

**AN ANALYSIS OF THE FOURTH YEAR ENGLISH
DEPARTMENT STUDENTS' ABILITY IN INTERPRETING
ENGLISH SPEECH**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Strata One (S1)
Degree*



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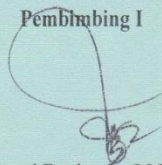
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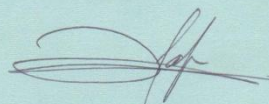
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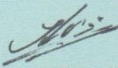
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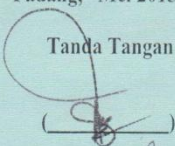
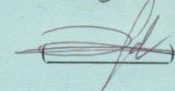
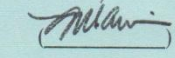
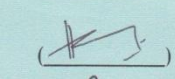
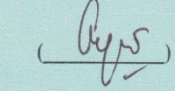
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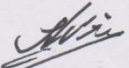
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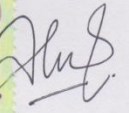
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ABSTRAK

Hanum, Febrina. 2015. “An Analysis of the Fourth Year English Department Students’ Ability in Interpreting English Speech.” *Skripsi*. Jurusan Bahasa Dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Tujuan penelitian ini adalah (1) mendeskripsikan keakuratan penggunaan tata bahasa mahasiswa jurusan bahasa dan sastra Inggris UNP dalam menginterpretasikan pidato berbahasa Inggris, (2) mendeskripsikan keakuratan penggunaan kosakata mahasiswa jurusan bahasa dan sastra Inggris UNP dalam menginterpretasikan pidato berbahasa Inggris dan (3) mendeskripsikan ketepatan dalam pengurangan informasi mahasiswa jurusan bahasa dan sastra Inggris UNP dalam menginterpretasikan pidato berbahasa Inggris (4) mengetahui tingkatan ketepatan secara keseluruhan dari mahasiswa jurusan bahasa dan sastra Inggris UNP dalam menginterpretasikan pidato berbahasa Inggris.

Penelitian ini adalah penelitian deskriptif. Populasi penelitian ini adalah mahasiswa tingkat IV Jurusan Bahasa dan Sastra Inggris tahun masuk 2010 Fakultas Bahasa dan Seni, Universitas Negeri Padang. Sampel penelitian ini berjumlah 12 orang yang dipilih menggunakan teknik *random sampling*. Data dikumpulkan melalui tes lisan. Dalam tes ini, sebuah audio yang berisi rekaman pidato presiden Barrack Obama mengenai “Perubahan Iklim” diputar dan mahasiswa diminta melakukan interpretasi secara konsekutif. Waktu yang dibutuhkan untuk satu penerjemah adalah 9 - 10 menit dengan jumlah waktu keseluruhan 110 menit. Data penelitian ini berupa deskripsi dari hasil tes lisan tersebut.

Dari penelitian ini ditemukan bahwa keakuratan penggunaan tata bahasa mahasiswa adalah 2,38 dengan interpretasi *less accurate*, keakuratan penggunaan kosakata mahasiswa adalah 3,45 dengan interpretasi *accurate* dan ketepatan dalam pengurangan informasi mahasiswa adalah 3,11 dengan interpretasi *fairly accurate*. Secara keseluruhan, ketepatan mahasiswa dalam menginterpretasi pidato berbahasa Inggris adalah *fairly accurate* atau cukup akurat.

Kata kunci: *interpretation, grammatical accuracy, lexical accuracy, omission, speech*

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Padang, March 2015

Febrina Hanum

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LIST OF ABBREVIATIONS

TL	: Target Language
SL	: Source Language
SS	: Source Segment
SI	: Segment of Interpretation
SIn	: Simultaneous Interpreting
CI	: Consecutive Interpreting
LI	: Liaison Interpreting
WI	: Whispered Interpreting
G	: Grammatical
L	: Lexical
O	: Omission

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the past few decades, human has reached the new level of needs on language understanding. The massively increasing rate of migration, technology expansion, and trade among nations has led people's awareness to communicate well. They need a bridge to deliver their ideas, opinions and desires to people who speak different languages. Many attend schools to fulfill it. However, many more do not have time or sufficient finance to enroll on school. This makes translator and interpreter play an important role on transmitting the message in bilingual or multi-lingual situation.

