

CONTEXT IN INTERPRETING, THE EQUIVALENCE OF ‘HAVE’ AND ‘GET’ TO INDONESIAN LANGUAGE BY BEGINNER STUDENTS AT UNIVERSITY OF MAHASARASWATI DENPASAR

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Abstract

As everything starts being digitalized, it continuously pushes for more globalized and shared experiences, the global interpreting and translation industry are predicted to continue its growth in following years to come, with early estimates having predicted that it would be worth billion dollars by this year 2021. With this in mind, this research intends to share how the language students struggle to cross their ideas from source language ‘English’ to their native tongue ‘Indonesian’ in terms of word equivalence e.g. ‘have’ as both auxiliary and full verb as well as ‘get’ to Indonesian Language. The related data was taken during the class practice sessions following the theories, presentation, and discussion. Interpreting practices were noted and recorded to serve as the qualitative research data showing improvement after layers of practice conducted by these beginner students. In the beginning, students tended to stick always on the dictionary meaning of these two words literally ‘to have’ and ‘to get’ they did word by word interpreting which caused them exhaustion and awkward results in target language. Various practices and discussion over theories along with the reminder every second of practice shapes their ability and consciousness to do it more idiomatically to the target language to sound more natural.

Keywords – *interpreting, translation, source language, target language*

Introduction

The sector of interpreting has been growing tremendously well these couple of years, even now due to the pandemic more companies and government are committing their meeting online requiring the services of remote interpreting. This issue and condition have brought us to realization that this skill needs to be further honed and sharpened. In addition to its mastery, the vocabulary, phrases and expressions that English has sometimes present even bigger challenges for the native Indonesians because their mother tongue does not have these phrases and expressions. Meanwhile, in the context of interpreting they need to act speedily to translate from the source to the target language. In simultaneous interpreting for instance, the interpreter will not have much time to note or to search for difficult expressions in Google prior to their performance. They need to do it simultaneously or directly after the speakers utter their sentences with a little gap of time to start and in some forums and meetings this cannot go wrong.

English itself has various expressions frequently used by natives either in their casual conversation or their speeches and presentations. These are the colloquial ones that native were born with. On the other hand, Indonesians were not born with these expressions and therefore, we tend to translate literally these phrases of expressions e.g. ‘get hotter’ becomes *mendapat kepanasan, etc.* This is the case of some students especially the beginners to understand and use these English expressions using both ‘get’ and ‘have’ in the proper context e.g. ‘the water

is getting deeper' means gradually becoming deeper as they go further out. Therefore, this has been the questions of the research namely 'How much time interval is required by the beginner students to perform remote simultaneous interpreting?' This question is closely related to how fast they understand the context and perform the translation within the allocated time. The second question namely 'How do they manage to translate both 'get' and 'have' in the English expressions to their native tongue Indonesian?' This second question is related to how well be their understanding and comprehension towards the target language that is their own native language.

In relation to the previous problems, this study has the purpose of uncovering the ability of the interpreting beginner students to understand the context of the utterance itself and how well they know and understand the expressions used by the speakers especially the ones using 'get' and 'have'. Therefore, this can be beneficial for the interpreting students or others studying interpreting skills to realize that colloquial expressions that English has will be one that requires further practice to make it sound natural in the target language. In order to do so, understanding the context would be essential.

Shuqin Hu from College of Foreign Language Qingdao University of Science and Technology China in the article entitled Context of Situation in Translation mentioned in the framework proposed by Halliday, the concept of context consists of three strata: context of culture, context of situation and co-text. Context of culture and context of situation are outside of language itself. Co-text, also known as linguistic context, is certainly inside of language itself. There is a close interdependent relationship between language and context. Context determines and is constructed by the choice of language. On the one hand, language, when considered as a system--its lexical items and grammatical categories—is related to its context of culture. While on the other hand, the specific text and its component parts are related to its context of situation. To be specific, context of culture is related to genre, context of situation is related to register, and co-text to the discourse itself.

