

A DISCOURSE ANALYSIS ON STUDENTS SKILL IN INTERPRETING ENGLISH SENTENCES INTO INDONESIAN

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ABSTRACT

Interpreting English is necessary skill in modern communication era. Interpreting is a process of replacing and reproducing message in the text and it needs specific skill. The purpose of this research is to know about the students' difficulties in interpreting English sentences into Indonesia in English Interpretation Class. The type of this research was qualitative research which was the case study to 8 students as the informants. They had been chosen by using purposive sampling. The data were collected by seeing the interview guided. After collecting the data, the validity of the data was tested by using prolonged engagement. Then, it was analyzed by reducing, displaying, verifying, and drawing the conclusion. Based on the result of the research, it can be concluded that there some difficulties found by the students in interpreting English sentences into Indonesian. They are: 1) Being difficult to adjust the meaning of a word with the sentence, 2) Being difficult to find a word in the dictionary, 3) Having lack of vocabulary, 4) Having lack of practice, 5) Time Pressure that contributes to nervousness, 6) Being difficult to read faster the slide show, 7) Having lack of signal, 8) Tending to translate word by word. In conclusion, there are crucial aspects for teacher that should take such finding appropriate methods and materials to increase student skill in interpreting class.

1.INTRODUCTION

Interpretation is an ability when one person translates orally what he or she hears from the speaker in source language into another language ((Pratiwi, 2016). When someone listen what the speaker are saying in source language, then she or he translate it into the target language orally, it is called by interpreting. Interpreting is any oral translation from a source language (SL) into a target language (TL) addressed to an audience (Lungu-Badea in Visky, 2015). It means



interpreting is kind of translating but focus on oral communication that addressed to the audience. The audience here mean people who does not understand what the speaker in source language are saying. So, they just listen the information giving by the interpreter speaking in their own language.

English Interpretation learned by the fifth semester students of English Department at IAIN Batusangkar in order to be able to interpret various kinds of spoken texts from Indonesia to English and vice versa. Different from the previous semester, the current semester learned English Interpretation subject in online process since the Indonesian government took necessary actions to closely observe World Health Organization (WHO) situation report on the Covid-19 Pandemic outbreak around the world since the dangerous virus was firstly identified in Wuhan, South China in November 2019. Learning interpretation in the classroom in a real situation is different from learning during Covid-19 Pandemic. In real situation, the lecturer might give audio or video recording to the students by using in-focus and also by using speaker. The audio or video recording are different for each student. After that, the students were asked to interpret what the speaker are saying one by one. Contrast with a real situation, students learn interpretation in online classroom in two ways. First, the lecturer sends the material (video) to the students by using Google Form. The students were asked to read the material and interpret the sentences that they hear from the speaker in the video, and they record their activities in doing interpreting. After that, the students send back her or his video to the lecturer. Second, the lecturer used zoom meeting application and share the slide of several text (the text was running). The students are asked to interpret the sentences in the text one by one in time of span.

Related with the above phenomena, there are eight difficulties may be faced by interpreter students. They are literal translation, inadequate language proficiency (grammatical and lexical), errors in register conservation, distortion, additions, omissions, and protocol, procedures, ethics, and non-conservation of paralinguistic features Gonzales et al in (Pratiwi, 2016) Literal translation errors occur when the interpreters do not preserve the ideas but they focuses on substituting words from the target language into the source language. Inadequate language proficiency (grammatical and lexical) means general lack of language fluency makes the interpreter comprehend text not well enough to convert ideas fully and faithfully. Errors in register conservation refers to the level



of formality of speech from courtroom, classroom, to a social event etc. Distortion means when a message is distorted, even all of the meaning or just part of it is lost. Prevalent among developing interpreters possibly because interpreters do not understand the importance of preserving the entire message. Additions occur when interpreter doesn't remember the source message, so that the interpreter "invent" information than keep silent or ask for clarification. Omissions mean Information that is deleted or left out. Protocol, procedures, ethics mean being faithful to the message even when the message includes profanities. Last is non-conservation of paralinguistic features mean repetition of words or phrases, incomplete sentences, and filler can probably make the client hard to catch the meaning.

