

## **Chapter Two**

### **Literature Review**

This chapter presents some points that are related to the topic of the research and research question. In this research, it includes two things, including the theoretical framework and conceptual framework of the research. Also, this research contains theories from the experts which are related to the research. Therefore, the researcher will explain about interpreting and the problems encountered in consecutive interpreting practices.

#### **Interpreting**

In this part, the researcher defines about interpreting followed by some theories from the experts. The discussions are about the definition of interpreting, the process of the interpreting, and the types of interpreting.

**Definition of Interpreting.** Some experts describe about the definition of interpreting. The experts have their own arguments in describing interpreting, but the whole arguments basically have the same and different content idea. According to Phelan (2001), interpreting takes place when someone translates orally what he or she listens in to different language. Besides, Pochhacker (2004) stated interpreting is performed 'here and now' for the benefits of people who want to engage in communication across barrier of language and culture. In addition, Petrescu (2014) asserted interpreting/Interpretation is commonly as oral translation and perceived as a

more or less mechanical activity consisting in a series of encoding and decoding operations. Moreover, interpreting are described by parts of the interpreting occupation as the rendering of speech produced in the source language and the target language, however the term of interpreting is used competently to refer only to “spoken” or “oral” messages communicated by speakers (Valdés & Angelelli, 2003). On the other hand, Jungwha (2003) argued interpretation can be commonly defined as understanding speech and rewording understanding in other language, in theory, interpreting is a perfect command between the source and target languages, a full of meaning, insight of the subject matter, and mastery of the correct methodology needed to carry out the interpreting process. Therefore, interpreting means that someone translates spoken words to other people in order to face language barrier. The interpreting has encoding and decoding process to interpret.

**Process of the Interpreting.** To conduct interpreting process, there are five procedures in doing it. Ma (2013) further showed those are auditory perception and visual perception. Another procedure is the decoding procedure of imperceptible case in point, during the interpreting processes; the information is stored in the “perceptual auditory storage” and taken out needs of information from both linguistic and non-linguistic codes where the speech is natural. In addition, the recording procedure refers to the interpreter’s memory, the stage, and a key role that produces how much the interpreter can get from the source’s speech and use note-taking, which seems to be more important in consecutive interpretation. In recording, it must be based on comprehensions which are mental and written. The next procedure is encoding, the

foundation of the target language (TL) is found in the long-term memory and paraphrased in TL of the source language message. The last procedure is expression as the procedure in the process of interpretation, while sound and effective expression can only be realized on the basis of successful accomplishment of the first four procedures, expression itself directly impacts the final output and result. Hence, the process of interpreting has five procedures. There are perception, decoding, recording, encoding, and expression.

**Types of the Interpreting Practices.** The interpreting is divided into different types by different experts. There are several types of interpreting as Phelan (2001) mentioned, such as bilateral or liaison, consecutive, and simultaneous, while Mahmoodzadeh (2000) in Nosratzadegan (2014) is divided the types of interpreting based on time-based orientation (simultaneous and consecutive) and conduct-based orientation (bilateral or liaison).

***Simultaneous.*** Simultaneous interpreting is also the type of interpreting. Doing simultaneous interpreting needs the equipments to interpret the speaker's words to the listener. Pochhacker (2004) said simultaneous interpreting is frequently used as shorthand for spoken language interpreting with the use of simultaneous interpreting equipment in a sound-proof booth. Besides, Nolan (2005) argued simultaneous interpreter regularly is sitting in soundproof booth, listening to the speaker using the earphone, speaking using the microphone, and interpreting the speech in the source language to the target language. In addition, Phelan (2001) mentioned that in simultaneous interpreting, the listener hears the interpretation at the

same time as the speech is made. Moreover, Russell (2015) pointed that simultaneous interpreting means the process of interpreting to the target language at the similar time as the source language is being informed. According to Gile (2001), the simultaneous mode means the speakers cannot manage to pay for pause behind the speaker and the speakers must often start their rendition into the target language on the basis of a shorter, not completely contents source language section. On the other hand, Mahmoodzadeh (2000) in Nosratzadegan (2014) stated regularly, simultaneous as time-based orientation is where the interpreter sits in a booth listening to the speaker using earphones, concurrently interprets what is said and relayed this using a microphone to audiences in their specific language. Therefore, simultaneous interpreting uses the equipments during interpreting the speech to target language in the same time.