On the other hand, Michela Cecot using the theory from Magno Caldognetto, De Zordi and Corrà (1982) in the article entitled Pauses in Simultaneous Interpretation: A Contrastive Analysis of Professional Interpreters' Performances, in the Journal of Psychology also stressed the fact that pauses are necessary for comprehension and production of spontaneous speech; pauses are useful signals to understand the processes underpinning production, namely macro and micro on-line planning of the discourse. The former refers to semantic and syntactic organisation of the utterances, the latter refers to lexical choices. Both require a sort of 'production moment' ('tempo reale di elaborazione', Magno Caldognetto et al. 1982: 13) provided by pauses. Furthermore, this context and pauses are determining the equivalences used to translate from the source language to the target language itself.

Methods

This research was conducted in Foreign Language Faculty of Mahasaraswati University Denpasar, Bali involving the interpreting beginner students taken from the low to the high ability or skilled students in the perfect balance. There were 10 interpreting beginner students involved in this research as the remote interpreters. A list of ten English sentences has been prepared all using the English expressions being focused on and the students were later asked to translate simultaneously all the sentences uttered by the speaker. It was conducted one by one student and the result was recorded for further analysis. Afterwards, the recording was listened to a couple of time and re-written as transcript to ease the analysis. Further in the transcript, it was clearly displayed how long it takes for the students to perform the interpreting after the speaker finished the sentence regardless of the connection issue, etc. In addition, we

can also notice how the students translate the expressions using ‘get’ and ‘have’ into Indonesian language.

Finding and Discussion

The points to discuss are the time interval spent or pauses to respond to the source language and translating into the target language and the equivalences of ‘get’ and ‘have’ they use in the interpreting whether or not the students capture the context and translate within it or they totally lost the context and translated out of it.

Table 1. Students’ English skill

1. Maria Aurin	Average low
2. Kristina Dewi S.	Average low
3. Suryani	Good
4. Natalya	Average low
5. Maria Fransiska	Good
6. Yovita	Low
7. Fotina Tentang	Low
8. Nia	Average up
9. Yuliana	Average up
10. Tarissa	Average low

Table 2. The gaps (time spent) during the simultaneous interpreting of ‘get’ and ‘have’

1. Let’s have a look inside.	1. Ayo lihat lebih lanjut. 2. Mari kita lihat ke dalam. 3. Ayo kita lihat ke dalam. 4. Mari lihat lebih dalam. 5. Mari silahkan lihat di dalamnya 6. <u>(4 times repeating) mari kita lihat ke dalam.</u> 7. <u>gap, repeating several times, lost in translation</u> 8. <u>(Gap) mari kita lihat ke dalam</u> 9. Silahkan mari kita lihat ke dalam. 10. Silahkan lihat di dalam.	2. The kids are having fun.	1. Anak-anak terlihat sangat senang atau bahagia. 2. Anak-anak bersenang-senang. 3. Anak-anak itu sangat senang. 4. Anak-anak tersebut sedang bersenang-senang 5. Anak-anak sedang bermain - main. 6. Anak-anak bersenang-senang. 7. Anak-anak bersenang-senang. 8. Anak-anak sedang bersenang-senang. 9. Anak –anak itu bersenang-senang. 10. <u>(Lost in listening, gap) anak-anak itu sangat senang.</u>
3. I get excited now.	1. Sekarang saya terlihat bersemangat. 2. Saya sangat senang sekarang. 3. Saya sangat tertarik sekarang. 4. Saya sangat bersemangat saat ini. 5. Saya sangat senang sekarang. 6. Saya menjadi bersemangat. 7. <u>Long gap..... saya mendapatkan</u>sekarang	4. The water gets deeper here.	1. (gap dan lost) 2. Airnya sangat dalam di sini 3. Airnya sangat dalam di sini. 4. Air ini sangat dalam. 5. Air di bagian ini sangat dalam. 6. <u>Long gap, air semakin dalam</u> 7. <u>Long gap and lost ...</u> 8. Di sini airnya semakin dalam. 9. Air di sini sangat dalam. 10. <u>Air itu gap, lost in both translation and listening</u>

