

THE INTERPRETING STRATEGIES OF ENGLISH LITERATURE STUDENT OF MAHASARASWATI UNIVERSITY DENPASAR

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Abstract: This research aimed to find out the strategies that were used by English Literature student of Universitas Mahasaraswati Denpasar in interpreting police investigations from Bahasa Indonesia into English. The method of study in this research was the descriptive qualitative method. Faerch and Kasper's (1983) theory of consecutive interpreting strategy was used. The data was taken from the third-year student of the English Literature Department who are having an ongoing Interpreting Class at Universitas Mahasaraswati Denpasar. There were 3 main strategies used by the interpreter namely Skipping 36%, Filtering 33%, and Elaborating 30%. Unfortunately, there were some strategies not being used by the interpreter during the interpreting process namely Message Abandonment, Incomplete Sentence, and Appeal for Assistance because the mode in this interpretation used short-consecutive. In conclusion, this research found that the elaboration strategy was the most frequently used by the interpreter at Mahasaraswati University Denpasar. It was mostly used by the interpreter applied for empowering messages from SL and TL to have a better understanding for both parties.

Kata Kunci: Interpreting, consecutive, simulation, English, and student

Introduction

Interpreting is a multitasking activity that is done by a person to mediate communication between two different parties who do not share the same language. Several activities will be done by the interpreter to transfer meaning called; listening, note-taking, receiving the message, processing or translating the message, presenting the message in the target language, gesture, tone, and eye contact. All of these are performed by the interpreter continuously during communication. According to Gentile, Ozolins, and Vasilakakos (1996), and Harto (2014), interpreting can handle language differences and is not a barrier to communicating with people worldwide. Thus, the existence of an interpreter is very important for communication especially when involving two different languages.

The complexity of interpreting tasks during communication makes interpreting more challenging than translation because interpreting has a very limited time of processing the meaning. In addition, Communication competency is also a thing to be

considered before working as an interpreter. This competency is related to how quickly an interpreter can grasp the information from the source language (SL) and reproduce it in the target language (TL). Besides, the interpreter does not have time to revise, because once the speaker of SL finished the speech, the interpreter is responsible to render the message into TL without hesitation and with less or even no mistakes, and then the SL speaker will deliver the next message. It means perfection must be the top priority in this activity.

According to Pochhaker (2004:18), there are two modes of interpreting that can be applied by an interpreter to render a message from SL into TL. The mode of interpreting is a way of rendering the message. The two modes of interpreting are namely Consecutive Interpreting (CI) and Simultaneous Interpreting (SI). Consecutive interpreting has the characteristic of pause after the speaker delivered the message which means the interpreter will start rendering or transferring the message right after the speaker gave a pause or completes delivering the speech. While simultaneous interpreting is a live interpretation where the interpreter will start 3-4 seconds behind the speaker to render the message from the speaker. It means there is almost no pause because the interpreter in SI will keep rendering the message from the speaker during the speech.

The University of Mahasaraswati Denpasar is one campus that has an interpreting program for the student. The student will have the theory of interpreting in the 5th semester and practice interpreting in the 6th semester. This research is going to describe the strategy of student especially for interpreting. The activity is a role-play or simulation at the police station using consecutive modes of interpreting. In this scenario, there was a student who played as a police officer, a suspect (foreigner) speaking the English language, and as an interpreter. The scenario was a foreigner was caught having narcotics and the suspect was being investigated and the police and the suspect must be accompanied by an interpreter.

There have been some researchers who have researched interpreting such as Pratiwi (2016) discussed mostly problems faced by student in English to Indonesian consecutive interpreting. This research could be more meaningful if there is also a discussion on interpreting strategies for solving the student problems during interpretation.

Other research regarding interpreting also has been done by Arumi (2012) which focused on a comparison study between beginner interpreters and advanced interpreters.

The research described problems and strategies for interpreting especially on consecutive modes when interpreting short motivation speech from English into Bahasa Indonesia. In addition, this research focused on describing university student strategy for interpreting at the police station by accompanying a foreigner (English Language) and Police (Indonesia Language).

Material and Method

Arumi (2012) states that being an expert interpreter requires the improvement of procedures or strategies for dealing with certain issues. It is very important to use a suitable strategy for interpreting to deliver the message correctly and naturally. Several problems might appear during interpreting for instance cognitive processing and interlingual and intercultural communication in interpreting deal with the strategy in interpreting (Gile, 1995). However, deploying an interpreting strategy during interpretation will help the interpreter's job. However, in some cases, student does not realize using the strategies. The student had used it, but they do not realize using the strategies. The theory from Faerach and Kasper (1983) was used in this study to find out student's strategies during interpretation.