English is one language that is used and learned by many people all over the world. Many nations use this language either as first, second, or foreign language. It has influenced many aspects of people's life, namely art, politic, education, etc. Therefore, people's awareness in learning English is increasing every year. Many non-English speaking countries decide to put English as a compulsory subject. In Indonesia, as one of those countries, students are required to learn English in every educational level. When they enroll into any universities, students will also learn English as a general course. Some private or public institutions offer English for specific purpose in accordance to the major.

In English Department of Universitas Negeri Padang, students are

taught the fundamental skills of English such as listening, speaking, reading and writing. In addition to these basic skills, students are also prepared to step into the broader use of English by learning translating and interpreting. It is expected that students can master these two Interlingua communication skills by applying all the fundamental skills they have learned. This can open a bigger opportunity in seeking jobs.

In translation and interpretation classes, students are required to convert materials from one language into another language. However, to many people, these two terms are still dubious. They tend to think that anything related to transferring one language into another is called as translating. In fact, there are some differences.

The main difference relates to the form of the two activity's outcomes. Translation produces written record, while interpretation produces verbal record. The second difference is that interpretation occurs in real time, in the presence of the parties for whom the interpreter renders an interpretation. On the other hand, translation does not really have to involve the reader and the translator at the same time. The next difference is that interpretation demands a total accuracy of delivering the idea without interpreting the parts which are not really necessary, while translation demands every word to be translated.

In the English Department at Universitas Negeri Padang, students have to take Interpretation class in which they are required to interpret some kinds of English activity like speech, drama and talk shows. In practicing interpreting, every student is asked to deliver speech, perform drama and talk

show in English and vice versa while the rest of the class observing the interpretation process. Later on, some students are asked about their opinion on their friends' interpretation.

Speech, as one of the activities, requires a one way interpretation which is delivered without any interruption from the audiences. So, student who acts as an interpreter can focus on the source text. In addition, speech contains rich formal form of vocabulary which helps students to improve their speaking skill. However, there are some problems that emerge while doing this activity. The most common problems lay on the way students interpret the speech which threat the aspects of interpretation quality. The first problem is about students' inability in delivering the source text fluently. Many tend to read their friends' speech before they perform the interpretation. So, when they are chosen to perform in front of the classroom, they do not actually perform an interpretation. They just read what they have written about the speech. This made the form of the segment of interpretation is merely the translated form of the source text. On the other hand, some other students who have no time to read the source text thoroughly seemed to miss some important point of the speech or even make some unnecessary addition that came from their mind. This problem could results to misinterpretation.

In addition, students still face difficulties in choosing correct grammar and vocabulary of the segment of interpretation to represent the equivalent grammar and vocabulary of the segment of interpretation. Some speech contains specific or technical terms that might make the interpreter confused.

Therefore, students decide to leave the term and hope that it will not affect the intended message delivered by the speaker.

The third problem is about how students perform or present the interpretation. In most cases, students render the speech with paying less attention to the tone. It is acceptable when they are performing their own speech because they know better how the speech is supposed to be delivered. However, if they are interpreting a speech, they need to make sure that they use the same tone as the original speaker. In addition to speed, manner is another important element of presenting the interpreting. Students seem unprepared doing the interpretation. This leads to their lack of confidence.

Besides the three problems of aspects encountered in interpreting speech, another problem lays on the script of the speech. Students are assigned to create a speech. It is obvious that there are wide range of differences between interpreting native speech and the speech written by the students. Native speakers use richer vocabularies than students can use. Therefore, it is easier to interpret speech created by the students.

According to the explanation above, the writer considers that it is important to analyze students' ability of English Department in interpreting English speech. Students who are going to be analyzed had taken and passed speaking and listening classes. These two skills are necessary to be mastered in order to successfully perform interpreting activity. That is why the writer chooses "An Analysis of the fourth year English Department students' ability in interpreting English speech" as the title of the thesis.

B. Identification of the Problem

There are two points that can be analyzed in interpreting speech. First is the problem that students encounter while interpreting. As stated previously, there are some problems of speech interpretation. First, the students' inability to convey an accurate source text could lead to misinterpretation. Second, students fail to find an equivalent form of the grammar, vocabulary and terminology in the segment of interpretation. The third problem is the inability of using the appropriate voice volume, tone, and speed. The last problem is about the speech interpreted that does not fulfill the standard of good text.

