

## COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH TO INDONESIAN CONSECUTIVE INTERPRETING

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**Abstract:** The aims of this study are to find out the common errors and problems encountered by students in consecutive interpreting from English to Indonesian. Qualitative method involving analysis, error validation, and interviews was applied to answer the research questions. The data were obtained by collecting the video recording in consecutive interpreting of six students in liaison class and conducting interviews with the students to obtain further information. This study found that addition is the most frequent errors encountered by the students which consists of 8 occurrences or 30% of 27 occurrences. The errors were made by the students because of some problems that they encountered in the way they interpret the message to the client. The data gathered from the students' interview were categorized the problems into seven different reasons; nervousness, lack of language proficiency, time pressure, lack of practice, lack of vocabulary, concentration, and environment. Overall, the findings lead to a final conclusion that the students of English to Indonesian consecutive interpreting still need some improvements and guidance to interpret and deliver the message.

**Keywords:** *Errors, Problems in Consecutive Ineterpreting, English to Indonesian Consecutive Interpreting*

### Introduction

Interpreting takes place when one person translates orally what he or she hears from the speaker into another language. Furthermore, in this globalization era, everyone is required to interact and communicate each other despite the distance of geographic, language, and culture, the interpreting is needed to solve the distance (Gentile, Ozolins, and Vasilakakos. 1996; Harto, 2014). Interpreting helps people in the process of

exchanging thought and information, not only for communication between two people in different languages, but also to deliver the information in seminar, global meeting, conference, and many other important discussions in this world which have different languages. Several studies on the analysis of errors in interpreting had been conducted. One of the recent studies was carried out by Chinch (2010) who found out that the poor preparation and lack

of background knowledge make students nervous, which directly or indirectly lose students confidence and impoverish the quality of the students interpreting practice. Therefore, unclear sentences should be paid attention to because they occur frequently and in large quantity. Some errors found in this recent study is lexical errors, the students distorting the meaning of the original message it can lead misunderstanding. Furthermore, the students' views of errors made by them can have a huge impact on the outcome of consecutive interpreting practice. Students are the main players in practicing the consecutive interpreting in the class. Thus, it is important to examine their views. Students' views concerning the errors is essential for findings the solution to make their interpretation more accurate.

The primary explaine why even competent translators make mistakes and errors occured when human cognitive processing capacity is limited. Because we can only attend to so much with our conscious processes, we automatist as much as possible to leave our minds free for more difficult tasks. That means that our attention is directed to only some of the things we are doing at the same time. (Shlesinger, 2013).

A mistake is a wrong response towards a topic that the students have known about. When the student given a

second chance, they have the potential to correct a mistake. Thus, when the students given a chance to remember and to watch their interpretation product they know what is wrong and they can correct it and give the right answer. While error is a wrong response made by students because they have no knowledge about what is the right answer. A student cannot correct the answer until they learn what is correct. (Chinh, 2010). Six memory lessons are presented to improve or remediate language and oral communication problems. Memory lesson 1, is related to listening activities often, errors in consecutive interpretation occur because the interpreter was not using good listening skills. For example, if one becomes bogged down in details and fail to grasp the overall meaning of a passage, that one will not be able to recall it correctly.

There are main types of errors in consecutive interpreting 1) literal translation, 2) inadequate language proficiency (grammatical and lexical), 3) errors in register conservation, 4) distortion, 5) additions, 6) omissions, 7) (protocol, procedures, ethics), and 8) non-conservation of paralinguistic features. (Gonzalez *et al.*, 1996; Barik, 1998; Hairuo, 2015; Chinh, 2010; and Altman, 1994).

### **1. Literal translation**

Literal translation errors occur when the interpreters does not preserve the ideas but

they focuses on substituting words from the target language for words in the source language.

## 2. Inadequate language proficiency

General lack of language fluency makes the interpreter comprehend text not well enough to convert ideas fully and faithfully at the requisite speed into the TL without faltering and communication break downs. Lack of ability to correctly predict language patterns. (sentences & expressions).

