

**The Strategies of English Department Students of Universitas
Negeri Padang in Interpreting English Short Speech into Bahasa
Indonesia**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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2021

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Judul : The Strategies of English Department Students of
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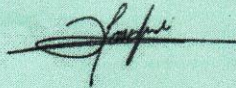
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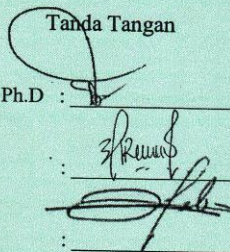
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ABSTRACT

Afrina, R (2021). The Strategy of English Department Student of Universitas Negeri Padang in Interpreting English Short Speech into Bahasa Indonesia

This research aims to find out the strategies that were used by low, medium, and high-level students English Department of Universitas Negeri Padang in interpreting an English short speech into Bahasa Indonesia consecutively. The subject of this research was the third-year students of English Department who had taken English-Indonesia interpreting class. The sample was 23% were chosen out of 53 students by random sampling technique. The data were collected using an interpreting test consecutively via zoom meeting. The results show that the dominant strategy used by low-level students was the skipping strategy it was about 49 times used by the students during the test, it means (33.8%) out of the students used this strategy. Then, the dominant strategy was used by medium level students was skipping 29 times used by the students during the test or (20.86%) out of the students. Last, students in high level dominant used explicitation strategy 41 times used by the students during the interpreting test or (28.87%) out of the students. It could be concluded that students find it difficult to comprehend the source language; it proves that students skip the SL 86 times during the interpreting test, which was about 20.67%. Students in the low and medium level tend to use the skipping strategy, but students in the high level tend to repair and make the interpretation clearly by using explicitation strategy.

ABSTRAK

Afrina, R (2021). Strategi yang digunakan Mahasiswa Jurusan Bahasa Inggris Universitas Negeri Padang dalam Menafsirkan Pidato Singkat Bahasa Inggris ke Bahasa Indonesia

Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan oleh mahasiswa Jurusan Bahasa Inggris di Universitas Negeri Padang tingkat rendah, sedang, dan tinggi dalam menginterpretasikan pidato singkat bahasa Inggris ke dalam Bahasa Indonesia secara berurutan. Subjek penelitian ini adalah mahasiswa tahun ketiga Jurusan Bahasa Inggris yang telah mengambil kelas Interpretasi Bahasa Inggris-Indonesia. Sampel sebanyak 23% dipilih dari 53 siswa dengan teknik random sampling. Data dikumpulkan dengan menggunakan tes interpreting secara berurutan melalui pertemuan zoom. Hasil penelitian menunjukkan bahwa strategi yang dominan digunakan oleh siswa tingkat rendah adalah strategi skipping, sebanyak 49 kali digunakan oleh siswa selama tes berarti sebesar (33,8%) dari keseluruhan siswa level rendah melakukan strategi ini. Strategi dominan yang digunakan oleh siswa tingkat menengah adalah skipping sebanyak 29 kali dilakukan oleh siswa selama tes berlangsung atau (20,86%) dari keseluruhan siswa level menengah. Terakhir, siswa tingkat tinggi dominan menggunakan strategi penjabaran sebanyak 41 kali dilakukan siswa selama tes interpretasi atau sekitar (28,87%) dari keseluruhan siswa level tinggi. Dapat disimpulkan bahwa siswa mengalami kesulitan untuk memahami bahasa sumber; Hal ini membuktikan bahwa siswa melakukan strategi skipping sebanyak 86 kali pada saat tes interpreting, sekitar 20,67%. Siswa tingkat rendah dan menengah cenderung menggunakan strategi skipping, tetapi siswa tingkat tinggi cenderung memperbaiki dan membuat interpretasi secara jelas dengan menggunakan strategi penjelasan.

ACKNOWLEDGEMENT

Alhamdulillah rabbil 'alamin, the researcher expresses her highest gratitude to *Allah subhanahu wa ta'ala* for blessing, love, opportunity, health, and mercy to complete this thesis. The thesis entitled “The Strategy of English Department Students of Universitas Negeri Padang in Interpreting English Short Speech into Bahasa Indonesia” is submitted as one of the requirements to obtain the Bachelor Degree (B.Ed) in English Department, Faculty of Languages and Arts, Universitas Negeri Padang. *Shalawat and salam*, the researcher grateful to the Holy Prophet Muhammad (Peace be upon him) whose way of life has been continuous guidance for us. This thesis would not be finished properly without the guidance and support from her beloved people while arranging this thesis. The writer presents her sincere appreciation goes to:

