

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section presents the theories that related to the research the are some pertinent ideas that explain the concept of the variable of the research.

#### **A. Some Previous Findings**

There are many researches that conduct a research about consecutive interpreting. Here the researcher finds some relevant research with the researcher research.

First is the journal from Binhua Wang by the title “A Descriptive Study of Norm in Interpreting: Based on the Chinese-English Consecutive Interpreting Corpus of Chinese Premier Press Conference”. This research is based on the Chinese-English Consecutive Interpreting Corpus of Chinese Premier Press Conference; the result of this research is the performance interpretation is shaped by three main strengths: a) interpretive competence, b) cognitive state in place and c) interpretive norms. This research is a descriptive study of the interpretation norms of Mandarin-English at the Press Conference of the Chinese Prime Minister, which reveals the actual norms of sequential interpretation, especially those related to the source text and the relationship of the target text, indicates that translators tend to be very careful in adding new information, reducing the speaker's words or correct a speaker's error. And the qualitative analysis of the corpus reveals that these types of shifts, made by interpreter with appropriate judgments based on a good command of relevant knowledge, actually contribute in many cases to adequacy in interpretation and reflect their adherence to their service principles.<sup>1</sup> Besides that, the researcher research is different with the writer study. Because this research is focus on the Chinese-English

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<sup>1</sup> Binhua Wang, ‘A Descriptive Study of Norms in Interpreting: Based on the Chinese-English Consecutive Interpreting Corpus of Chinese Premier Press Conferences’, *Des Traducteurs* , 57.1 (2012).

Consecutive Interpreting Corpus of Chinese Premier Press Conference then the writer focuses on students' strategies in consecutive interpreting from Indonesia-English.

Second is from Marta Arumi Ribas with the title "Problems and Strategies in Consecutive Interpreting". This research is a contribution to the study of strategic competence in interpreting. This article presents a study that analyzes the interpretation problems faced by two groups of students at two different stages of training and the strategies they apply. The result of this study is the problems reported by students from the two groups were listed below, divided according to their respective interpretation stages: listening and understanding, taking notes, decoding, and disclosing and rearranging. Then, all the interpretation strategies used in both groups are listed. We have classified the strategies mentioned by the students in their answers for each phase of the interpretation carried out in sequence. In conclusion, the more we learn about how the processes involved in interpretation are acquired and developed, the more successful we will be in establishing a basis for designing training parameters that address strategic competence and reflective practice.<sup>2</sup> This research is little different with the writer research because the writer only focus on student's strategies then this research focus on problem and strategies in consecutive interpreting.

Next is from Ni Putu Meri Dewi Pendit with her title thesis "The Consecutive Interpreting Process Done by Students of English Education Department of Ikip Saraswati". This research discusses about the students process in consecutive interpreting by the topic social and culture conducted by students of the English Education Department. The result of this research is the first thing that can be seen from the interpretation process is lack of knowledge and information held by the translator. Students often unfamiliar with codes of conduct, students do not know how to interact appropriately. They are not enough either familiar with the culture.

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<sup>2</sup> Marta Arumi Ribas, 'Problems and Strategies in Consecutive Interpreting: A Pilot Study at Two Different Stages of Interpreter Training', *Meta*, 7.3 (2012).

They are not aware enough between culture communication problems. Because the first-time students interpret, students appear not confident in interpreting the source language. People who are not confident feelings make it difficult for students to accept and understand incoming messages. Therefore, students need more experience in interpreting.<sup>3</sup>

The research above has similarity with the writer research that the research is about consecutive interpreting. But this study is focus on several aspects and the second study above are almost similar but the writer only focus on the students' strategies in consecutive interpreting and that study is adding the problem in consecutive interpreting.

## **B. Pertinent Ideas**

### **1. The Concept of Implementation**

#### **a. The Definition of Implementation**

Implementation according to language is implementation or application.<sup>4</sup> Implementation is a process application of an idea, policy, or innovation in action practical so that it has an impact, in the form of changes in knowledge, skills and values, and attitude. In oxford advance learners dictionary argued that the implementation is “put something into effect”, (application of something that has an impact or effect).<sup>5</sup>

Based on the explanation above, the researcher concludes that implementation is the application of ideas with a fairly broad meaning. Implementation is the fundamental practice for implementing any strategy or goal. The purpose of implementation plan is to implement a strategy.