Example: “Good morning, ladies and gentlemen” rather than “Good evening gentlemen and ladies”

Two main categories of errors in language proficiency:

- Grammatical Errors  
Verb tense agreement can alter the sense and can affect the credibility of the speaker. Preserving Numbers can alter message drastically.
- Lexical errors are due to a weak or inadequate access to the wide variety of synonyms and other intralingua skills. Weaknesses in target language vocabulary can be overcome by accurate paraphrasing skills. With accurate & rapid paraphrasing skills the interpreter can explain the topic or term in different words even when they do not know the specific term in the target language. Language deficient

interpreters would paraphrase, define, invent, omit, guess and very often cause a web of confusion.

- Deviation of Meaning in this study, deviation of meaning can be divided into two part: (i) interpretation mistakes; and (ii) not being accurately expresses the sense of the source text. If a mistake is made, that segment of the interpretation is generally seen as not being acceptable. In some special cases such as court interpretation, accuracy is especially focused on. While for some of the less formal occasions, sometimes, general equivalence on the whole is seen as acceptable in interpreting as they do not affect the understanding in general, though quality interpretation requires more accuracy. In any case, a further improvement is needed in order to reach a better quality in interpretation.

## 3. Register Conservation

Register refers to the level of formality of speech from courtroom, classroom, to a social event etc.

- a) If has limited register i.e., informal, then the interpreter’s message is skewed in all other registers.
- b) Interpreters must be able to correctly understand a full range of registers and to match the language. Example: Idiom- “scared to death”

- She is afraid of death
- She can't sleep at night
- She is very afraid of her death.

#### **4. Distortion**

When a message is distorted, either the overall or part of meaning is lost. Prevalent among developing interpreters possibly because interpreters doesn't understand the importance of preserving the entire message. Three possible reasons:

- a. Deficient language skills
- b. Memory
- c. Interpretation skills

Most likely to happen when message is very short. (under 15 words), or if it has technical language, emotional intensity, hedges, particles, false starts, unfinished sentences, and incoherent language.

#### **5. Omission**

Information that is deleted or left out. According to Barik (1971) omission is divided into four types:

1. Skipping omission is when the interpreter omit a word or short phrase that does not change the structure. This omission causes a little loss in meaning.
2. Comprehension omission is when the interpreter cannot comprehend some parts of the text. This omission causes certain loss in meaning.

3. Delay omission is when the interpreter produce his or her rendition of a segment of the text in target language.

4. Compounding omission is when the interpreter compound two sentences by omitting some phrases.

#### **6. Additions**

Adding some information when delivering the message to the clients. For example in the particular situation the interpreters do not remember the source message, so that the interpreter "invent" information than keep silent or ask for clarification. There are four types of additions: 1. Qualifier addition is when the interpreter add the information by adding an adjective or adverbs in target language not existed in source language. 2. Elaboration addition is when the interpreter provide some non-related information. 3. Relationship addition is when the interpreter add some conjunction that not originally in the source language. 4. Closure addition is addition which accompanies rephrasing, omission or misinterpretation on the part of the target language and which serve to give closure to a sentence unit, but does not add anything substantial to the sentence.

#### **7. Protocol, Procedure and Ethics**

Being faithful to the message even when the message includes profanities necessity

to correct errors especially when interpretation becomes part of a formal record.

Example: conversing with a witness while waiting for a trial to begin may provide interpreter with additional information that may later bias the interpretation or lead to mistakes.

Ethics, procedures, protocol, and confidentiality are all extremely important.

**8. Non conservation of paralinguistic features.**

Repetition of words or phrases, incomplete sentences, and filler it is when the interpreter making “*euuu*”, “*uh*”, and “*umm*” sound that can lead to incomplete interpretation or it also can probably make the client hard to catch the meaning.

• **Interpreting Problem**

There are seven types of problem in interpreting according to Chinh (2010) nervousness, lack of practice, time pressure, speaking skill, classmates, bad health and tape recorders quality. Several of them is related each other. For example when the interpreter have a problem in lack of practice it leads them to nervousness which direct or indirectly lose students’ confidence and impoverish the quality of the interpretation. The other research conducted by Ribas (2012) classifies the interpreting problem to four segments.