1. Dr. Havid Ardi, S.Pd.,M.Hum. as her advisor, for his guidance, advice, support, and contribution to the writer in finishing this thesis.
2. Prof.Dra.Yenni Rozimela, M.Ed., Ph.D. as the first examiner in seminar and comprehensive final exams who have given the greatest advice and input so this thesis could be finished properly
3. Witri Oktavia, S.Pd., M.Pd. as the second examiner in seminar and comprehensive final exams, for her input and also advice to this thesis, so this thesis could be finished well. The writer also presents her biggest thanks to her beloved parents, mother (Asmawati), father (Ali Nurdin), brothers (Ian, Siman) for the endless love, powerful prayers, support mentally and financially, and always say to them to be the strongest one

and never give up. The researcher also says thanks to all of her friends who always be there for giving supports and spirits.

Padang, Februari 2021

The Researcher

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Interpreting is an enormous activity in resolving some background differences between cities and countries. According to Gentile, Ozolins, and Vasilakakos (1996), Harto (2014), interpreting can handle language differences and is not a barrier to communicating with people worldwide. In this globalization era, everyone must interact and communicate with each other despite the distance of geography, language, and culture. Namy (1978: 25) the task in translating and interpreting is not only one of bridging linguistic gaps, but also, to a great extent, cultural gaps, an interpreter is needed to solve all of those problems. It means that culture also has a primary role in interpreting.

According to Shuttleworth and Cowie (1997) interpreting is more challenging than translation because it is demanded to be skillful in oral communication. The translator has a relatively unlimited opportunity to make some alternations and improvements before submitting the final version. An interpreter must create a finished product in a limited time without the possibility of going back and making a revision. It means that the interpreter has little time to think or organize and manage the sentences or messages delivered to the listener. Furthermore, according to Ardi (2015) interpreting is part of translation; however translation mostly refers to written translation activities and interpreting related to oral translation activities. Studies related to translation have done by some

researchers, such as translating news Kurniati, Hamzah, Saun (2017), subtitling Ardi (2013), Ardi, Narius, Saun (2019), and Putriama (2014).

According to Pochhaker (2004:18) there are two primary forms or types of interpreting regarding the modes of rendering the message based on the pace of time. The classes are consecutive and simultaneous interpreting. Weber (1984: 3) interpreting can be done simultaneously, that is interpreting at the same time as the speech is given, and consecutively that is interpreting the speech after the speaker has finished a part of the totality of the speech.

Consecutive interpreting is defined as the process of interpreting that is carried out after the speaker completes one or more ideas in the source language, while the interpreter transmits the information. At the same time, simultaneous interpreting is defined as the process of interpreting into the target language at the same time as the interpreter is delivering the source language.

Consecutive interpreting is a kind of interpreting that the interpreter will convey the idea only after the speaker expresses one idea. In this activity, the interpreter has a little processing time to manage the message; it will make consecutive interpreting more accurate than simultaneous interpreting. This idea is supporting by Van Hoof (1962), Longly (1968), Weber (1989) consecutive interpreting is more accurate and faithful than simultaneous interpreting.

In interpreting sometimes students fail and find it difficult to understand the source language caused by some problems. According to Chin (2010) there are some difficulties in interpreting: nervousness, lack of practice, time pressure, speaking skills, classmates, lousy health, and the recorder's quality. Some of them

are related. For example, students' nervousness in interpreting can be caused by lack of practice, which causes students to directly or indirectly lose their confidence.

Besides, in the interpreting performance or interpreting practice, students find inappropriate words meanings in the target language. In fact, linguistics is not the only thing that is the most difficult in interpreting, but also non-linguistic, such as the differences of social culture and the background of culture between two languages. Referring to the difficulties above, the teacher, interpreter, and other professional workers must have a useful teaching strategy. Based on the condition and the problems above, this research was concern more on this but very little evidence related to students' strategy in consecutive interpreting to produce a good result in interpreting.

There have been many researchers who have analyzed interpreting, such as, Hairuo (2015) talked about Error Analysis in Consecutive Interpreting of Students with Chinese and English Language Pairs, however, they only focused on errors in the interpretation of numbers, and proposals for potential improvement on this point were given. Similarly, Pratiwi (2016) discussed common errors and problems encountered by students in English to Indonesian consecutive interpreting. However, they focused on the common errors and the students' problems without the students' strategy in consecutive interpreting. In fact, in the learning process, an institution needs strategies to improve the interpreting competence and to solve the problems that face in the interpreting process.