8. Aku sangat senang/bersemangat sekarang
9. Saya merasa sangat bergairah sekarang.
10. Saya sangat gembira sekarang.

Table 3. Summary of table 2

Sentences	Gaps	Repetition by speakers	Lost
1	2 times, student 7 and 8	2 times, student 6 and 7	Student 7
2	Student 10		Student 10
3	Student 7		
4	Students 6,7,10		Students 7, 10

Table 3 (three) is showing the gaps, repetition and lost occurred in the translation of some sentences. In the translation of the first sentence, it is clearly displayed the gaps did occur in the translation of the two students. Two students regardless of the connection asking the speaker to repeat slowly a number of times still having some gaps during the translation as well. Meanwhile, the other one did not ask any repetition yet still having some time gaps upon performing the translation. In the second sentence, one gap occurred during the translation resulting in the Indonesian Phrase '*sangat senang*' which means very happy instead of having fun. In the third sentence, the long gap resulted in the Indonesian word '*mendapatkan*' which literally means 'to get' but it does not convey the content of getting excited. In the last sentence within the above table, some gaps occurred and most of it resulted in the wrong translation. One resulted in slightly correct translation but the rest actually did not.

Table 4. The gaps (time spent) during the simultaneous interpreting of 'get' and 'have'

5. I got a new job last week.	1. Saya <i>mendapatkan</i> pekerjaan baru minggu lalu.	6. I get hot in this weather.	1. Saya kepanasan di cuaca ini.
	2. Saya <i>mendapat</i> pekerjaan baru minggu lalu.		2. Saya <i>sangat</i> panas dengan cuaca ini.
	3. Saya <i>mendapatkan</i> pekerjaan baru minggu lalu.		3. Saya merasa kepanasan di cuaca ini.
	4. Saya <i>mendapatkan</i> pekerjaan baru ,inggu lalu		4. Saya merasa kepanasan dengan cuaca ini.
	5. Saya <i>mendapat</i> pekerjaan baru minggu lalu		5. Saya merasa kepanasan dengan cuaca sekarang
	6. <u>gap and lost in translation, saya mendapat.....</u>		6. <u>lost in translation</u>
	7. <u>gap and lost ...</u>		7. <u>Long gap, lost....</u>
	8. Aku mendapat pekerjaan baru minggu kemarin.		8. Aku kepanasan di dalam cuaca seperti ini.
	9. Saya mendapatkan pekerjaan yang baru minggu lalu.		9. Saya merasakan kepanasan.
	10. Saya mendapatkn pekerjaan baru minggu akhir.		10. Saya <i>mendapatkan</i> musim panas./cuaca panas.

Table 5. Summary of table 4

Sentences	Gaps	Repetition by speakers	Lost
5	Students 6, 7		Students 6, 7
6	Student 7		Students 6, 7

The fifth table above shows gaps occurred in several translations, some lost and resulted something means totally different or else totally silent. One did has a gap but with the correct equivalence of the word ‘get’ into ‘mendapatkan’ in the precise context. A number of gaps did occur due to various reasons namely the most frequently is the mastery of target language vocabularies and expressions or phrases. Regardless of the connection that might be unstable if the interpreters are familiar with the words uttered throughout the entire sentence, they would easily identify the context of the whole sentence rather than only translating one word literally but losing the whole context of the sentence.

The second issue that has been proposed as the problem is the equivalence of the expressions with ‘get’ and ‘have’ in English into Indonesian.

