

Chapter Four

Findings and Discussion

This chapter reports the findings based on the data analysis. At this point, the researcher explains finding and discussion of the research related to strategies employed by students in doing interpreting practice. The findings related to the interpreting strategies and the information is supported by some quotations from the transcription.

Students' strategies employed in consecutive interpreting

The researcher gained some information related to research question, namely, "what strategies employed by students in consecutive interpreting from Indonesian to English?" There were three students of batch 2013 involved as the participants in this research who were taken from three categories based on their score in interpreting course. Furthermore, the findings were categorized into two big themes, namely strategies employed before the interpreting practice and while the interpreting practice. Each category has sub findings in order to reach the data.

Students' strategies employed before interpreting practice. There are one finding in students' strategies employed before the interpreting practice, namely understanding the context. There are some activities that were done by the students in preparing the interpreting practice. Therefore, the findings were discussed in the following paragraph.

Understanding the context. In understanding the context, there are some preparation that can be done by the students before interpreting practice. It based on the data gathered from all participants, they did some activities to support their

performance before the interpreting practice. They did the simulation as similar with the interpreter's work.

Russell (2004) who argued that context could help the interpreter determine the speaker's particular meaning within specific interpreted interaction. Furthermore, the preparation can help interpreters' performance and make them more confidence. In here, there are some activities based on the all of the participants who did the preparation, such as learning from other sources, practicing using symbols in interpreting, practicing using stopwatch and practicing to speak in front of the mirror.

Learning from the other sources. Based on the data obtained from all participants, they shared the same opinion in doing some preparations before doing the interpreting practice. The activities that the students prepared are such as learning from other sources. There are some listening activities which were done by the participants, such as listening to conversation video, watching western film, watching video on You Tube and listening to speech video. It is based on the opinion from the participant one who said,

I learn from conversation in certain video or certain film, such as daily conversation from western video conversation and western movie, I listen to it and I try to understand the problems. I also try to learn about conversation in certain films or movies, so I have wide knowledge from their linguistic (**P1.5.6**).

Another statement was mentioned by participant three who said,

I listen to many conversations, watching the video on You Tube and listen to speech video. As video on You Tube we know that it has subtitle, so that we can learn what he or she speak and we must hear it. I also practice to interpret in other language, for example Indonesian speech to English (**P3.1.2.3**).

Furthermore, the finding was emphasized by participant two who also stated that, “I read and watch more videos of interpreting from YouTube. I also practice it, so that I can improve vocabulary by watching it.” (**P2.6**).

From those statements above, it can be summed up that the students employed some strategies before they do the interpreting practice. They do it because they have benefits from learning other sources languages. The benefits are they got new knowledge from the films, they knew the problem on conversation, they can learn and listen to how the speaker’s speaks and also they can improve their vocabulary from watching video on You Tube. Thus, from those practices, they can overcome the problems in doing interpreting performance.

This finding was in line with Russell (2003) who stated that interpreter must be able to keep practicing listening comprehension. In addition, Albl-Mikasa (2013c) also said that, preparation strategies become even more important to support interpreting processes, such as interpreters must be familiar with other languages and learning target languages. On that point, it means that before the students were doing the interpreting assessment. They may prepare some practices

such as doing the activities above or listening to something related to the interpreting activities.

Practicing using symbols in interpreting. One participant shared the opinion about practicing using symbol and trying to made symbols before doing interpreting. Participant three said, “Before the assessment, I tried to make symbols so that I can easily understand while in interpreting practice. I also have to practice and I should understand about the symbols” (**P3.5.6**). Based on the statement, the students have to try to understand the symbols of interpreting and try to make symbols. The symbols has taught them before such as symbol of movement and symbol of expression. The example is they made a symbol of movement, like sign (\rightarrow) for go forward and sign (\leftarrow) for go back. They practice with other friends to learn about that symbol and try to understand it.

This finding was in line with Phelan (2001) who said practicing interpreters develop their own techniques for note taking; some use a great number of symbols while others hardly use any. This technique incorporate in note taking for consecutive interpreting. It can be summed up that the students did the technique in order to help them understand and not feel confused when doing note taking.