The next point to be analyzed is finding out student's ability in interpreting speech. There are also some ways to measure the ability. First is by asking a student to perform interpreting while the rest of the class writes down their opinion about the interpreters and the interpretation. Later on, the student can tell which mistake the interpreter made. The next way is by recording the performance. This can help the researchers to measure the ability more accurately. Students also get the benefit of being able to see their own performance and see what their weaknesses are. In this way, student as interpreter can improve their interpreting ability.

C. Limitation of the Problem

Based on the identification of the problems above, the research problem is limited to only analyzing the fourth year English Department students' ability in interpreting native English speech in term of accuracy. The aspects

of the interpretation' accuracy was about grammatical, lexical and omission. This research is focused on students who are taking interpretation class; the fourth year academic students in the seventh semester in academic year 2013-2014 in English Department of State University of Padang.

D. Formulation of the Problem

The problem of this research is formulated as follow “What is the fourth year English Department students' ability in interpreting English speech?”

E. Research Question

There are some questions that should be answered after doing this study:

1. What is the level of grammatical accuracy of the fourth year English Department students in interpreting English speech?
2. What is the level of lexical accuracy of the fourth year English Department students in interpreting English speech?
3. What is the level of omitted information in relation to accuracy of the fourth year English Department students in interpreting English speech?
4. What is fourth year English Department students' overall accuracy in interpreting English speech?

F. Purpose of the Research

The objectives of this study are to:

1. Identify students' level of grammatical accuracy in interpreting English speech.
2. Identify students' level of lexical accuracy in interpreting English speech.
3. Identify students' level of omitted information in relation to accuracy in interpreting English speech.
4. Find out students' overall accuracy in interpreting English speech.

G. The Significance of the Research

It is expected that this research on students' ability in interpreting English speech will give contribution to the interpretation studies. It is also expected that this research will be useful for the next researchers who conduct a research that is related to interpreting ability. Finally, it is hoped that students can gain an awareness of the importance of interpreting ability.

H. Definition of Key Terms

In order to understand the key term in this research, the key terms are defined as follows:

- 1) Interpretation is an oral rendition of an English speech into Indonesian.
- 2) Speech is a form of communication in spoken language given by Barack Obama entitled "Climate change" in Georgetown University.

- 3) Accuracy is the correctness of speech transferred from English into Indonesian.
- 4) Ability is the students' ability in transferring English speech into Indonesian orally.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As it was mentioned in Chapter I, there were four objectives of this research, 1) to identify students' level of grammatical accuracy in interpreting English speech, 2) to identify student's level of lexical accuracy in interpreting English speech, 3) to identify students' level of omission in interpreting English speech and 4) to find out students' overall accuracy in interpreting English speech. The data was collected by using oral performance test and rating scale which helped researcher in describing the grammatical accuracy, lexical accuracy and omission level of students.

Based on the research findings, the researcher can draw some conclusions. Firstly, the fourth year English Department students' level of grammatical accuracy in interpreting English speech was categorized as less accurate. There were still some weaknesses that they should overcome in terms of using appropriate Indonesian grammatical order. Secondly, the fourth year English Department students' level of lexical accuracy in interpreting English speech was categorized as accurate. However, some students still need to improve their vocabulary since some words that can be considered as easy were mistranslated. Thirdly, the fourth year English Department students' level of omission in interpreting English speech was categorized as fairly accurate because some student failed to decide the proper part to be omitted.

Finally, the overall accuracy level of the fourth year English department students in interpreting English speech was categorized as fairly accurate.

B. Suggestions

Based on the research findings, discussions, and limitation of the research, the researcher gives numbers of suggestions.

1. It is advisable that the Interpretation classroom to be equipped with recording facility. Students' performances need to be recorded in order to help them in self-assessing their ability in interpreting. In this way, they can make improvement by referring to the video.
2. It is advisable for the lecturers of Grammar 1, 2 and 3 learning units to develop more materials and to employ a more attractive way of teaching grammar. The efforts can further students' comprehension on understanding and creating a proper grammatical structure.
3. It is advisable for the lecturer of Translation course unit to assign students on translating more materials in various topics both from English to Indonesia and from Indonesia to English. It is also hoped that students' assignment can be assessed in order to help them in recognizing their mistakes. The attempt is expected to help student in enriching their vocabularies.
4. For the next research, it is recommended to widen the scope of the quality of interpreting in order to enrich the research and to employ better equipment in recording the process.

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