Listening and understanding, note-taking, decoding notes and expressing and reformulating.

|  |
|--|
| <b>Listening and Understanding</b>   |
| Lack of understanding of the source language<br>Numbers<br>Lack of common sense<br>Speed of delivery of source speech<br>Unfamiliarity with the topic<br>Sound problems<br>Length of the source speech<br>Information density<br>Lack of practice<br>Lack of attention/concentration |
| <b>Note-Taking</b>   |
| Lack of understanding<br>Speed of delivery of source speech<br>Information density<br>Lack of practice<br>Numbers  |
| <b>Decoding Notes</b>  |
| Unable to understand their own notes<br>Lack of restitution speed<br>Lack of connectors<br>Unclear notes<br>Memory problems  |
| <b>Expressing and reformulating</b>  |
| Lack of understanding source speech<br>Feeling nervous<br>Lack of confidence<br>Unclear notes<br>Overuse of connectors<br>Problems expending   |

**Methodology**

The research method used in this present research was qualitative research. The research was conducted in one university in Bandung. The subjects of the research were the students of liaison interpreting class who take the translating and interpreting course as their major course. The data were

obtained from the video recording and interviews. The video recordings were obtained from the final results of interpreting students, who took liaison interpreting course two years ago. The duration of the recording was different each other. The following table shows the duration of the video recording from each students.

| <b>Students</b> | <b>Duration</b> | <b>Topic</b>  |
|-----------------|-----------------|---------------|
| Student 1       | 05.25           | Business      |
| Student 2       | 06.36           | Business      |
| Student 3       | 05.43           | Entertainment |
| Student 4       | 07.47           | Entertainment |
| Student 5       | 04.49           | Entertainment |
| Student 6       | 06.24           | Business      |

The video recording was the product of English–Indonesian interpretation of six students. These six students were chosen due to two reasons. First, the six students came from two different topic, business and entertainment. Second, the sound of video recording is clear enough to listen by the researcher. Problems causing those errors mention and some possibilities solution. The type of the interview was semi-structured interview.

**Data Presentation and Discussion**

The overall errors found from six students doing consecutive interpreting activity are 60 errors. There are six categories which are errors in non-conservation of paralinguistic, addition, omission,

inadequate language proficiency, literal translation and distortion. Based on the six categories, the most frequent error is addition which occurred 17 times or 28% of 60 occurrences of errors and the least frequent of error found is distortion (1 occurrence or 2%).

- **Additions**

- a) **Qualifier Addition**

Barik (1971) notes that qualifier addition occurs when the interpreter interprets the language by adding adjective or adverb in target language that does not exist in source language. Table below shows the example of qualifier addition.

| <b>Source Language (client)</b>          | <b>Target Language (Interpreter)</b>   | <b>Types of Errors</b> |
|--|--|------------------------|
| To find a new talent and new entertainer | <u>Euu..</u> disini saya sedang mencari talen dan entertainer yang <u>berbakat</u> | Qualifier Addition     |

It can be seen from the table above that the student interpreter has added the adjective *berbakat* in the target language. There is no adjective word *berbakat* in the source language. It seems that she adds adjective word to give emphasis on the target language. It

slightly changes the meaning in the target language because the speaker does not talk about *berbakat* (skillful) condition. The message talks about new talent. However, the student interpreter relates the speaker message to the talent that the client needs, which she thinks the talent also must be skillful.

**b) Elaboration Addition**

Elaboration addition refers to condition when the interpreter provides some unrelated information. However, the elaboration addition can result in a little change of meaning. Table below shows the example of elaboration addition.

| Source Language (Client)        | Target Language (Interpreter)  | Types of Errors |
|---------------------------------|--|-----------------|
| I will see it first [student 4] | <i>Ya mungkin saya bisa melihat dulu ya bu yang tari-tari an itu</i> | Addition        |

Student’s error in this section is also categorized as an elaboration addition, because the student added new incoherent information. See the table above. The student gave new unimportant information that will make the client confused in catching the message. The student said “*Ya mungkin saya bisa melihat dulu ya bu yang tari-*

*tari an itu*”. The information added by the student was even incoherent with the topic they discussed. The topic was about music not about dance.