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<sup>3</sup> Ni Putu Meri Dewi Pendit, *The Consecutive Interpreting Process Done by Students of English Education Department of Ikip Saraswati*, (Wacana Saraswati: Fakultas Pendidikan dan Seni IKIP Saraswati, 2019).

<sup>4</sup> Departemen Pendidikan Nasioanl, *Tesaurus Alfabetis Bahasa Indonesia*, (Bandung: Mizan, 2009), p. 246.

<sup>5</sup> Mulyasa, *Kurikulum Berbasis Kompetensi, Konsep, Karakteristik dan Implementasi*, (Bandung: Remaja Rosdakarya, 2008), p. 93.

## 2. The Concept of Interpreting

### a. The Definition of Interpreting

The profession of translation and interpreting are significantly different, but there are areas where the two cover. As an interpreter, translate the composed word and the result of the translation is as a rule in composed frame, have time to ponder, conduct investigate, proofread, change, counsel colleagues and yield the composed interpretation to the client.<sup>6</sup>

Interpretation can be defined briefly as conveying understanding. Its usefulness stems from the fact that a speaker's meaning is best expressed in his native language but is best understood in the language of the listener. An interpreter listens to messages spoken in the source language and translates them verbally, sequentially or simultaneously, in the target language. A good interpreter must immediately give satisfying paraphrases or offensive equivalents. Some people are able to do translation and interpretation. Others find that, for reasons of temperament and personality, they are unable to do one or the other. In general, some experience as an interpreter provides a good basis for becoming an interpreter.<sup>7</sup>

As with other types of translation, there are various definitions of spoken translation. One of them is "Interpreting is a term used to refer to the interpreting of a spoken message or text. Interpreting is described as follows: The interpreter has first to listen to speaker, understand and analyze what is being said, and then resynthesize the speech in the appropriate form in a different language. From these definitions and descriptions, it can be identified that in essence translation spoken is a process of transferring spoken messages from the source language to the target language with a

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<sup>6</sup> Geoffrey Samuelsson Brown, *A Practical Guide for Translators*, (Canada: Great Britain by Short Run Press Ltd, 2010), p. 7.

<sup>7</sup> James Nolan, *Interpretation Technique and Exercises*, (Canada: Cromwell Press Ltd, 2005), p. 10.

standard process in the form of listening, understanding, analyzing, and re-expressing.<sup>8</sup>

Related to the definition of interpreting, Interpreting is a term used to refer to the oral translation of spoken message or text. The Interpreting has first to listen to speaker, understand and analyze what is being said, and the resynthesize the speech in the appropriate form in different language. Interpreting activities are more emphasized on the delivery of an idea or ideas from one language to another, and not their linguistic equivalent. In other words, interpreters try to convey ideas or ideas according to the time and context at that time by using the right editorial.<sup>9</sup> From this definition, it can be identified that in essence, interpreting is a process of disrupting spoken messages from the source language to the target language.

In the interpreting process, an interpreter usually uses certain interpreting methods, techniques and ideologies that may differ from another interpreter. For the interpreting method, there are interpreters who use the free, literal, semantic or communicative interpreting method. Meanwhile, with regard to interpreting techniques, an interpreter sometimes uses a rigid technique and some apply techniques that tend to be flexible. With a rather flexible technique an interpreter is free to be creative in interpreting, either adding or subtracting various information that is not directly related to the text. As for interpreting who use techniques that tend to be literal, they don't add much information that is not related to the content.<sup>10</sup>

Based on the explanation above, the researcher think that interpreting is a one of translation process. Translation in English is divided into translating orally and translating in writing. Interpreting is the process of translating from the source language to the target language which is done orally. Interpreting is the process of

<sup>8</sup> Umi Pujiyanti, *Kajian Penerjemahan Lisan*, (Surakarta:LKP Indonesia Belajar, 2013), p. 1.

<sup>9</sup> Bayu Aryanto, 'Interferensi Dan Strategi Penerjemahan Lisan Pada Aktivitas Luar Kelas Mahasiswa Program Studi Sastra Jepang Universitas Dian Nuswantoro', 11.1 (2015), p. 46.

<sup>10</sup> Safoan Abdul Hamid, 'Interpreting Technique Applied in Oral Tradition Bekayat Lombok', 8.2 (2014), p. 151.

translating by a translator with the process of translating it orally or speaking directly. In interpreting, a translator called interpreter.

