

## **Chapter Two**

### **Literature Review**

This chapter contains of definition of interpreting, types of interpreting, problem faced by students in interpreting and students' strategies in doing interpreting. Moreover, the researcher also explain some theories and studies from experts. Review of related study is also included. In the last part in this chapter is conceptual framework.

#### **Interpreting**

There are some supported definitions about interpreting based on the expert. Interpreting is one activity in oral translation language. Pöchhacker (2004) stated that interpreting is also known as translational activity. Interpreting is commonly referred to 'oral' translation, as the activity of rendering spoken messages in another language. In addition, Fügen, Waibel and Kolss (2007) mentioned that interpreting consists of facilitating oral or sign language communication, either simultaneously or consecutively, between two or more speakers who are not speaking the same language. It means that interpreting is seen as a combination between listening and speaking activity to enable communication (Pöchhacker, 2004).

There are many skills in interpreting, and the main skill that an interpreter should master is language skill. Albl-Mikasa (2013) argued that the interpreters are most concerned with language competence. This is the most important skill for interpreter. Albl-Mikasa (2013a) stated that, "The language(s) competence skill needs to have been acquired prior to the study or university course phase, it

command of one's mother tongue must be 'perfect' and also the foreign languages must already be at a high level of proficiency" (p. 22).

In addition, other skills that interpreter should master are listening, speaking and memorizing context. At this point, there are three efforts in interpreting, those are listening and analyzing the source speech, producing a target speech, and short-term memory for storage and retrieval of information (Schjoldager, 1995). Thus, an interpreter works with those skills in the same time.

**Types of Interpreting.** There are many types of interpreting. Here, the researcher will explain about eight types of interpreting. There will be consist of conference interpreting, simultaneous interpreting, consecutive interpreting, whispered interpreting or *chuchotage*, bilateral or liaison interpreting, sight interpreting, telephone interpreting, and sign language interpreting.

**Conference interpreting.** This interpreting types usually used in a conference or meeting. Phelan (2001) said that the term of conference interpreting refers to the use of consecutive or simultaneous interpreting at a conference or a meeting. In line with that, Riccardi (2005) also argued, "conference interpreters generally listen in a highly proficient second language and speak in their first language, so their comprehension in the non-first language must be excellent, and their production will be native" (p. 177). In addition, the ability in second language skill is more needed to improve interpreter performance.

**Simultaneous interpreting.** Supported by Russell (2004) said that simultaneous interpretation is defined as the process of interpreting into the target language at the same time as the source of language which is being delivered. The

challenging in simultaneous interpreting is “the interpreter was given limitation to speak the target language (Hiltunen et al., 2014, p. 3)”. It is because the lag between incoming source language and spoken target language is very short. Another challenge in simultaneous is working with highly memory. Supported by Signorelli, Haarmann and Obler (2011) stated that simultaneous interpreting involves oral translation of ongoing spoken language in real time; it places a high demand on working memory (WM).

***Consecutive interpreting.*** Consecutive interpreting is different with simultaneous consecutive. It is supported by Phelan (2001) argued that in consecutive interpreting, the interpreter listens to a speech while taking notes. When the speaker has finished, the interpreter stands up and delivers the speech in his or her native language. Consecutive interpreting has opportunities for interpreter to speak the target language and it helps to memorize the context.

There are some skills in consecutive interpreting which are considerably as important factors. There are knowledge of the language, good memory, concentration and understanding are important factors. The importance of delivery is clear when the interpreter has to stand up in front of the audience and give the speech (Phelan, 2001). Some compared consecutive and simultaneous interpreting are regard to the fidelity of the target language (Gile, 2001) or to accuracy in court interpreting (Russell, 2003).

***Whispered interpreting or chuchotage.*** This interpreting is used when one or two people do not understand the source of language (Phelan, 2001). This type

of interpreting is used by whispering to the listener. The interpreter should be able to whisper the target language and also speak the source of language as usual.

***Bilateral or liaison interpreting.*** Some community usually have their own language. Bilateral or liaison interpreting sometimes referred to *ad hoc* interpreting where the interpreter used two languages to interpret for two or more people. This type of interpreting is still used today in informal situations, for example is business meetings and for community interpreting (Phelan, 2001).

***Sight interpreting.*** Interpreters are often asked to read and translate a document aloud (Phelan, 2001). Sight translation is the oral rendition of a written text from one language into another. This type of interpreting is seemed like read aloud a document. Interpreters read the source of document and convey it into target language.

***Telephone Interpreting.*** Telephone kind of bilateral interpreting over the phone. This interpreting type commonly used in USA. It is widely used in a business context, for medical examinations and even in some courts in USA (Phelan, 2001). In there, telephone interpreting usually used for medical interpreting and court interpreting.