• **Omission**

**a) Skipping Omission**

Barik (1971) notes that skipping omission occurs when the students omit a word or short phrase that does not change the structure, this omission causes a little loss in meaning. Table below displays the examples of skipping omission.

| Source Language (Client)   | Target Language (Interpreter)  | Types of Errors |
|--|--|-----------------|
| Can you recommend me the good place for me to have a honeymoon in <u>Bandung</u> ? [student 1] | <i>Euu.. apakah mas Robi punya rekomen da si tempat yang cocok untuk bulan madu?</i> | Omission        |

The deletion can be seen in the above row. Deletion is included into omission. According to Barik (1971), word deletion is called as skipping omission, it happens when the interpreter omits a single word or short phrases. The interpreter deleted the

word “Bandung” in the target language. The word “Bandung” should be interpreted by the interpreter because if that word is deleted the meaning of the message changes or becomes a general meaning. Without the word “Bandung”, the meaning of the message can be wider, the meaning can be all city in Indonesia since the topic is about the best place in Indonesia.

**b) Comprehension Omission**

Comprehension omission occurs when the interpreter cannot comprehend some parts of the text. This omission causes certain loss in meaning and it occurs when the students are unable to interpret the speaker’s speech completely

| Source Language (Client)                                  | Target Language (Interpreter) | Types of Errors |
|---|-------------------------------|-----------------|
| Nice to meet you, my name is Divta....<br><br>[student 4] | Euu.. Ya, nama saya Divta     | Omission        |

The example shows the omission in sentence. The interpreter deleted one sentence. Although it does not change the meaning, but the students deleted the information given by the speaker and it makes incomplete interpretation.

As stated by Barik (1971), this omission is categorized as comprehension omission because this omission occurs when the interpreter cannot comprehend some parts of the text. This omission causes certain loss in meaning.

**c) Compound Omission**

Compound omission refers to the omission when the students interpreter compound two sentences by omitting some phrases. Table below shows the example of compound omission.

| Source Language (Client)                             | Target Language (Interpreter)                           | Types of Errors |
|--|---|-----------------|
| I enjoy my trip to my (your) country here because... | <i>Saya sangat senang sekali kesini euu.. karena...</i> | Omission        |

The last example is the compound omission made by the student. This omission occurs when the students compound sentences by omitting some materials. The students compound the information given by the speaker “I enjoy my trip to your country” becomes “*saya sangat senang sekali kesini*” by omitting the phrases “your country”. The students focus on “enjoy the trip” and forget about the place where they



go “your country”. It causes the loss of meaning in the target language.

- **Inadequate language proficiency**

Inadequate language proficiency is divided into two parts of error. The first one is lexical error and the second one is incorrect translation. The following section is the detail explanation.

- a) **Lexical errors**

Lexical errors are the types of error, which directly distort the meaning and can lead to misunderstanding (Chinh, 2005). Lexical errors are due to a weak or inadequate access to the wide variety of synonyms and other intralingual skills. The following table shows the example of lexical errors made by the students in consecutive interpreting.

| Source Language (Client)                      | Target Language (Interpreter)                                   | Types of Errors |
|---|---|-----------------|
| Since my hobbies are travelling and diving... | <i>Euu.. Sejak hobi saya adalah jalan-jalan dan menyelam...</i> | Lexical errors  |

The table above shows the lexical error made by the students interpreter. Lexical errors lead to inappropriate translation. It can be seen from the row shows that the student has lack of vocabulary buildings. The second and the third row show the lexical errors that

lead to inappropriate translation. They interpreted “since” to “*sejak*” in Indonesian, in this case it is inappropriate translation.

