

Chapter Five

Conclusion and Recommendation

This chapter presents the conclusion of this research. It provides conclusion of the background of this research, the summary about how this research was conducted and conclusion of the finding. In addition, it also provides some recommendations.

Conclusion

There are two big findings on the data gathered from three participants. Each finding has sub findings based on the participants' statements. The first finding is students' strategies before the interpreting practice and it is followed by sub finding learning from other sources, practicing using symbols in interpreting, practicing using stopwatch and practicing to speak in front of mirror. The second finding is students' strategies employed while the interpreting practice. There were underlying eight sub points, namely using understandable symbols, making the conclusion, focusing on listening to the source language, noting the important information, conveying the interpretation using clear intonation and expression, minimizing the time to understand the source language, simplifying the interpretation, ignoring some sentences and noting the important information.

From the findings, it is implied that, the students can apply the appropriate strategies based on their ability. For example, in listening to the source language, the students should be able to focus and concentration. It means that the strategy can improve students' listening skill. Secondly, the strategies may become

students' reference in interpreting practice in their real life. Those will help them to overcome the problems and encourage their motivation to gain other strategies.

Recommendation

Based on the findings about students' strategies employed in interpreting practice, there are some suggestions for interpreting teachers/lectures, institution, students and next researchers.

Students. By reading this research, students can gain information about consecutive interpreting strategies. The researcher recommends students who join the interpreting class to use the strategies as an anticipation and overcome their problems. Other recommendation is students in this department should join interpreting, because this course is different from other courses and has its own challenge. This elective course is good to increase students' language skills and students' ability in speaking and listening.

Interpreting lecturers. The researcher hopes that the interpreting lecturers get information from students' strategies in interpreting practice. By reading the strategies, interpreting lecturers should give more training to students in interpreting class. The lecturers also provide some practices activity during interpreting class, such as role-play, group discussion and interpreting practice in real conference in class. In addition, the lecturers may give some link from the You Tube channel or from websites about interpreting before doing interpreting assessment as training for students.

Institution. Looking at the strategies and the participants' experience in interview, the researcher found that students were interested to learn about

interpreting. It is suggested for the institution to support the lecturers to keep the implementation interpreting activities in the classroom. Beside that, it is expected that the institution can facilitate the students in the interpreting, such as providing equipment, so that the students can practice different types of interpreting.

Next researchers. Based on the result of the research, the researcher is recommended to conduct a similar research with different objective or purpose. The example is to find out interpreting teacher or lecturer's strategies employed in interpreting class or students' perception on doing interpreting practices. It will be great because the data will become rich by mixing this research. It is also recommended to the next researchers to conduct the research by selecting participants from interpreting lectures or teachers.