Practicing using stopwatch. In interpreting the source language, the students try to use stopwatch to estimate the time while they did the interpreting. It is based on participant three who argued, “I tried to use stopwatch in interpreting to estimate how long I can interpret it” (**P3.7**). It means that using stopwatch can help students practice with time in interpreting the message.

In other words, the students used stopwatch to train themselves, so they can keep up with the time. It also helps them to be more careful to listen and think quickly about what the speaker says. It is supported by Oléron and Nanpon (1965/2002), as cited in Pöchhacker who employed special equipment (using stopwatch) to analyze time delays on parallel visual tracings and they found mean values of 2 to 3 seconds for various language combinations in a range between 0.5 and as much as 11 seconds. This technique is suitable for the beginning interpreter training.

Practicing to speak in front of the mirror. Not only practicing using symbols and using stopwatch, speaking in front of mirror is also one strategy that can be used before interpreting practice. The idea comes from participant two who stated that, “We should often practice in front of public or in front of mirror, so that we lost our nervousness and anxiety” (**P2.4**). It means that practicing in front of the mirror can decrease students’ anxiety in speaking in front of people.

Based on the statement above, it can be concluded that the students employed the strategy to increase their confidence in doing interpreting practice. This finding is line with Nolan (2005) who mentioned that public speaking is an important part of training to become interpreters, as if an actor, a talk-show host or a news announcer, must learn how to listen to the speaker, in order to understand the kind of language used. This way may train students to have a good mental while they did the interpreting practice. Nolan (2005) also said that the practice helps the interpreter to acquire greater confidence and thus overcomes stage fright.

Students' strategies employed while interpreting practice. In implementation of interpreting, there are some strategies employed by all the participants while they did the interpreting practice. There are five strategies that the students' have done namely, making note taking, decoding notes, coping tactics, expression and reformulation, listening and understanding to the source language. There are sub findings that reach the findings of the research.

Making note taking. In consecutive interpreting, note taking is very central for interpreters. This finding was in line on Gille (1995) who stated that make note taking is safer because it helps interpreters minimize their effort and save capacity while listening to the source of speech. It means that, the students made note taking in order to help them in memorizing the message.

The participants are also done to write some note. It based on the participant two that make a note in consecutive interpreting. Participant two said, “In consecutive assessment, we may to make a note” (**P2.7**). There are some note that were written by the participants in making note taking, such as symbols and points from the speaker. In note taking, it can use symbols such as symbols of movement and symbols of expression. In addition, there are some student used some understandable symbols while the interpreting practice.

Using understandable symbols. In doing the interpreting performance, the students used symbols from the lecturer who has taught them before. They try to apply it and make a note with some important points. The example is such as direction symbol, (→) as advancing and (^) as above. The statement was from Participant one's opinion who argued that, I try to use symbol, the symbols

include important information, for example about word advancing and the symbol like a go forward sign (→) (**P1.2**). In addition, Participant Three also said that, “We made the appropriate symbols as what the speaker says, such as the speaker said above, it means up, so we made it by make sign up (^)” (**P3.5**).

From the statements above, it can be summed up that students make understandable symbols in order to help them interpret the meaning from the speaker. As Gilles (2017) pointed out that symbol is the underlying meaning of a word or expression that is important to interpreter, the concept, rather than the actual word or expression chosen by the speaker to represent that meaning. Symbols represent a concept, not a word. The effectiveness of the use of symbols gave easy way to students when they do interpreting performance. They can summarize the context by writing the symbol.

Decoding notes. It based on the data obtain, there are some activities that were done by the participants in decoding notes. According to Ribas who said that in decoding note interpreter can generalizing and summarizing. The activities which done by the participant such as making the conclusion and simplifying the interpretation.

Making the conclusion. To help the students translate the interpreting, they can conclude what the speaker’s says. They may also mix between their point and translator’s point. Participant one mentioned that,

I can conclude and make my own words, so it is the mixture between the speaker’s point and the translator’s point. For example, the speaker

discusses about A and the interpreter wants to convey the same content, but the speech is difficult because it is too long. So, I conclude it (**P1.8.7**).

The statement above explains that students did not interpret literally, but they make their own ways or words to translate the meaning of the speaker. When they found long sentences, they can summarize it. Moreover, they can generalize the sentence, so it help the students to convey the message from the speaker. This finding is in line with Ribas (2012) who said that in note taking, the students could generalize and summarize the context of the speech.