- b) **Incorrect Interpretation**

Incorrect interpretation is one of the crucial errors, because when an interpreter interprets incorrect translation, it means that the interpreter fails in delivering the message from source to target language. The following is the example of incorrect translation.

| Source Language (Client)             | Target Language (Interpreter)  | Types of Errors   |
|--------------------------------------|--|-------------------|
| The most favourite food in Singapore | <i>Tempat untuk makan yang paling, yang paling paling disukai di Singapura</i> | Incorrect meaning |

As shown in the table above, there are some examples of incorrect translation made by the students. As stated by Hairuo (2015) not being accurately expresses the sense of the source text. If a mistake is made, that segment of the interpretation is generally seen as not being acceptable. In the first row the student tended to interpret “the most favourite food” to “*tempat makan yang paling disukai*”. However, it should be “*makanan yang*

*paling disukai*”. The meaning in the target language is totally incorrect.

- **Non conservation of paralinguistic features**

Non conservation of paralinguistic features involves fillers, incomplete sentence, and repeated word or phrases.

**a) Filler**

Fillers are found when the interpreter makes sounds like “uh” “ah” “emm” or “eui”. According to Gonzalez *et al.* (1996), the kind of sound made by the interpreter is one type of errors because when the sound like “euum” made by the interpreters then the interpreters made pauses, it can lead to the incomplete sentence and change the meaning itself. In this case, they made fillers in their speech too many times, instead of keeping silent. Based on the data gathered, fillers were found in all the students’ products of consecutive interpreting from English to Indonesian. See the example below

**Excerpt A**

Client : Oh, so what do you think about.....

Interpreter : *Euuu.. bagaimana euuu... menurut anda....*

**Excerpt B**

Client : So, for Indonesia I hope I will find a new good entertainer...

Interpreter : *Ya tentunya dari Indonesia euu.. disini saya mencari yang memiliki euu.. bakat yang bagus yang nanti akan euu... akan apa..*

Based on the above example, the interpreter makes two times and three times “eui” sound in one sentence. When a pause is longer than 5 seconds, it is probably unacceptable to the client or audience. It may annoy the client when the interpreter makes fillers too much. Too much filler can lead the client to catch incomplete message.

The reasons why this error occurs frequently in consecutive interpreting are probably because of their lack of practice and lack of vocabulary buildings that makes the student produce “eui” sound while they are thinking what ideas to express in the target language. Sometimes the sound “eui” is disturbing the client.

**b) Incomplete sentence**

According to the previous research conducted by Chinh (2005), incomplete sentences occur in speech because the students felt time pressure in their interpretation, their ideas have not been fulfilled, and they lack vocabulary that lead them hard to express the ideas. Incomplete sentences become one of the serious errors. Since incomplete sentence leads to incorrect meaning or incorrect message, it will make

misunderstanding from the client. Incomplete sentence makes bad interpretation product. It is called as unfinished interpretation. The following table shows incomplete sentences.

| Source Language (Client)                              | Target Language (Interpreter)                                      | Types of Errors     |
|---|--|---------------------|
| ...and you will also go for eating...<br>[students 2] | ... <i>dan anda juga akan men euu..<br/>men tempat untuk makan</i> | Incomplete sentence |

The table above shows the errors made by the students. From the first row, the incomplete sentence leads to incomplete meaning or message. Thus, the client cannot catch the information fully. The second row leads to misunderstanding interpretation. The students added unfinished message into the target language that it would make the client confused whether it is an important message or not. The third row shows that the student made a question just for himself. It is irrelevant sentence, in which the message informing the client is nothing. From the previous recent study as stated by Chinch (2010) the reason why this errors occur are poor vocabulary that make the student hard in expressing the complete ideas, and limited

time, thus the students tried to complete their message as fast as possible because of the limited time.

### c) Repeated words or phrases

Time limitation leads them to make incomplete sentence because it can certainly shorten the time for them to carry out their ideas. This incomplete sentence is also supported by the production of repeated words. Frequent repeated words produced by the students interpreter is considered harmful to the meaning. According to Yin (2005), a little repetition in the interpreting activity only affects speech fluency. Moreover, too many repeated words make speech sounds messy, confused, and make incoherent product of interpretation.