Reduction Strategy

The reduction strategy is characterized by changing the goal without disrupting the message that is being delivered. This strategy is divided into 4 different sub-categories namely abandonment, skipping, incomplete sentences, and filtering (Faerach & Kasper, 1983).

a. Message Abandonment

Message abandonment has characterized by leaving unfinished messages due to language difficulties (Tarone, 1981). It can be seen when the interpreter abandons a long statement from the speaker and continue with the recent statement.

b. Skipping

Skipping is characterized by avoiding or skipping a single word or a group of words during interpretation due to lexical simplification but still keeping the meaning from SL to TL. According to Faerch & Kasper (1983), avoidance can be applied to different degrees or appropriateness in different contexts. It is better for the interpreter

who knows what can be avoided (skipped) because the interpreter already knows the message (repetitive message).

c. Incomplete Sentence

The incomplete sentence strategy is characterized by omitting large units of the text in the TL. It can be seen when the interpreter is rendering the message and suddenly stopped in the middle of a sentence (Faerach & Kasper, 1983). In addition, the interpreter tried to render the speech, but it was not fully rendered.

d. Filtering

The filtering strategy is characterized by summarizing a lengthy speech or utterance. The interpreter can summarize a long speech into the shortest version by considering which part is the more important and less important than expressing it in simple terms.

Achievement Strategy

The Achievement strategy is characterized by keeping the interpreting goal by developing a message. The development is still under control by still maintaining the core meaning. This strategy is divided into two subcategories, namely appeal for assistance and elaboration (Faerach and Kasper, 1983).

a. Appeal for assistance

Appeal for assistance is characterized when the interpreter was having a problem during the interpreting process. The assistance was needed when there was a speech or utterance from the speaker which was not able to be understood by the interpreter. The interpreter might also open up a dictionary, asking back the SL speaker, audience, or others Faerach and Kasper (1983).

b. Elaboration

Elaboration or expansion is characterized by giving an additional explanation of the SL interpretation because there was a message or word which does not exist in TL (Faerach and Kasper, 1983). In addition, interpreters might elaborate on the message that was being interpreted with their knowledge to make the interpretation easier to be understood.

This study was a descriptive study qualitative method. The data was taken by recoding from an interpreting class at Mahasaraswati Denpasar in the 6th semester. The steps of collecting the data were started by (1) making the student into a group that consist of 3

members, (2) giving them a role as police, suspect, and interpreter, and (3) giving the police list of questions for doing investigation towards the suspect, (4) recording interpreting process, (5) transcribing the recording, and (6) identifying the data. The next process after identifying the data was analyzing the data by mentioning and describing the student's strategy during the interpretation process. The theory from (Faerach& Kasper, 1983) was applied in this research to describe the interpreting strategy.

Result and Discussion

The result of this study showed the interpreting strategies which was used by the student from interpreting class at Mahasaraswati University in the 6th semester. The data were analyzed and interpreted based on Faerch and Kasper (1983) theory. The descriptive qualitative was conducted in this research to describe the strategies used by the student as interpreters in police investigations. The following table 1 shows the details of the category of consecutive interpreting strategies from the student.

Table 1. The category of consecutive interpreting strategies by the student

Category	Sub-category	Total
Reduction strategy	Skipping	11
	Filtering	10
Achievement strategy	Elaboration	12

Reduction Strategy

Based on the analysis there were only the Skipping and Filtering categories appeared during the interpreting process. There was about 11 times the occurrence of skipping strategy used by the interpreter. And it was about 10 times the occurrence of filtering categories that appeared during the interpreting process.

Skipping

The skipping strategy occurred when the interpreter got some unknown words from the speaker. However, based on this research, it can be stated that the skipping strategy was applied by the interpreter to skip unnecessary words such as "bro (brother), you know (asking), maybe (doubt). This strategy was applied by the interpreter to save time because those words have meaningless and not necessarily to be interpreted and heard by the police officer. Even though the structure of the SL sentence did not transfer

the same, the core meaning was still there. To have a better understanding, the data sample will be presented below:

Data 1

Police (Pol): *okekalah bolehtahu murny adia berapaya?*

Interpreter (Int): how old are you?

Suspect (Sus): I am 70 years old **bro**

Interpreter (Int): *dia umurnya 70 tahun*

Data 1 showed that the skipping strategy was used by the interpreter for word **bro**. The word in bold had the meaning or it was an abbreviation of the word **brother**. This word did not translate by the interpreter because he wanted to keep the investigation informal language. The word **bro** in the English language is commonly used in spoken language. However, because the setting was in making a police investigation report, the interpreter tried as formally as possible. By skipping that word, the interpreter expected that the police have a better understanding and feel respected. Skipping the word **bro** did not affect the core information from the speaker because the information that was wanted by the police was the suspect's age.