Table 6. Part 1 (one) the translation equivalence of the words ‘get’ and ‘have’ into Indonesian

1. Let’s have a look inside.	<ol style="list-style-type: none"> 1. <u>Ayo lihat lebih lanjut.</u> 2. Mari kita lihat ke dalam. 3. Ayo kita lihat ke dalam. 4. <u>Mari lihat lebih dalam.</u> 5. <u>Mari silahkan lihat di dalamnya</u> 6. (4 times repeating) mari kita lihat ke dalam. 7. gap, repeating several times, lost in translation 8. (Gap) mari kita lihat ke dalam 9. Silahkan mari kita lihat ke dalam 10. Silahkan lihat di dalam.
2. I am having a talk with my boss.	<ol style="list-style-type: none"> 1. Saya sedang bicara sama bos saya. 2. <u>Saya harus berbicara dengan bos saya.</u> 3. <u>Saya memiliki sebuah pembicaraan dengan bos saya.</u> 4. Saya sedang berbicara dengan bos saya. 5. Saya sedang ngobrol dengan bos saya. 6. Saya sedang berbicara dengan bos saya (connection problem) 7. <u>Lost (saya memiliki jam dengan bos saya.)</u> 8. Aku sedang berbicara dengan bosku. 9. <u>Saya baru saja bicara dengan bos saya.</u> 10. Saya sedang berbicara dengan bos saya.

Table 7. Summary of table 6

Sentences	Precise equivalence	Less precise equivalence
1	6 students with one repetition and one gap	3 students in bold
2	6 students	4 students

Table 7 (seven) shows that, in the first sentence, the translation of these three students is not telling the precise intention to invite someone to have a look inside. Meanwhile, in the second sentence four students did not give the precise equivalence in the target language.

Table 8. Part 2 (two) the translation equivalence of the words ‘get’ and ‘have’ into Indonesian.

3. I have already had the meeting.	<ol style="list-style-type: none"> 1. Saya sudah selesai mengikuti meeting. 2. Saya sudah mengikuti meeting. 3. Saya sudah melakukan meeting. 4. Saya telah menyelesaikan sebuah meeting. 5. Saya sudah melakukan meeting 6. <u>Saya sudah siap melakukan meeting. (a bit lost)</u> 7. <u>Saya sudah siap rapat (lost)</u> 8. Aku sudah mengadakan pertemuan.
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4. The kids are **having** fun.
9. Saya sudah mengikuti meeting.
 10. Saya sudah melakukan rapat.
 1. **Anak-anak terlihat sangat senang atau bahagia.**
 2. Anak-anak bersenang-senang.
 3. **Anak-anak itu sangat senang.**
 4. Anak-anak tersebut sedang bersenang-senang
 5. Anak-anak sedang bermain - main.
 6. Anak-anak bersenang-senang.
 7. Anak-anak bersenang-senang.
 8. Anak-anak sedang bersenang-senang.
 9. Anak –anak itu bersenang-senang.
 10. **(Lost in listening, gap) anak-anak itu sangat senang.**

Table 9. Summary of table 8

Sentences	Precise equivalence	Less precise equivalence
3	8 students	2 students
4	7 students	3 students with one of which having a gap

Table above shows that 5 (five) of the students still make gaps and end up in less precise (lost) in their translation.

Table 10. Part 3 (three) the translation equivalence of the words 'get' and 'have' into Indonesian.

5. They **have** black hair.
1. Mereka *mempunyai* rambut berwarna hitam.
 2. Mereka *mempunyai* rambut hitam.
 3. Dia *memiliki* rambut yang hitam.
 4. Mereka *memiliki* rambut berwarna hitam.
 5. Mereka *mempunyai* rambut berwarna hitam
 6. Mereka berdua *memiliki* rambut yang hitam.
 7. **Long gap Lost**
 8. Dia memiliki rambut berwarna hitam.
 9. Mereka memiliki rambut hitam.
 10. Mereka mempunyai rambut hitam.
6. I get excited now.
1. **Sekarang saya terlihat bersemangat.**
 2. **Saya sangat senang sekarang.**
 3. **Saya sangat tertarik sekarang.**
 4. **Saya sangat bersemangat saat ini.**
 5. **Saya sangat senang sekarang.**
 6. Saya menjadi bersemangat.
 7. **Long gap..... saya mendapatkansekarang**
 8. **Aku sangat senang/bersemangat sekarang**
 9. **Saya merasa sangat bergairah sekarang.**
 10. **Saya sangat gembira sekarang.**
7. The water gets deeper here.
1. **(jeda dan lost)**
 2. **Airnya sangat dalam di sini**
 3. **Airnya sangat dalam di sini.**
 4. **Air ini sangat dalam.**
 5. **Air di bagian ini sangat dalam.**
 6. Long gap, air semakin dalam
 7. **Lost ...**
 8. Di sini airnya semakin dalam.
 9. **Air disini sangat dalam.**
 10. **Air itu gap, lost in both translation and listening**