The words, “*yang*” and “*untuk*” are the most frequent words repeated by the students. Some students made these errors perhaps because they wanted to find out a suitable word to express their ideas. The following table shows the example of repeated words or phrases made by the students.

| Source Language (Client)                         | Target Language (Interpreter)   | Types of Errors | Description of Errors |
|--|---|-----------------|-----------------------|
| The most favourite food in Singapore [student 2] | <i>Tempat untuk makan yang paling, yang paling, paling disukai di Singapura</i> | Repetition      | Repeating a phrase    |

The above table shows the repetition that leads to message confusions. Thus, the confusions will create misunderstanding from both the interpreter and the client. Repetition usually occurs because of nervousness, lack of practice, and confidence. The students tended to repeat the word or phrases twice or three times. For example, in the first row the student repeated phrase “*yang paling*” twice, then followed by repeating a word “*paling*”. It shows that he is probably lacking concentration because of his nervousness. The second row also shows the repetition from the word “*akan*”. This repetition leads to incomplete sentence, because after repeating the word he did not make any complete sentences or messages. The last repetition made by students is the word “*untuk*”. In the third row, the student tended to repeat the word twice, the students

repeated the word to find out the appropriate meaning or message in the target language. In the end, the complete message was delivered to the client although there were several repetitions occurred.

• **Literal Translation**

Literal translation errors occur when the interpreter does not preserve the ideas but focuses on substituting words from the target language to words in the source language (Gonzalez *et al.*, 1996). The following table shows the example of literal translation errors made by the students in English to Indonesian consecutive interpreting.

| Source Language (Client)                             | Target Language (Interpreter)   | Types of Errors     |
|--|---|---------------------|
| My favourite singer that’s inspires me is my sister. | <i>Euu.. penyanyi yang menginspirasi i saya adalah Jessica saudara saya</i> | Literal translation |

The table above shows that the students focus on substituting word for word.

“My Favourite Singer that’s inspires me is my sister”

“*Penyanyi favourite saya yang menginspirasi saya adalah Jessica saudara saya*”

To preserve the ideas, the student should interpret the source language to “*penyanyi yang menginspirasi saya adalah saudara saya sendiri yaitu Jessica*”. This interpretation is easy to understand and more accurate than the students’ interpretation product. It is in line with Russel (2005) that interpreting is an important one in any discussion of how to achieve the most accurate interpretation.

• **Distortion**

According to Gonzalez et al. (1996), there are three main factors causing distortion in interpretation:

1. Deficient language skill
2. Memory
3. Interpretation skill

The following table is the example of distortion made by the student in consecutive interpreting activity.

| Source Language (Client)               | Target Language (Interpreter)                 | Types of Errors |
|--|---|-----------------|
| For the concert I feel really great... | <i>Saya mendapatkan pengalaman luar biasa</i> | Distortion      |

Distortion is most likely to happen when message is very short or if it has technical language, emotional intense, hedges, particles, false starts, unfinished sentences, and incoherent language. In the above example of distortion, the students interpreter distorted the word “concert” and

replace it with “*pengalaman*” when she/he was delivering the message to the client. The students, according to Gonzalez et al. (1996), make an error of distortion in false start.

• **Common errors occurred in students English to Indonesian consecutive interpreting**

The total errors encountered by the students in English to Indonesian consecutive interpreting activity are 31 errors. The results of the analysis and students’ interview were used to analyze the categories of errors and mistake and to find out the common errors made by the students in consecutive interpreting from English to Indonesian.

• **Distribution of errors in students’ consecutive interpreting activity from English to Indonesia**

| Types of error                              | Errors Occurrences | Percentage |
|---|--------------------|------------|
| Additions                                   | 8                  | 30%        |
| Inadequate language proficiency             | 5                  | 19%        |
| Literal translation                         | 5                  | 19%        |
| Non conservation of paralinguistic features | 5                  | 19%        |
| Omission                                    | 3                  | 11%        |
| Distortion                                  | 1                  | 4%         |

|              |           |             |
|--------------|-----------|-------------|
| <b>Total</b> | <b>27</b> | <b>100%</b> |
|--------------|-----------|-------------|

Based on the six categories above from the analysis of six students through transcription analysis and interview, it is revealed that the errors faced by the students are 27 occurrences. The findings revealed that the dominant errors in students interpreters' English to Indonesian consecutive interpreting is in additions types (8 occurrences or 32% of 27 occurrences of errors).