Based on the background above, the researcher is interested in investigating the difficulties in interpreting English sentences into Indonesian in Interpretation class during Covid-19 Pandemics. Especially in interpreting English sentences into Indonesian is a subject that not easy to learn for English students. It is fair that students have difficulties in interpretation practice. The study about student skill on interpreting English sentences has been conducted by several researcher such Sultan (2018) who studied about students' ability in translating Indonesia into English. The research showed that the highest score in translation subject is translating recount text. While narrative text is the lowest score for the students. While Sharifudin (2019) conducted research about Students' difficulties in translating explanation text from English to Indonesian. The objectives of the study were to find out translation difficulties faced by the student, to identify factors that caused difficulties, and to provide ways to overcome the difficulties. These two previous studies were conducted in the normal situation or offline meeting. While this research was conducted in online meeting. Different context and situation create different findings and this study is useful for advance research mainly in online class.

2. METHODOLOGY

2.1. Research Design

This research was qualitative research, a case study one. It means the object of the research is very natural with the data and not manipulated by the researcher, (Sugiyono in Saidah et al., 2018). Qualitive focuses on the meaning of social phenomena, (Afifulloh, 2022). Qualitative research is a research method based on philosophy, used to examinenatural conditions of objects, (as opposed



to being experiments) where researchers are as key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive / qualitative, and the result of this research emphasize more meaning than generalization (Sugiyono in Kusuma, 2020).

2.2.Data of the Reasearch

Data Source

Data source of this research are collected from interview results. The informants are the students of English Teaching Department at IAIN Batusangkar registered in 2020/2021 Academic Year who have taken English Interpretation subject. In choosing the research informants, the researcher used purposive sampling technique. The purposive sampling technique, also called judgment sampling. Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money, (Black, 2010). It means the deliberate choice of an informant due to the qualities the informant possesses. By applying this technique, 8 eight students were selected as informant. The 8 informants of this research were one male and seven females. All the informants have studied English Interpretation subject in sixth semester of English Teaching Department at IAIN Batusangkar registered in 2020/2021 Academic Year.

Technique of Data Collection

The data was collected by doing interview. Kind of interview is in-depth interview. The researcher doing interviewed by using video call in WhatsApp application and record it with another phone. The interview was held twice. First interview was for 4 female students and the second was for 4 male students.

Technique of Data Analysis

In analyzing qualitative data needs three activities, they are reduction of the data, display of the data, conclusion making and verification of the data (Miles & Huberman in Ilahi, 2020: 47). The data of this research was analyzed by three activities; *first*, data reduction (when the data is collected, the phase of continuing of reduction is occurring such as making conclusion,



codification, investigation of the theme, grouping, and writes the memorandum). In reducing the data, the researcher did some steps. First, she interviewed the research informants. Second, she made transcription based on interview result. Third, she emphasized on the information about students' difficulties in interpreting English sentences into Indonesian in English Interpretation class during covid-19 pandemic. Then, she was coded the researcher, the informant and the difficulties. R was coded for researcher. I was coded for informant, for example informant 1 was coded by I-1; informant 2 was coded by I-2; informant 3 was coded by I-3; informant 4 was coded by I-4, and so on. D was coded for difficulties, for example difficult 1 was coded by D-1; difficult 2 was coded by D-2; difficult 3 was coded by D-3; difficult 4 was coded by D-4, and so on. *Second*, data displaying (display the data by using table). In this step, the researcher analyzed the students' difficulties in interpreting English sentences into Indonesian in Interpretation class during covid-19 pandemic. Third, conclusion making and verification the data. After reducing and display the data, the researcher was tried to make conclusion and verification of the data. In this step, she was verified and conclude the students' difficulties in interpreting English sentences into Indonesian in interpretation class during covid-19 pandemic.