***Sign language interpreting.*** Deaf person can communicate with other people by using gesture. In the other hand, they also can learn about another sign language. Sign interpreting is provided for deaf or hearing-impaired people who cannot understand the original speech (Phelan, 2001). “Deaf people may need interpreters to communicate information and from their non-verbal signed languages” (Bidoli, 2001, p. 132).

Based on the eight types of interpreting, the researcher put one for this research that is consecutive interpreting. This interpreting type is suitable for this research because the interpreting assessment activity on the department is for consecutive interpreting. Furthermore, the researcher wants to investigate the students' strategy in doing consecutive interpreting.

**Problems Faced by Students in Interpreting.** In implementation of interpreting, interpreters also have problems when they do their interpreting. The problems may come from themselves, such as lack of foreign language skills, lack of accessibility in performing interpreting, and lack of confidence. In here, there are some problems appear based on the expert stated.

***Lack of foreign language skills.*** The consideration to be interpreter is accuracy in translating target language. As Gile (2001) pointed out the lack of foreign language skills often results in students failing interpreting exams. Foreign language is main skill that interpreters should master. To get the target language, interpreters should know about target language. If this skill happened, it makes interpreters difficult to translate and convey the interpreting.

***Incoherent or imprecise input.*** Supported by Albl-Mikasa (2013b) mentioned that incoherent or imprecise input may hamper the interpreter's comprehension processes and make it difficult for interpreter to grasp exactly what the speaker is trying to get at, thus undermining the interpreter's decision-making directed at finding adequate target language solutions. Ambiguous statement from interpreters will make the audience miss understanding with the

context in interpreting performance. Moreover, interpreters give wrong statement and make the context actually change.

***Very short time.*** In simultaneous interpreting, interpreters only given short time to think, listen and speak. Meyer (2008) said that, if an interpreter is working in the simultaneous mode, there is less time to handle differences in mutual knowledge or culture if they occur. It means simultaneous interpreters should work quickly with those skills in the same time. In consecutive, the time is to memorizing and note taking. When interpreters cannot handle the time in consecutive, they will hamper the shows and make it take longer time.

***Lack of accessible interpreting performances.*** A professional interpreter might has interpreted for many times. It was different with interpreters' training or student who learn about interpreting. Supported by Schjoldager (1995) mentioned that the main difficulty probably lies in the lack of accessible interpreting performances. It might have impact for the mental performance of interpreter.

***Lack of confidence.*** Ribas (2012) stated that an interpreter might has individual problem, such as has anxiety or lacking of confidence. Everyone who do performance certainly getting nervous. It is also happened with the interpreters, moreover in their first performance. It may from less preparation before doing the show.

**Strategies in Interpreting.** Based on the problems appear, interpreters must have strategies to solve the problems. Moreover, interpreters have succeed in doing interpreting though the problem overcome. Therefore, this is some strategies from the other researcher:

***Understanding the context.*** Before interpreters did the performance, interpreters should have to understand the context. Supported by Russell (2004) argued, “Context can help the interpreter determine the speaker’s particular meaning within the specific interpreted interaction” (p. 144). It helps interpreters’ performance and make them more confident. In addition, before doing the interpreting, an interpreter can ask or discuss with the speaker about the material.

***Making note taking.*** Note taking is very central for consecutive interpreting. As Gile (1995) stated that make note taking in the SL is safer because it helps interpreters can minimize their effort and save capacity while listening to the source of speech, and perform the linguistic conversion in the production phase. Interpreters also can avoid the pitfalls of committing themselves to a certain meaning before having the opportunity to look at the speech as a whole (Dam, 2004). The notes must be at least as clear as the analysis preceding the speech, (...) so that the interpreter can easily transmit the same message to the audience (Gillies, 2017)

The language of note-taking and condensation techniques are key areas of interest in an analysis of the interpreter’s performance in the consecutive mode (Szabó, 2006). Language choice in interpreting can give effect in note-taking. In note-taking, also has accuracy to convey target language. Dam (2007) investigated the relationship between notes and accuracy in order to study which note-taking features appear to lead to the production of good target language, and which do not.

***Decoding notes.*** Ribas (2012) mentioned that in doing decoding notes, interpreter can use common sense, resort to memory, speed up the reformulation, and change the order. It can make the interpreter convey the interpretation to convey the message faster. Other strategies in decoding notes that can be used are generalizing and summarizing.

***Coping tactics.*** According to Meyer (2008) stated that focus on listening or analysis, production and memory, names and other smaller linguistic forms such as numbers or acronyms may increase the efforts of the interpreter and thus require certain “coping tactics”. While doing note-taking, interpreters should do write the important name and number. After that, they will do summarizing. Coping tactics can also help in memory problem for interpreter. In additional, Kao and Craigie (2013) argued that interpreters might resort to other coping strategies, such as making predictions based on the context, developing an automatic set of phrases for production, and develop expertise in constructive thinking. The ability to adapt to potentially stressful situations.

