sastra jepang universitas dian nuswantoro. lite: Jurnal Bahasa, Sastra, dan Budaya, 11(1), 2015, 44-63. DOI: https://doi.org/10.33633/lite.v11i1.1056