3. RESULTS AND DISCUSSION

The researcher found eight difficulties in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. They were 1) Being difficult to adjust the meaning of a word with the sentence, 2) Being difficult to find a word in the dictionary, 3) Having lack of vocabulary, 4) Having lack of practice, 5) Time Pressure that contributes to nervousness, 6) Being difficult to read faster the slide show, 7) Having lack of signal, 8) Tending to translate word by word. The following explanation is the results of the interview gotten from informants dealing with students' difficulties in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic.

4.1 Being difficult to adjust the meaning of a word with the sentence

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the informant 1 (I-1). The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.



The researcher did interview with informant 1 (I-1) on Saturday, July 17th 2021 at 20.19 PM. The result was:

R : “Kira-kira menurut saudari apa kesulitan dalam menginterpretasikan kalimat dari bahasa Inggris ke bahasa Indonesia?

(In your opinion, what are the difficulties in interpreting sentences from English to Indonesian?)

I-1 : “Eee **kesulitan yang sering ditemui itu ketika menyesuaikan artinya dengan kalimatnya kak**, karena kadang arti dari bahasa Inggris yang sebenarnya sering tidak sesuai apa ketika diterjemahkan dilihat arti dari kata 1 kata saja kak, kadang tidak tepat penggunaannya pada konten tertentu pada konteksnya.

(Eee **the difficult thing that was always found is that when I tried to suit the meaning with the sentence**, because sometimes the meaning of the actual English language often doesn't match what it is when translated, judging by the meaning of just one word, sis, sometimes it's not used appropriately for certain content in the context).

4.2 Being difficult to find a word in dictionary

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 1 (I-1) on Saturday, July 17th 2021 at 20.19 PM respond as follows:

R : “Hmmm lalu apa lagi kesulitannya? Fokusnya itu kita menginterpretasikan kalimat dari bahasa Inggris ke bahasa Indonesia, apa itu kesulitannya?”

(Hmm then what's the problem? The focus is on interpreting sentences from English to Indonesian, what is the difficulty?)

1-1: Kesulitannya eee ketika menemukan kata yang eee **ada kata yang tidak ditemukan di kamus** itu Kak dan biasanya itu seperti verb 2 dan 3 nya kak dan biasanya untuk penerjemahan interpretasi ini lebih sering disulitkan pada penggunaan konteksnya kak.

(The difficulty is **when find a word that doesn't have a word in the dictionary**, Sis and usually it's like verbs 2 and 3, Sis and usually for translation, this interpretation is more difficult to use in context, Sis).

4.3 Having lack of vocabulary

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the informant I-2, I-3, I-4, I-5, I-6 and I-8. The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.



The researcher did interview with informant 2 (I-2) on Saturday, July 17th 2021 at 20.30 PM. The interview result was

R : “Kira-kira menurut saudari apa kesulitan dalam menginterpretasikan kalimat dari bahasa Inggris ke bahasa Indonesia?”

(In your opinion, what are the difficulties in interpreting sentences from English to Indonesian?)

1-2: “Eee ya tentunya **tantangan terbesarnya yaitu vocabulary** kak, yang mana kan jika kita banyak menguasai banyak vocabulary maka kita akan mudah untuk menerjemahkannya dan menyampaikannya kembali. Mungkin ini tantangan terbesar atau masalah terbesar yaitu vocabulary kak”

(“Well, of course, **the biggest challenge is your vocabulary**, which means that if you master a lot of vocabulary, it will be easy to translate and convey it again. Maybe this is the biggest challenge or the biggest problem, which is vocabulary”)

4.4 Having lack of practice

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the informant I-2, I-5, I-6 and I-7. The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.

