

## Chapter Four

### Finding and Discussion

This chapter presents the finding and discussion to answer the research question in this study. It elaborates finding and relate them to some references which have been reviewed in chapter two. The findings obtained were taken from the interview. This research was conducted to explore the problems experienced by students in consecutive interpreting practices.

#### **Problems experienced by students in interpreting practices.**

In this part, the researcher discusses the result of the interview that are related to the research question, namely “what are the problems faced by students in consecutive interpreting practices?” There were three participants in this research who were taken from three categories based on their score such as high score, average score, and low score in consecutive interpreting course. Their names were written in pseudonyms, namely Ann as the first participant, Helen as the second participant, and Andrew as the third participant. From the data that have been analyzed, it was revealed that there are ninth problems experienced by students in consecutive interpreting practices.

**Finding 1: Students’ lack of focus on the source language.** The first problem which was faced by students was their lack of focus on the source language. In other words, the students did not pay attention on the source language. In this context, the source languages were both Indonesian and Englishin that Ann should

interpret from English to Indonesian while Helen should interpret from Indonesian to English. As the result, it becomes a problem. According to the interview, Ann and Helen showed similar thoughts. For instance, when they were listening to the video, they did not focus on the speaker. In addition, they missed the point to interpret the words. This statement was shown by Ann, “I did not focus so I missed the point” (P1. 1). This finding was the same as Helen’s statements who said that, “When I was listening to the video, I did not focus so I missed the words and I could not interpret it” (P2. 1). Similarly, she also stated, “I lack concentration on what speaker talks about” (P2. 3).

In the consecutive interpreting, students were given a video in English language. They had to listen to the video and the students were asked to discuss the video, and then interpreted it. In this situation, they did not pay attention properly on the video so that they could not interpret very well. In listening to the video, concentration is needed. It is in line with Ribas (2012) who said that most of the students during the listening session, they have lack of attention or loss of concentration. This opinion is strengthened by Goh (2000) who stated that the problem of concentrating as common problem faced by students so they quickly missed what is heard.

**Finding 2: Students’ lack of practice.** The second problem was lack of practices which means that the students had weaknesses in listening to the source language. In this research, the researcher only found one statement of the participant

who believes that he has a weakness in listening to the source language. When he listened to the video, the speaker used English language as the source language. In the following Andrew's statement was, "In listening, I am not good at it since I have lack of practice" (P3.2).

Evidently, in consecutive interpreting practices, the student did not pay attention on the video because he has lack of practice in listening skill. This finding was in line with Ribas (2016) who argued that the problem is related to the lack of practices in listening during consecutive interpreting practices. Additionally, the problem that may be faced by the student depends on the practices that they have in listening to the source language to target language (Yilmaz & Yavuz, 2015).

**Finding 3: Students' difficulty in translating words and numbers in a short time.** The third problem which was revealed by the student in consecutive interpreting practice is they cannot translate words and numbers in a short time. The data showed that there were two statements from Helen, who claimed that the student cannot translate words and numbers directly in Indonesian language as the source language. It can be seen in the following statement, "when I listened to the video, I had to translate it directly. And this is hard for me because I cannot translate the words in a short time."(P2.4).Helen added, "For example, when I wrote the numbers, the speaker who mentioned 1.364.890 in Indonesian language which had to be translated in English. I felt that it was hard since I missed one number" (P2.8).

In other words, Helen has a problem in getting the point when she practiced consecutive interpreting in short time. It supported Seedhouse's research result (2004) who proposed that limited time is obstructed for learner's participation and learning chances in form-and-accuracy and meaning-and-fluency in contexts. It happened when the student listened to the speaker, and mentioned about the number; she could not deliver the whole number because she has the limited time to interpret the content completely.

**Finding 4: Students' difficulty in the speed of the source language.** The fourth problem faced by students was difficulty of the speed into the source language in consecutive interpreting practices. The students cannot get the points because of the speed of speakers in the source language. For example, the speed of speakers in the source language, it happened when the students interpreted the words and numbers; the students cannot get the point because the speaker spoke fast on the video during interpreting practices. Additionally, Ann and Andrew were in the same context where they listened to English language as the source language. In contrary, Helen listened to Indonesian language as the source language.

There were statements that mentioned about the speed of the speaker from two participants. Ann asserted that, "In note taking, sometimes the speaker speaks quickly, slowly, and even gets silent, and then continues talking" (P1.2). Similarly, statement from Helen' was, "The speaker spoke fast so I get some points missed" (P2.6). Another statement was regarding the speed in the taking note. Andrew stated, "My problem is I was not quick enough to catch the point of the video. For example,

the speaker mentioned numbers, and I got too focused on it, which make me did not listen to the rest of the video” (P3.1).

Those participants showed that they cannot get the point in the video since the speed of speaker is very fast in consecutive interpreting practices. Those statements were in line with Nosratzadegan (2014) who claimed that 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 should be able to accumulate the exact words uttered by the speaker. Accordingly, the students did not interpret the words clearly in consecutive interpreting practices.

