

Chapter One

Introduction

This chapter consists of explanation about introduction of this research. There are background of the research, statement of the problem, question of the research, objective of the research and significances of the research. In the last part of this chapter, outline of the research is presented.

Background of Research

Many job opportunities were offered for people who possess multi language skills. One of the jobs related to mastering language is being an interpreter. Becoming an interpreter requires several qualifications. The first thing is having a good language skill. Radin-Sabados (2009) said that the base of translation and interpreting process is language. It means that someone who wants to be an interpreter should be able to speak two or more languages. In this case, the language skills which are emphasized are speaking and listening. Pöchhacker (2004) mentioned that the interpreter's task within a particular communicative situation was characterized as combining the activities of listening and speaking.

Other skills which are needed by interpreters are high concentration and memory. According to Nolan (2005), concentration is also important in interpreting, because in implementation of interpreting, an interpreter must maintain attention and high concentration. In addition, interpreting requires a superb command of both the source language and the target language, perfect in memory retention, and quick information retrieval from the memory vault (Kao & Craigie, 2013). It means that interpreters should be able to memorize what the

speaker said. From those qualifications, interpreters indeed work by involving various skills.

The practice of interpreting is also done in university level. One out of many English department in Special Region of Yogyakarta offered the interpreting course. It was provided interpreting as one of elective courses for the students. This course is conducted to introduce the skills of interpreting as well as to practice students' speaking and listening ability. In implementing the interpreting course, there are two modes of interpreting that learned by the students, namely consecutive interpreting and simultaneous interpreting. Consecutive interpreting occurs when the message is conveyed after a pause (Colomer, 2010). While in simultaneous interpretation is the lag between incoming source text and spoken target text is very short (Hiltunen, Pääkkönen, Vik, & Krause, 2014).

There are some assessments given by the lecturer. The assessments that were given are practice of consecutive interpreting using a video from Indonesian to English, making a shadowing video for simultaneous interpreting and role-playing. In consecutive interpreting, the students should to interpret the video in front the class and it was done personally. For simultaneous interpreting, the students made a video out of the class about speech from English speaker and the students should be interpreted by shadow it. In role playing, there are three students for each group and every students should be acted as the real interpreter. It was done in class and every student has script himself or herself. However,

from those assessments, most of the students seemed to have problems when they did the assessments.

Based on the researcher's experience who has joined the interpreting course, she got some problems when doing the assessment of consecutive interpreting using video from Indonesian to English. The researcher felt nervous and her voice was a little hesitant. She felt hard to memorize what the speaker said on the video. She lost some words from the speech. Those problems made her performance unsuccessful. In fact, when she noticed other friends doing the interpreting assessment, they also did not understand the content of speech and seemed uncertain to convey the message in the interpreting practices.

Based on the problems appear on the consecutive interpreting assessment, there must be strategies that were employed by students in dealing with consecutive interpreting assessment. Thus, the researcher is interested in finding out the students' strategies in doing the consecutive interpreting.

Statement of Problem

There are two modes of interpreting that were given by the lecturer, namely consecutive interpreting and simultaneous interpreting. When the students did the consecutive interpreting assessment from Indonesian to English, they got some problems. There were some students who looked nervous, hard to memorize, uncertain to convey the message and lack of attention or concentration. Moreover, they did not understand about the content of the speech. Therefore, the students need to have strategies applied to solve those problems. Thus, the researcher is going to find out students' strategies employed in doing consecutive

interpreting assessment in one of the department at the university in Special Region of Yogyakarta. However, the researcher will only focus on consecutive interpreting from Indonesian to English.

Research Question

The question of this research is mentioned by the following question namely, what strategies employed by students in consecutive interpreting from Indonesian to English?

Purpose of the Research

Based on the research question above, the purpose of this research is to reveal the students' strategies in doing the consecutive interpreting from Indonesian to English.

Significance of the Research

The researcher hopes that this research will give benefits for the following parties, namely the next researchers, students and also the interpreting lecturers.

Some students. The strategies in doing interpreting in this research can add references for students who will join the interpreting course. It can be used as the anticipation in interpreting so that they will not do the same problems, because they can apply the appropriate strategies to overcome the problems as provided in this research. The strategies are also expected to motivate students to understand more and to be confident when they perform in interpreting practices.

Furthermore, in the future, they may become an interpreter as the alternative job.

The interpreting lecturers. This research is expected to give benefits for the lecturers who teach interpreting. It may help the lecturers to evaluate the

syllabus and give material as reference to consider the next syllabus. The findings of the research will give input for the lecturers related to the strategies that students employ, so that the lecturers can adopt a new method of teaching interpreting.

Next researchers. The researcher hopes that this research can give benefit for the next researchers who are interested in conducting a research about interpreting deeper. This research will help them to use some theories in literature review. Furthermore, they can also use the finding and discussion in this research as reference for their research in interpreting.

Outline of the Research

This research consists of five chapters and each chapter has sub-chapter. Chapter one is about introduction of the research. This chapter contains of background of the research, statement of the research, research question, purpose of the research, significances of the research and the last is outline of the research. Chapter two discusses about literature review. This chapter consists of theory about definition of interpreting, problems faced by students in interpreting and strategies in interpreting. There are also included the review of related study and conceptual framework. Chapter three presents about methodology for the research. This part consists of research design, research setting, participants of the research, data collection method and data analysis. Chapter four consists of finding and discussion in this research. This part will elaborate finding and discussion in students' strategies in consecutive interpreting. Chapter five presents about conclusion and recommendation of the research.