Filtering

The filtering strategy occurred when the interpreter only rendered important information from the police. This strategy was applied without caring about the grammatical construction of the speech but only caring about how to summarize the information to the core only. The application was normally used for a long sentence or utterance. However, in this research, it was found that even for short consecutive or short delivery messages, a filtering strategy also could be applied by the interpreter to summarize the information from SL into TL precisely. To have a better understanding, the data sample will be presented below:

Data 2

Police (Pol): *ohlumayan mahal ya, truskalah pemakainnyaitu setiaperapa gram?*

Interpreter (Int): how many grams you use it?

Suspect (Sus): I usually use it maybe five grams or yeah just that

Data 2 showed that the filtering strategy was used by the interpreter for the sentence “**oh lumayan mahal ya, truskalau pemakainnya itu setiap berapa gram?**”. The sentence in bold was the part that was not translated by the interpreter by applying the filtering strategy. The bold part in the Indonesian language had a meaning of an expression of surprise from the police. In English, the bold part meant “**oh it was quite expensive right?**”. However, the interpreter thought that the bold part was not necessary to be interpreted for the suspect, as a result, the bold part was filtered. Thus, the interpreter only translated the sentence “*trus kalua pemakainnya itu setiap berapa gram?*” into “**how many grams you use it?**” which had equal meaning from SL to TL. It can be seen from the response from the suspect answering “I usually use it maybe five grams or yeah just that”. This kind of answer was the answer that was expected by the police for his question.

Achievement Strategy

Based on the analysis there was only one category could be found in this research namely Elaboration Strategy. There was about 12 times the occurrence of elaboration strategy used by the interpreter. And it was about 10 times the occurrence of filtering categories that appeared during the interpreting process.

Elaboration

The elaboration strategy occurred when the interpreter gave an additional explanation of the SL interpretation because there was a message or word which does not exist in TL. The application of this strategy was done by the interpreter to give a better understanding of the target language. The data would be presented below.

Data 3

Police (Pol): *Pernahbunuhdiri ga gara-garanarkoba?*

Interpreter (Int): do you trying to kill yourself when you use Marijuana?

Suspect (Sus): Yes, I have, when I use it too much, I just want to try kill myself

Interpreter

(Int):

Yadiapernahkatanyamencobanunuhdirikarenaterlalubanyakmengkonsumsinarkobatersebut, jadinyaagaksedikittertekan dan diamencobabunuhdiri

Data 3 showed that the elaboration was used by the interpreter for the bold SL sentence “**Pernah bunuh diri ga gara-garanarkoba?**”. The sentence in bold was the answer from the suspect. This sentence was the elaboration from the interpreter. It could be seen from the SL sentence “**Yes, I have, when I use it too much, I just want to try kill myself**”. Then, it was translated by using an elaboration strategy by adding information “*jadinya dia agak sedikit tertekan*” which had meaning in the English language “so he was a little bit depressed”. The addition of information from the interpreter did not change or disturb the core meaning of the SL speaker. It could be seen after the dialogue above, that the police continued to the next question.

Discussion

Based on the result, it was found that the interpreter used an elaboration strategy to interpret the police investigation. It was the highest number of strategies that were being used by the interpreter. It was about 36% of occurrence for elaboration strategy during the interpreting process which was interpreted longer than the SL utterance. It means that the interpreter tended to make sure that the police and the suspect had a better understanding during the investigation. Elaboration or expansion is characterized by giving an additional explanation of the SL interpretation because there was a message or word which does not exist in TL (Ghaemi& Benyamin, 2010). It means that elaboration in this research showed a different result. It was used by the interpreter, not because of the meaning absence from SL into TL. But it was applied for empowering messages from SL and TL to have a better understanding for both parties.

According to Faerach and Kasper (1983), there were about 6 strategies for interpreting. However, there were some strategies not being used by the interpreter during the interpreting process namely Message Abandonment, Incomplete Sentence, and Appeal for Assistance. Those strategies did not use by the interpreter because the mode of interpreting that was being used in this interpretation was short consecutive. Thus, there was no long speech or utterance from the speaker which made the interpreter could rely only on the short-term memory.

Conclusion

This study was aimed at investigating the consecutive interpreting strategies used by the student at Mahasaraswati University Denpasar in interpreting police investigations. There were 3 main strategies used by the interpreter namely Skipping 36%, Filtering 33%, and Elaborating 30%. Unfortunately, there were some strategies not being used by the interpreter during the interpreting process namely Message Abandonment, Incomplete Sentence, and Appeal for Assistance because the mode in this interpretation used short-consecutive. In conclusion, this research found that the elaboration strategy was the most frequently used by the interpreter at Mahasaraswati University Denpasar. It was mostly used by the interpreter applied for empowering messages from SL and TL to have a better understanding for both parties.

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