*Consecutive.* Consecutive interpreting includes in the types of interpreting. Consecutive interpreting takes place when interpreter does speech in other languages in conferences without summarizing what the speaker speaks. Evidently, Phelan (2001) argued that “The interpretation is not summary; it is whole performance of original the speech in a different language” (p. 9). In consecutive interpreting, the interpreters uses note-taking to help their rendition speech that is the important rule. According to Nolan (2005), “a successful note-taking technique for consecutive interpretation calls for a method of reducing words to ideas and putting the ideas into symbol that can then be re-expressed in another language” (p. 294). Moreover, Russell (2015) pointed that consecutive interpreting is the process of interpreter who

has whole ideas in the source language and breaks in proceedings while the interpreter interprets that ideas. Meanwhile, Mahmoodzadeh (2000) in Nosratzadegan (2014) stated consecutive interpreting as time-based orientation is the spoken translating of the speaker says the words in other languages when the speaker has stopped speaking or paused the interpreting. In addition, Gile (2001) said that the consecutive mode intended speakers to have the opportunity of listening and understanding linguistically accomplished appearances of ideas or sequences of ideas before starting to produce their own speech. Hence, the interpreter should interpret a speech to target language with appropriate source language completely and should use note-taking to write symbols to produce meaning for the target language.

***Bilateral or liaison.*** Bilateral or liaison has been developed for different situation. This type of bilateral or liaison interpreting is where the speaker used different languages to interpret for two or more people and is still used today in informal situations such as for business meeting and for community interpreting. Also, bilateral or liaison may require to ask customers to speak up and may require to be explicit and make use of control over how much interlocutors speak and when. According to Pochhacker (2004), bilateral interpreting is thus typically linked with the notions of ‘liaison interpreting and ‘dialogue interpreting’, but it may equally occur in conference-type interaction, where interpreter may work in a ‘bilingual booth’, or are said to provide ‘small retour’. Moreover, Mahmoodzadeh (2000) in Nosratzadegan (2014) said in conduct- based interpreting there are some modes especially bilateral and liaison, each mode is appropriate for communication in

different settings. Hence, bilateral or liaison is related to each other of the interpreting in conference.

### **Problems in Consecutive Interpreting Practices**

Many students still face problems in interpreting practices. The problems that are often faced including it is the first time for students learning interpreting practices. However, the problems in this research focus on consecutive interpreting practices. The researcher has found the problems in consecutive interpreting practices from the previous studies. There are the problems in consecutive interpreting practices in the below:

**Listening and Understanding.** During the listening phases, there are some problems that have been found. The first is about lack of understanding. Then, there are numbers, speed of delivery, general topic, and unfamiliar topic. In addition, the clarity of sound, length of the speech, information density, lack of practices, and lack of concentration also found in consecutive interpreting practices (Ribas, 2012). In addition, speed is the time gap between what the speaker aims to say and what the interpreter listens and what the interpreter eventually produces. It is ideal for the interpreter to speed up with the speaker but not very often attainable because no interpreter, no matter how strong and extended his memory capacity is, interpreters can accumulate the exact words uttered by the speaker (Nosratzadegan, 2014).

**Note-taking.** The speed of delivery is not only the problem in listening and understanding but also in note taking process. According to Ribas (2012), as regard to

note-taking, the speed of delivery of the original speech is the major problem in consecutive interpreting practices. For example, their writing is not unclear and unrelated to interpret the speech on source language to target language. Furthermore, the problem is the lack of understanding of the original speech as directly influencing quality of note-taking process. Note-taking is related to problem with the number, the source of speech, and the speed of delivery context, what the interpreter understands. Also, the problem of note-taking is the lack of practices.

Moreover, consecutive interpreting notes are unnecessary to cover all of the information contained in the source language speech, but importantly provide as a reminder to help the interpreter recovers the information stated in memory. However, memory means the interpreter listens to the information of a speech and then reproduces it in other languages. It means that the interpreter must be able to paraphrase main idea; they must remember the words within their memory (Nosratzadegan, 2014). In addition, Chen (2016) stated that, note taking is noting the ideas and note the word, when the interpreters should get there at the essential sense through analysis and understanding of the source language.

**Decoding Notes.** When the interpreter has the note then the interpreter decodes his/her own note to deliver of the speech. The interpreter faced the problems when decoding his note. The problems are such as the interpreter's lack of connectors, unclear note, and memory problems. Also, decoding notes still make interpreters confused in interpreting the speech (Ribas, 2012).

**Expressing and Reformulating.** According to Ribas (2012) stated that most of the problems are doing expression in the target language. Usually, the interpreters feel nervous and lack confidence when they are interpreting the speech. Sometimes, the problems still occur which is related to the overuse of connector in the context of note.