The researcher did interview with informant 2 (I-2) on Saturday, July 17th 2021 at 20.30 PM. The interview result was:

R : “Kira-kira menurut saudari apa kesulitan dalam menginterpretasikan kalimat dari bahasa Inggris ke bahasa Indonesia?”

(“In your opinion, what are the difficulties in interpreting sentences from English to Indonesian?”)

I-2 : “Eee seperti a namo, tangkap inti dari pembicara itu kak. Kan seperti kan kita belajar listening juga kak, **jadi ya masalahnya mungkin lebih banyak latihan aja kak**”

(“Eee like aa, catch the essence of the speaker sis. It's like we're learning listening too, sis, **so the problem is maybe we just practice more sis**”)

4.5 Time pressure that contributes to nervousness

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the informant 3 (I-3) and informant 8 (I-8). The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.



The researcher did interview with informant 3 (I-3) on Saturday, July 17th 2021 at 20.36

PM. The interview result was:

R : "Kira-kira menurut saudari apa kesulitan dalam menginterpretasikan kalimat dari bahasa Inggris ke bahasa Indonesia?"

("In your opinion, what are the difficulties in interpreting sentences from English to Indonesian?")

I-3 : "Mungkin penguasaan vocab yang kurang, ditambah slide itu terus berjalan dan **adanya rentang waktu dan membuat kita jadi gugup** apakah kita bisa mentranslate atau tidak gitu kak. Jadi kek kadang kalo kata-katanya tu tinggal jadi kek ngasal aja gitu mana yang nyambung kata-kata itu gitu".

("Maybe it's a lack of vocabulary mastery, plus the slide keeps going and **there is a time span and makes us nervous** about whether we can translate or not, Sis. So, sometimes when the words are left alone, it's just so awkward, which one connects the words like that").

4.6 Being difficult to read faster the slide show

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 3 (I-3) on Saturday, July 17th 2021 at 20.36 PM. The interview result was:

R : "Selain itu apa kesulitan dalam menerjemahkan bahasa Inggris ke bahasa Indonesia?"

("Besides, what are the difficulties in interpreting English to Indonesian?")

I-3 : "**Slide nya terlalu cepat gitu kak.** Kan kayak running sec gitu kan dikasih kayak ee susah gitu"

("The slide is too fast sis. It's like running sec, it's like that, it's hard").

4.7 Having lack of signal

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the informant I-6 and I-8. The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.

The researcher did interview with informant 6 (I-6) on Sunday, July 18th 2021 at 21.00

PM. The interview result was:



R :“Selain vocabulary, apalagi kesulitan dalam menerjemahkan kalimat bahasa Inggris ke bahasa Indonesia waktu kalian interpreting itu?”
(Apart from vocabulary, what are the difficulties in interpreting English sentences into Indonesian when you are interpreting them?”).

4.8 Tending to translate word by word

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 7 (I-7) on Monday, July 19th 2021 at 19.07 PM. The interview result was:

R :”Kira-kira menurut saudara apa kesulitan dalam menginterpretasikan kalimat dari bahasa Inggris ke bahasa Indonesia?”

(In your opinion, what are the difficulties in interpreting sentences from English to Indonesian?)

I-7 :”Yang pertama tentunya kadang speaker itu berbicara terlalu cepat kak, dan **saya pribadi suka menerjemahkan satu per satu kak, jadi salah arti**”

(“First of all, of course, sometimes the speakers speak too fast, Sis, and **I personally like to translate one by one, Sis, so it's misunderstood**”)

In this discussion, the students' difficulties in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. Based on the interview result, there were eight difficulties faced by students in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. They were 1) Being difficult to adjust the meaning of a word with the sentence, 2) Being difficult to find a word in the dictionary, 3) Having lack of vocabulary, 4) Having lack of practice, 5) Time Pressure that contributes to nervousness, 6) Being difficult to read faster the slide show, 7) Having lack of signal, 8) Tending to translate word by word

The first difficulty is being difficult to adjust the meaning of a word with the sentence. Informants faced this difficulty in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. This difficulty means when the students interpret the sentence from English to Indonesian, they difficult in adjusting the meaning a word in bahasa with the English sentence. In line with the results of the research, one of expert defined that an interpreter must be able to understand and match a wide range of registers and languages or idiom (Gonzales et al in Pratiwi, 2016: 128-131).