***Expression and Reformulation.*** In interpreting, interpreters also must have good attitude when they doing performance. Although, they seemed invisible they also have good expression. The strategies to solve it can be used by trying to calm down, trying to avoid calques, choosing the right vocabulary, using common sense, and paying greater attention (Ribas, 2012).

***Listening and understanding to the source language.*** Listening and understanding the context in interpreting is very important. Ribas (2012) classified that strategies in listening and understanding in interpreting are paying

greater attention to the source. Those qualifications are based on the problems appear in listening and understanding.

***Meaning-based and word-based interpreting.*** Albl-Mikasa (2013b) said that the use of conventional (lexical or structural) expressions by the speaker might ease the interpreter. It is retrieve the corresponding translation equivalents constraints. By giving easy meaning or communicative language in interpreting performance, it might the audience understand what the speaker said.

### **Review of Related Study**

This research reviews two journal articles from other researchers in the same topic, namely interpreting. The first is journal article from Ribas (2012) with the title, "*Problems and Strategies in Consecutive Interpreting: A Pilot Study at Two Different Stages of Interpreter Training*". This study revealed about problems and strategies in consecutive interpreting. The aimed to identify some general patterns in the emergence of problems and strategies reported by students at two different stages of training in consecutive interpreting. The results presented are descriptive and were obtained from the analysis of a post-interpreting questionnaire answered by the students. The initial sample size was 26 subjects at two different levels, 16 questionnaires were answered by novice students from Universitat Pompeu Fabra (UPF) and 10 questionnaires were answered advanced from Universidad de La Laguna (ULL). This study focuses on consecutive interpreting, interpreting problem and interpreting strategy.

Interpreting training provides to develop skill of interpreter. Many challenges for the interpreter who has to deal with the interpreting. In consecutive

interpreting entails of concurrent cognitive, psychomotor and affective processes. In the process of interpreting, an interpreter might have problems and strategies. The problems and strategies reported by interpreters are broken down according to each interpreting phase. There are listening and understanding, note taking, decoding notes and expressing reformulating. Every phase has classification either the problems or the strategies. A greater understanding of the problem and strategy relationship at different levels of interpreter training could have a direct impact on the development of methods and materials contributing to improvements in the teaching of consecutive interpreting.

The second is from Kao (Chang Gung University) and Craigie (Chaoyang University of Technology) (2013). The journal is about “*Evaluating Student Interpreters’ Stress and Coping Strategies*”. This study reviewed about student interpreters’ stress and avoiding coping strategies. This study purposed to evaluate the severity of stress experienced by student interpreters and the coping strategies that they employed. The data analysis used qualitative and the method used survey method. The participant is 186 student interpreters at a university in Taiwan, 119 were female and 67 were male. This study employed the Interpretation Classroom Anxiety Scale (ICAS; Chiang, 2006) and the Coping Strategy Indicator (CSI; Amirkhan, 1990).

The assumption that interpreting might be associated with higher stress levels than most other language activities, interpreting could be a highly stress-provoking activity. Psychological stress is the most happened in interpreting. Coping strategy may encourage effective adaptation to interpreters’ stress. To

manage the stress more effectually, using the strategies of problem-solving coping, seeking social-support coping, and reducing reliance on avoidance coping may lead to a reduction in interpreters' stress.

There are some similarities between both studies and this research. This research has the same topic as both studies namely students' strategies in interpreting. Both studies used university students as their participant and the researcher also use it for this research. On the other hand, there are some differences found between both studies and this research. Both study used quantitative method and used experiment as the instrument to collect the data. However, the researcher will use qualitative method and use interview to collect the data. In conclusion, the researcher will use both of the study above as references in literature review. Moreover, both studies have contribution for this research.

### **Conceptual Framework**

In this part, the researcher wants to explain about conceptual framework of this research. Interpreting is one translation activity, which need many skills. Language skill is the main skill to be interpret. Speaking, listening, memorizing and concentration are include in interpreting skills. One of university in Special Region of Yogyakarta provides interpreting course to increase language skill of students. There are two modes of interpreting namely consecutive interpreting and simultaneous interpreting. In consecutive assessment, the students did the assessment using video and did live in front of class. While in simultaneous assessment, the students need several equipment and they was only making

shadowing video personally out of the class. In this research, the researcher focuses on consecutive interpreting from Indonesian to English assessment. In this assessment, every student has problem and strategy them self. Thus, the researcher wants to reveal about the problem and strategy used toward consecutive interpreting assessment in that university. The figure shows the concept that the researcher will discuss in this research.

Figure 1. Conceptual Framework