To sum up, the explanation above is, based on the research of the problems in consecutive interpreting practices. There are listening and understanding, note-taking, decoding notes, and expressing and reformulating, memorizing the words, and having speed in the problems faced by students when in doing consecutive practice. From those problems, note taking is the same difficulty which found by Ribas, Nosratzadegan, and Chen.

### **Interpreting Course**

Interpreting course at one of English Department at one of the private Universities in Yogyakarta is offered as an elective course. It is a two-credit course. In the syllabus, the interpreting course discusses topic such as the differences of translation and interpreting, modes of interpreting which consist of simultaneous and consecutive interpreting, and community interpreting. In simultaneous interpreting, the discussion covers shadowing words at lag, shadowing sentences, and concentration multi-tasking. While in the consecutive interpreting, it deals with symbol, note-taking (effective listening and memorization), and ethics of consecutive interpreting at the end, the students were assessed in assessment using videos at



English Department. When the students did the assessment, the students stood in front of the class one by one, then a video was played, some utterances were spoken, and then it was paused so the students could do the interpretation for approximately five minutes. The last was about community interpreting. Actually, in community interpreting, it applied the two modes of simultaneous and consecutive interpreting. The difference is on the context of interpreting which is used in health, court, tourism, and daily activities, and in this part, the students were asked to do role play in doing community interpreting.

### **Review of Related Research**

There are previous studies that are related to the topic of this study. Those researchers talk about the problems in doing the interpreting especially in consecutive interpreting. The related researches used by the researcher are researches that explore problems faced by students in interpreting practices.

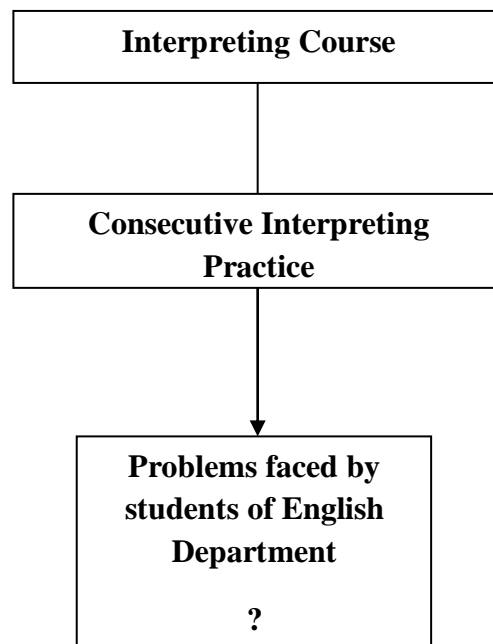
First, the study was conducted by Ribas in 2012. The title of the study was “Problems and Strategies in Consecutive Interpreting: A Pilot Study at Two Different Stages of Interpreter Training”. This study was conducted using quantitative methodology and the participants are university students. This article pointed that there are some problems faced by two groups of students at two stages of training and the strategies they applied. The problems consist of four phases; listening and understanding, note-taking, decoding note, and expressing and reformulating.

Second, the researcher used the article which analyzes the problems in doing the interpreting practices. The title of the article is “The Problems Awaiting an Interpreter in the Process of Consecutive Interpreting from Persian into English: A Case Study” by Nosratzadegan in 2014. This study was conducted using qualitative methodology and the participants are English Department University students. These studies explained about the problems of note-taking, speed, and memory in doing consecutive interpreting practices.

To sum up, from two articles above, it was shown that there are the similarities of the problems in doing the interpreting practices. Those researches can be contributed to the enrichment of the problems in interpreting practices. Furthermore, the researcher carries out to find the problems of interpreting practices in her research. The different things are on the research setting and the participants. The first article was conducted at Universitat Autònoma de Barcelona, Spain, and this article used two groups of the students at different stage of training. The second articles was conducted in English Department, Tabriz Branch, Islamic Azad University, Tabriz, Iran, and the participants from 46 Iranian were selected by gender and age. However, this current research will be conducted at one of English Department at one of the private Universities Yogyakarta in Indonesia and will involve three of participants who have enrolled in interpreting class and were from three classes which will be selected based on the high score, average score, and low score.

### **Conceptual Framework**

In the previous explanation, the researcher has already explained about some problems in interpreting practices, it can be seen that these consciously occurs in the English Department as well. This shows that it is possible to have some problems in doing interpreting practices. It is important to reveal the problems which might be the problems of consecutive interpreting practices. Therefore, the researcher aims to organize a research at the English Department with regard to explore problems experienced by students in the interpreting practices.



*Figure 1.* Conceptual framework. The figure shows the plan of this research in interpreting.