8. I want to get there soon.
1. **Saya ingin mendapatkannya nanti.**
 2. **Saya ingin segera ke sana.**
 3. **Saya ingin kesana segera.**
 4. **Saya berharap akan ke sana segera.**
 5. **Saya akan kesana sekarang secepatnya**
 6. **Very long gap, saya kesana segera**
 7. **Saya ingin segera.**
 8. **Aku ingin ke sana segera.**
 9. Saya ingin segera berada di sana.
 10. **Saya ingin mendapatkan anaknya (lost)**

Table 11. Summary of table 10

Sentences	Precise equivalence	Less precise equivalence
5	9 students	None only gap and lost 1 student
6	1 student	9 students
7	2 students	5 students with 3 lost
8	1 student	9 students one of which totally out of the context

Table above shows that most of students still did not get the precise Indonesian equivalence of those English expressions with both ‘get’ and ‘have’ and they ended up translating it into something else that sometimes diverted away from the exact idea.

Table 12. Part 4 (four) the translation equivalence of the words ‘get’ and ‘have’ into Indonesian

9. I got a new job last week.
1. Saya *mendapatkan* pekerjaan baru minggu lalu.
 2. Saya *mendapat* pekerjaan baru minggu lalu.
 3. Saya *mendapatkan* pekerjaan baru minggu lalu.
 4. Saya **mendapatkan** pekerjaan baru ,inggu lalu
 5. Saya **mendapat** pekerjaan baru minggu lalu
 6. **gap and lost in translation, saya mendapat.....**
 7. **gap and lost ...**
 8. Aku mendapat pekerjaan baru minggu kemarin.
 9. Saya mendapatkan pekerjaan yang baru minggu lalu.
 10. Saya mendapatkn pekerjaan baru minggu akhir.
10. I get hot in this weather.
1. Saya kepanasan di cuaca ini.
 2. **Saya sangat panas dengan cuaca ini.**
 3. Saya merasa kepanasan di cuaca ini.
 4. Saya merasa kepanasan dengan cuaca ini.
 5. Saya merasa kepanasan dengan cuaca sekarang
 6. **lost in translation**
 7. **Long gap, lost....**
 8. Aku kepanasan di dalam cuaca seperti ini.
 9. Saya merasakan kepanasan.
 10. **Saya mendapatkan musim panas./cuaca panas.**

Table 13. Summary of table 12

Sentences	Precise equivalence	Less precise equivalence
9	9 students one of which had a gap	None only lost
10	6 students	2 students and other 2 lost and gap

Conclusions

In conclusion, performing a simultaneous interpreting especially the remote one will require further knowledge of English or the target language in terms of structures, vocabularies, etc. to be able to comprehend the context and finding the precise equivalences within the context itself, the one that is close to the idea presented in the source language and overall using the pauses more effectively to produce the translation in the target language. This statement is proven by the display of the previous data in which students with low and average low English skill or target language skill tend to produce more gaps, asking repetition and being lost in the translation itself regardless of any connection issues. This present study in addition, would hopefully be one of the references in both translation practices and conducting further and deeper research in relation to the context and translation. Since context is crucial in our communication, and in translation as well as interpreting the one translated is the thread of this communication. Therefore, further understanding of context regardless of pauses and gaps you might make during the process, would make the crucial role.

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