Simplifying the interpretation. In interpreting the message, students try to interpret into the source language as simple as possible to understand the context from the speech. They can translate sentences directly to the audience. One out three participants argued that students used simplifying sentence to interpret the message. There was participant one who stated that, “I try to translate in as simple and accurate as possible, so that there will not be misunderstanding. I also try to interpret the easy sentences that I can translate directly” (**P1.1.3**).

From the statements above, it can be concluded that not all of the sentences from the speaker should be translated. The students also did it, because they can deliver the message easier. Ribas (2012) mentioned that in decoding notes, interpreter might use common sense, resort to memory, and speed up reformulation, change the order, repeat and ignore words. It is also related to with Rozan (1979) as cited in Nolan who said that note the idea rather than the exact words used, abbreviate long words by noting the first two and the last two letters only and find a short word with the same meaning.

Listening to the sources language. In listening to the sources language, the students should focus on what the speaker's said. They have to highly concentrate on the video or the speaker. They have to focus on the speaker to get quick information from the content of the speech. Participant three who said that, "We must to focus and try not to listen to other people talk about, so we must focus only with the speaker, supports it. My mind only focus on the speaker, so I know what the words from the video" (**P3.10.11**). The following statement comes from participant two who said, "We must focus, just listen to what the speaker has said, so if we focus, we can convey it clearly. We do not to think out of the context, so we must focus on listening to the video and the speaker's words (**P2.1.2**).

From the opinion above, it can be concluded that focusing on listening to the video and speaker are the main point in interpreting. Furthermore, students also have to think about their performance during interpreting performance. This finding is supported by Nolan (2005) who said that students should have a good concentration on the speaker's words, because an interpreter must maintain attention and high concentration. On the other hand, there are one opinion in listening and understanding the sources language by shortening the time to understand the source language to the target language.

Shortening the time to understand the source language (speaker) to the target language (audience). The time in interpreting is very short especially to think and convey the message form the speaker. The students have to shortening the time to understand the source language while they listen to the speaker. This

idea comes from participant three who tried to estimate the time in order to think and understand the source language, participant three said, “I could shorten the time, so that it won’t take too long in absorbing the words” (**P3.6**).

The point from participant three is students employed the strategies because interpreter should think quickly when absorbing the words from the speaker. The quicker they think and understand the source language, the easier they convey the message to audience. It means that students should have a good memory in mastering it, because an interpreter should master listening and be able to analyzing the source speech, produce a target speech, and has short-term memory for storage and retrieval of information (Schjoldager, 1995).

Coping tactics. In note taking, students can write anything to ease interpretation process. The notes are such as symbols, year, number, name and some important point on the context. Participant two said, “I just note important information from the speaker, such as name, number, and year” (**P2.8**). During the students listen to the source language, they make a note that include important information, number and year.

In the other words, students only note the smallest thing and important information in order to easily memorize the point. This finding is in line with Mayer (2008) who stated that focus on listening or analysis, production and memory, names and other smaller linguistic forms, such as number or acronym may increase the effort of interpreter, it means, “coping tactics”. Another thing that can be done in coping tactics, namely making predictions based on the context. It also helps students predict the next interpretation.

Expression and reformulation. In conveying the interpretation, the students can use clear intonation and expression. To make the audience understand about the interpretation, interpreters should speak clearly and use the same expression with the speaker. The interpreter should also follow the speaker's expression. Participant two argued that,

The way we conveyed the interpretation to the audience should be clear, not only the intonation and how the speaker talks, for example the speaker said something funny, we do not convey it with flat expression. We must represent the feeling of the speaker as well. Speak clearly means how to show our expression and the way we convey it to the audience (**P2.10.11**).

Ribas (2012) pointed out that the strategies in expression and reformulation can be used by trying to calm down, choosing the right vocabulary and using common sense. It is in line with Pöchhacker (2004) who also mentioned that intonation and other components of prosody, such as tempo and rhythm, are particularly relevant to perception and understanding in the interpreting process. From the statement of participant two in conveying the message, the students employed the strategy to come up the audience by using common sense or right expression based on the speaker's context. Thus, an interpreter does not only focus on the interpretation, but also the expression that the speaker presents should be the same with speaker's expression.