- **Problems Encountered by Students English to Indonesian Consecutive Interpreting**

- 1. Nervousness**

First, the problem in terms of nervousness is the most frequently mentioned by the students' interpreting. It was experienced by four students out of six. Student 1, 3, and 6 mentioned that the problem was experienced especially when they lack preparation about the topic which leads them to the nervousness and losing of their confidence. Nervousness is the biggest factor that caused poor performances when they were interpreting the language. When the students posed the question about their opinion on the reason why they made an error in the way they practice the English to Indonesian consecutive interpreting,

most of them reckoned that nervousness is the most problem they encountered, for examples as stated by student 1, student 3 and 6

... I usually get nervous it is because lack of preparation. (Student 3) (Translated version)

... from the error that I make in the way I practice the interpreting is because of nervousness. (Student 6) (Translated version)

The above excerpt shows that Student 1 and student 6 seemed to have problems in nervousness when they are practicing their interpreting activity. However, student 1 commented that the nervousness comes because of the lack of preparation. This means that preparation and nervousness are correlated.

- 2. Time Pressure, lack of practice, and concentration**

Second, the problems encountered by the students are in terms of time pressure, lack of practice, and concentration. These three categories of problems actually take the same percentage; 17% for both of them.

The first one is time pressure. It was realized by Student 5.

“the biggest interpreting problem would be related to the fact that I had a very limited time to process and produce appropriate discourse or utterance, which resulted in producing a not perfect sentence”. (Student 5) (Translated version)

Time pressure becomes the second problem that is frequently mentioned after nervousness. The students have limited time to interpret the ideas or information to the client. This problem is related to the problem in lack of vocabulary and lack of language proficiency. When the students repeat the words or sentences and make the fillers, it can be concluded that probably the time is enough for the students to finish the interpretation, but they repeated words and made too many fillers. Consequently they could not complete the whole segment.

Lack of practice leads them to lack of understanding that made the students produce incomplete sentences, repeated words or phrases, and inappropriate interpretation that affected the quality of their interpretation. According to students' interview, some of them said that lack of practice also leads to nervousness and sometimes it is hard to remember the words in source language. As mentioned by student 4:

... because of lack preparation, it makes me to change the words because it is hard to remember the words in source language. (student 4) (Translated version).

As stated by Campos, Visintin, and Baruch (2009) many interpreters regard consecutive as the most difficult mode of interpreting because it is hard to retain all of these aspects of the source of language message. Memory is such an important language and oral communication problem in interpreting especially in consecutive.

Student 4 said that “lack of attention or concentration sometimes make us lose the information that was given by the speaker then, focusing only to the meaning of the words”. (Student 4) (Translated version)

It leads the students to make an omission and incomplete sentences, focus on the meaning of words, and make too many fillers. Even memorizing a half dozen words would distract the interpreter, (Seleskovitch, 1978, pp 30-31)

### **3. Lack of language proficiency and lack of vocabulary**

Two students out of six said that lack of language proficiency leads them to lack of understanding and producing bad interpretation in target language. Moreover, lack of language proficiency is related to lack of vocabulary.

... my problem is in speaking, I can't speak English automatically so in the way the

practice of interpreting sometimes I need time to think about the next word I will deliver. (Student 6) (Translated version)

That is to say, when the students mastered just limited vocabulary, it means that they also lacked understanding of source language and were hard to convey the meaning to target language. As stated by Ribas (2012) that the novice students usually had the difficulties with lack of understanding and unfamiliarity with the topic in hand.

#### **4. Environment**

Environment also is one of the problems mentioned by the students.

... noisy, and I think we need the place without noisy. (student 4) (Translated version)

His statement indicates that the noisy is one of the problems that can make the students lose their concentration. In this case, the environment goes to sound, place, and situation. For instance, when the interpreter takes place in the public area, the sound from the car, people and others usually disturb the interpreter's concentration. Furthermore, this condition becomes one of the important things during interpreting activity.

Regarding this, the students learn about the reason why they make an

error in the way they practice their interpreting. They mentioned some problems encountered by them and some of them try to give the solution.