Other studies Ribas (2012) talked about Problems and Strategies in Consecutive Interpreting. However, he analyzed problems and strategies between two stages of Interpreter Training, which are beginner and advanced. However, this research analyzed the students' strategy in interpreting course by the third-year students to interpret short-motivation speech English into Indonesia consecutively. Some researchers have also studied strategy in interpreting entitled Acquisition of Interpreting Strategies by student interpreters by Dong, Li, and Zhao (2019); moreover, they only focused on how to acquire the interpreting strategies without strategy use in complete the task performance is given.

Students tend to find out the strategy by themselves to solve the problems or difficulties that are faced in interpreting performance without knowing the specific strategy in interpreting. Even though they already know interpreting strategy a little but they still confuse about using it. Due to the explanation above, the researcher is concerned more about this, but very little evidence related to students' strategy in interpreting.

B. Identification of the Problem

Each student has a different way in interpretation process. They have their own strategy and varied intelligence to interpret a speech. However not many students are aware of the variations strategies in interpretation process. Lack of awareness of strategies in interpretation causes students only uses some strategies during the interpretation process. This gives impact to the result of interpretation. Due to this problem mostly happen in English to Indonesian interpretation class, therefore, the researcher wanted to know the strategies used by the students who took English to Indonesian Interpretation in class 2017 of English Department especially in English language study program at Universitas Negeri Padang.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher only focused on the students' strategies in interpretation English short speech consecutively into Bahasa Indonesia by the students of the third year of English Department of Universitas Negeri Padang.

D. Formulation of the Problem

Based on the limitation above the study is formulated as what the strategies are used by the students in interpreting English short speech into Bahasa Indonesia by English Department students of Universitas Negeri Padang.

E. Research Question

Based on the formulation, the research questions are as follows;

1. What are the strategies of interpreting a short motivation speech consecutively used by low-level students?
2. What are the strategies of interpreting a short motivation speech consecutively used by medium-level students?
3. What are the strategies of interpreting a short motivation speech consecutively used by high-level students?
4. What are the differences between the strategies in interpreting a short motivation speech consecutively used by low, middle, and high level students?

F. Purpose of the Research

The purpose of this research is described as follow:

1. To analyze and find out the strategy of interpreting motivation speech consecutively used by low-level students.
2. To analyze and find out the strategy of interpreting motivation speech consecutively used by medium level students.
3. To analyze and find out the strategy of interpreting motivation speech consecutively used by high-level students.
4. To find out the differences of the strategy in interpreting motivation speech consecutively used by low, middle, and high level students.

G. Significance of the Research

The result of this study hopefully can contribute benefit to field of science, especially in the field of interpretation. For other researchers, they are expected to get information about the dominant strategy used by students, namely explicitation. According to Ardi, Nababan, Djatmika, and Santosa (2018) explicitation has the main role to keep the accuracy and acceptability of literal translation. It means this strategy will clarify the point of the source language so that it is easy to understand and clear.

Theoretically, the result of this study is expected to make a scientific contribution to interpretation. Then practically, this study is expected can develop students' potential in interpretation courses so that the students who are professional in the field of interpretation can be produced.

H. Definition of the Key term

1. Strategy: Strategy is a tactic that is used to solve the problem during the interpreting process.

2. Interpreting: Interpreting is the process of conveying an idea from a source language into the target language that referred to spoken transference which is done by interpreter.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestion of the research.

A. Conclusion

Based on the findings and discussions of this study, there are several conclusions related to students' strategy in interpreting consecutively by the third year of English Department Student as follow:

1. The dominant strategy is used by low-level student was skipping strategy. It indicated that students find it difficult to catch and comprehend the English short speech. And they find it challenging to convey what is exactly in their mind.
2. The highest strategy is used by medium level students is skipping, but not as much as used by low-level students. It means that students in medium level still find it difficult to comprehend the SL.
3. Students in high level dominant used explicitation strategy. It indicated that students tend to repair that make the interpretation clearly and easy to understand.
4. High-level student tend to use the strategy that has a positive impact such as explicitation strategy, but students in medium and low level tend to use strategy that has a negative impact such as skipping. The use of strategy in interpreting will affect the result of interpreting.

B. Suggestion

Based on the conclusions above, it is recommended following suggestion:

1. The students have to practice more how to interpret consecutively.
2. Students need learning more how to convey the idea same as the SL without skip the main point of the SL.
3. Students need to learn the best interpreting strategy for better interpret result.

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