**Finding 5: Students’ problem in note taking process.** The fifth problem faced by students was note taking process in consecutive interpreting practices. 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. In this context, the source languages were both Indonesian and Englishin that Ann should interpret from English to Indonesian while Helen should interpret from Indonesian to English. It happened to the students where they cannot get the point clearly in their note because they forgot what they wrote the points in their note.

It can be seen from two statements of the participants. First, Ann said that “.....there were words and numbers that I wrote in the notes. It made me forgot”

(P1.4). The other supporting statement by Helen, “.....when I was taking the notes, I do not write it properly which make me cannot understand on what I wrote on the notes” (P2.5). These findings in line with Ribas (2012) who argued that Note-taking is related to problem with the number, the source of speech, the speed of delivery context what the interpreter understands, and the lack of practices. Furthermore, the problem is the lack of understanding of the original speech as directly influencing quality of note-taking process.

**Finding 6: Students’ lack of memorizing the words.** The sixth problem faced by student was lack of memorizing the words in consecutive interpreting practices. The student did not remember the words well and it might occur when they interpret it to target language. Hence, the student felt difficult to memorize the words of the source language when he tried to memorize the words in his own memory. The student was Andrew, in that time he should interpret from English as the source language to Indonesian as the target language. He argued as follows, “I am weak at memorizing the words and I easily forget the words. Thus, it is difficult for me to memorize the words talked by the speaker” (P3.4).

This finding was related to Garretson (1981) who stated that “the students have a long term memory but if they faced the time limited it is very difficult to memorize too much of the words during consecutive interpreting” (p. 244). On the other hand, Pochhacker (2004) also proposed that short-term processing is needed in consecutive interpreting to catch up the point in the target language and leaving gaps.

**Finding 7: Students' problem in decoding their notes.** The seventh problem encountered by the students was problems in decoding their notes. In the previous discussion, it was explained that decoding is the process of the interpreter in delivering what they have written in the notes to the audience. In decoding their notes, the students have found the difficulties in decoding the words that they have written in their notes. It makes them not understand the contents that are being written and should be delivered in rendering the words to the target language from the source language. In this context, the source language was English and the target language was Indonesia language. This statement was shown by Andrew, "When I wrote the notes, I am not really sure that the points in line with the speaker on the video but I had to deliver it even I realized that the point is unrelated" **(P3.8)**.

These findings indicated that the problems of the student were they forgot and did not understand when he wrote on their note; thus, he found difficulties to decode his notes. According to Ribas (2012) when the interpreter has the note, the interpreter needs to decode their own note to deliver the speech. The interpreter faced the problems when decoding his note. The problems are like the interpreter lacks of connectors, unclear note, and memory problems. Also, the interpreter still confused in decoding notes that may be occurred in consecutive interpreting.

**Finding 8: Students' lack of knowledge about symbol.** The following problem faced by students was their lack of knowledge about symbol during taking the notes in consecutive interpreting practices. In this context, Helen should interpret from English to Indonesian while Andrew should interpret from Indonesian to

English. Evidently, the students have lack of symbol in creating own symbol. It can be seen Helen claimed that, “When I created symbols in the notes, I got confused and forgot about the meaning of it when I try to interpret it” (P2.7).

The other statement is from Andrew, he felt difficult to create symbol and he was giving an example of his symbols. He asserted that, “I felt difficult in writing the points; I am afraid since I do not really comprehend and understand it because it can make the points less accurate and less detail” (P3. 4). The example of symbol was, “for I disagree, I created a symbol like (X)” (P3. 5). Another example was, “in note taking, I don’t really comprehend the standard symbols. I only used my own symbols, for example ( $\pm$ ) for more less, ( $\neq$ ) means not equal, and ( $\odot$ ) for opinion” (P3. 7). In the following statement, by Ann, she said that, “Sometimes I forgot about the symbol that I wrote.”(P1.3). Hence, the findings were acknowledged by Phelan (2001) who asserted that the interpreter feels hard to make symbols during the consecutive interpreting as the technique of note taking.

**Finding 9: Students’ lack of vocabulary in interpreting practices.** The last problem revealed by students was lack of vocabulary during consecutive interpreting practices. The students also found unfamiliar words which make them difficult to interpret what the speaker deliver in consecutive interpreting practices. As seen in the following statement Helen said, “I have problem in vocabulary mastery. I did not know the meaning of the words so I cannot deliver the words” (P2. 2).Meanwhile, Andrew’s statement was, “The problem is in vocabulary. When I listened to the



video, there are some unfamiliar words or I have not heard” (P3. 3). Then, he argued that, “When I listen to the speaker, there are some vocabularies I did not understand since those words were rarely used. For example, ‘hectic’ usually exist as ‘crowded’ as well as ‘pricey’” (P3. 6).

Based on the statements above, Helen listened to Indonesian language as the source language and Andrew listened to English language as the source language in this context. These findings is in line with Burdah (2004) who said that the students found the difficulty in interpreting the foreign language because they did not know the vocabulary and it can be forgotten easily if the students did not speak that language. In addition, it was supported that the students are limited by their knowledge on grammar and vocabulary of the source language to the target language and difficult to understand the content (Chung, 2016).