As mentioned by student 3, 4, and 6

...preparation of material and high concentration are very important. (Student 3) (Translated version)

...need to improve the vocabulary, especially the vocabulary used in the interpreting activity depends on the theme and make more practice, practice and practice. (Student 5) (Translated version)

#### **Research problem 1 : The common errors made by the students in English to Indonesian consecutive interpreting**

Based on the findings, the present study found that there were six common errors found in students consecutive interpreting from English to Indonesian, which were additions, inadequate language proficiency including lexical errors and incorrect translation, literal translation, non-conservation of paralinguistic features including fillers, repetition, and incomplete sentence. Connected to the previous research, the previous research found eight errors in the research. Meanwhile, this research only found six errors. The absence of two errors in this research are due to some reasons. Based on the previous paragraph, there are two types of errors missing in this research: register conservation, and protocol, procedure and



ethics. The absence of protocol, procedure and ethics will only appear when there are some register that must be delivered even the register are considered profane this type usually appears in, such as, political field, crime, etc.. Therefore, this type did not appear in this research, since the register appearing in this research did not claim the interpreter to emerge or not emerge this type of error. On the other hand, the second error missing is register conservation. This research appears when the client states one or some idioms in the interpretation process. In this case, an interpreter needs to interpret the idioms correctly. When there is incorrect idiom interpretation, it means that the interpreter did register conservation errors. Meanwhile, in this research, there is no idiom needed to be interpreted by the interpreter. Thus, there is no register conservation appearing in the research.

**Research problem 2: The problems causing the errors made by students in English to Indonesian consecutive interpreting**

Connected to the findings, the problems were categorized into seven different reasons: 1) nervousness; 2) lack of language proficiency; 3) time pressure; 4) lack of practice; 5) lack of vocabulary; 6) concentration; and 7) environment. In terms of the problems found, nervousness is the biggest factor that caused poor

performances when they were interpreting the language. Nervousness is also experienced especially when they are lacking preparation and losing their confidence. The nervousness encountered by the students are affected by the other six problems identified. Those six problems caused nervousness to the students when they were interpreting. Therefore, nervousness arouse to become the most frequent errors encountered by the students interpreter. Time pressure comes to the next place which has the same number with lack of practice and concentration. The students felt that they had limited time to interpret the ideas. The time is actually enough to deliver the message, but sometimes in the way they interpret, the time was considered limited by the students because of the repetitions and fillers made by the students. Consequently, they could not complete the whole segments. Lack of practice leads them to lack of understanding that affected the quality of their interpretation. Additionally, concentration is one of the important things in doing the interpreting activity, because when the interpreter loses their concentration they can not catch the information. Then followed by lack of language proficiency and lack of vocabulary. Both are correlated each other. When the students lack language proficiency, it leads them to lack of understanding. Therefore, when the student

has limited vocabulary, it leads also to lack of understanding. The least influential problem encountered by student is environment. In this case, environment includes noisy, place, and situation. When the environment does not support, it will make the students lose the concentration.

### **Conclusions**

Referring to the findings, it is concluded that the addition becomes the most frequent error made by the students English to Indonesian consecutive interpreting which consists of 8 occurrences or 30% of 27 occurrences. These findings on common errors indicate that the students interpreter are lacking vocabulary, because in the addition types, most of students add new information to the message. They try to add and to express their ideas when they do not know about the words in target language. This error is very crucial, because when the message is added new information by the students, it leads to the new meaning that creates misunderstanding. When the client catches other meanings, it means that the interpretation is failed to be delivered to the client.

Furthermore, it can be concluded that the errors made by the students are because of some problems that they encountered in the way they interpret the message to the client.

The analysis results show that there are seven problems encountered by the students interpreter: nervousness, lack of language proficiency, time pressure, lack of practice, lack of vocabulary, concentration, and noisy. All problems found in this study are correlated each other. When the students have lack of preparation, lack of practice and lack of vocabulary, they will get nervous that it will affect their concentration and if they lose the concentration, it will lead them to make incorrect translation or make too many fillers because they will need time to express their ideas in delivering the message.

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