The second difficulty is being difficult to find a word in the dictionary. Informants faced this difficulty in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. This difficulty means when the students founded unfamiliar word, they search in the dictionary. But there are several vocabularies didn't find in the dictionary. The third difficulty is having lack of vocabulary. Informants faced this difficulty in interpreting English sentences into Indonesian in English interpretation class during covid 19 pandemic. This difficulty means students difficult to interpret the sentence because of their lack of vocabulary. The fourth difficulty is having lack of practice. Informants faced this difficulty in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. In having lack of practice, students faced several problems such as difficult to catch the idea from the speaker because the speaker speaks too fast, difficult to catch the idea from the speaker because the speaker's articulation is not clear and etc. In line with the results of the research, when an interpreter lacks practice, for example, it causes them to become nervous, which leads to a loss of trust in the pupils and a reduction in the quality of the interpretation (Chinch in Pratiwi, 2016: 131).

The fifth difficulty is time Pressure that contributes to nervousness. Informants faced this difficulty in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. In line with the results of the research, there are seven categories of translating problems: anxiousness, lack of experience, time pressure, speaking skill, peers, bad health, and tape recorder quality (Chinch in Pratiwi, 2016: 131).

The sixth difficulty is being difficult to read faster the slide show. Informant 3 (I-3) faced this difficulty in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. This difficulty means when the lecturer gave running section text, the students difficult to read it faster. Because the sentence running too fast.

The seventh difficulty is having lack of signal. Informants faced this difficulty in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. The spread of covid- 19 pandemic moving learning activity from face to face into online learning. When the students learned English interpretation subject in online, they faced difficult in pooring of signal. Poor signal can make learning activity didn't run well. For



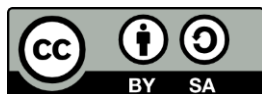
example, when the students wanted to download video or audio from the lecturer, it is difficult because poor of signal. In line with the results of the research, internet connection in Indonesia was not good enough. Internet connection problems could happen due to bad weather. Thus, it would affect online learning. Moreover, not all students have fast Wi-Fi connections, and they tend to rely on cellular provider connections (Reyna Vidyantari, 2021).

The last difficulty is tending to translate word by word. Informant 7 (I-7) faced this difficulty in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemic. This difficulty means when interpreting sentence, student didn't focus on speaker's idea. But she or he focus on word by word saying from the speaker. In line with the results of the research, literal translation errors occur when interpreters focus on substituting words from the target language for words in the source language rather than preserving the ideas (Gonzales et al in Pratiwi, 2016: 128-131).

From the explanation above, the researcher found new difficulties. The difficulties were being difficult to find a word in the dictionary, having lack of vocabulary and being difficult to read faster the slide show.

5. CONCLUSION

Based on the result of the data analysis, it can be shows that there are eight students' difficulties in interpreting English sentences into Indonesian in English interpretation class during covid-19 pandemics. The difficulties are being difficult to adjust the meaning of a word with the sentence, being difficult to find a word in the dictionary, having lack of vocabulary, having lack of practice, time pressure that contributes to nervousness, being difficult to read faster the slide show, having lack of signal, tending to translate word by word. Last, according to the research, it is suggested that the English students English students department in IAIN Batusangkar, especially students who have been taken English interpretation subject and also students who will take English interpretation subject to reducing the difficulties and for the students who lack in vocabulary, students can improve their vocabulary mastery, Then, for the lecturer English interpretation lecturer of English Teaching Department in IAIN Batusangkar to find the strategies for decreasing the difficulties that have been founded by the researcher, especially problem in students' lack of vocabulary.



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