## **b. Types of Interpreting**

### 1) Professional Status and Nature of Work

Interpreting can be classified into several types based on their professional status and the nature of their work. Interpreting can be classified based on professional status. From their profession, interpreting can be classified into amateur, semi-professional, and professional translators. Amateur interpreters are interpreters who carry out translation activities as a hobby. On the other hand, professional spoken interpreter are interpreters who master declarative and procedural knowledge and perform their duties for money. Semi-professional interpreters are interpreters who, in addition to pursuing hobbies, also earn money.

Based on the nature of their daily work, it can be categorized as part-time and full-timer. In general, part-time interpreter carry out interpreting activities not as their main job, while full-time interpreters rely on the interpreting profession as their main job.<sup>11</sup>

### 2) Places and Ways of Interpreting

Based on the place and method it is carried out, interpreting is divided into several types, including: (1) Conference Interpreting which can be carried out consecutively and simultaneously; (2) Court Interpreting; (3) Community Interpreting; (4) Whispered Interpreting; and (5) Liaison Interpreting.

#### a) Conference Interpreting

As the name implies, conference interpreting refers to interpreting activities that take place at a conference. In this type of interpreting, it usually involves both consecutive interpreting (the interpreter speaks when the source speaker stops

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<sup>11</sup> Umi Pujiyanti, *Kajian Penerjemahan Lisan*, (Surakarta: LKP Indonesia Belajar, 2013), p. 3.

speaking and makes it possible to take notes) and simultaneously (the interpreter delivers the target speech at almost the same time as the source speech).

b) Court Interpreting

Court interpreting is usually used for all kinds of legal interpreting. However, the interpreting in the courtroom occupies the highest position among other legal interpretations. The background of this type of translation is that the accused must be able to hear and understand what the witness said and follow the proceedings of the trial. One of the most important things in court interpreting is that the interpreter must be neutral or impartial.

c) Community Interpreting

Community interpreting is also called dialogue interpreting or public service interpreting. This type of translation is defined as the type of interpreting which takes place in the public service sphere to facilitate communication between officials and lay people: at police departments, immigration departments, social welfare centers, medical and mental health offices, schools and similar institutions.

d) Whispered Interpreting

Whispered interpreting known in French as "Chuchotage", is generally done by speaking slowly. In fact, voice aids such as a microphone are possible to use. This type of interpreting is applied when no more than two people are involved, so it does not require a loud voice.

e) Liaison Interpreting

It is used when a small group of two camps who do not understand the language of the other person is holding a discussion or negotiation. This event generally occurs in a meeting, delegation meeting, or agreement. In this activity the two sides interact with each other by taking advantage of the presence of an interpreter to bridge their communication gaps due to language differences. The task of the interpreter in this activity is to translate two languages in two directions.<sup>12</sup>

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<sup>12</sup> Havid Ardi, 'Interpreting Category: An Critical Review', *Kalamistics*, 1.1 (2009), 42-45.

Based on the explanation above, can be conclude that there are some types of interpreting that can be use in interpreting process and it depend on the interpreter or the activity of interpreting. The interpreter can choose one of the types of interpreting that will be apply when doing interpreting and it will help the interpreter to easier in interpreting process.

### **c. Interpreting Process**

#### **1) The Perception Procedure**

There are mainly two ways for the interpreter to perceive the message: on is auditory perception and the other is visual perception. In this procedure, factor that will influence the quality of the interpretation is the interpreter's listening ability, and the setting.

Compared with the general listening, listening in interpreting is more complicated and difficult process. The setting, temporal and physical conditions. In which communication take place also play an important role in the interpretation process. Time constrains for speakers at conferences often lead them to deliver their message at a furious pace. Noisy listening conditions make the reception of the communicating message difficult both for intended receptors and for the interpreter.

#### **2) The Decoding Procedure**

The decoding procedure follows in an almost indiscernible instance, during which the interpreter processes the information stored in the perceptual auditory storage and extracts necessary information from both linguistic and non-linguistic codes. It is where the message is born. In this procedure, factor that will influence the quality of the interpretation include the source, particularly the speaker, the interpreter's linguistic competence and his background knowledge, which includes the knowledge of the world and knowledge of the subject under discussion.



### 3) The Recording Procedure

In this procedure, the interpreter's memory plays a crucial role, and is a decisive factor in whether this procedure is successful or not at least in how much the interpreter can get from source's speech. A supplementary way of securing this procedure is note-taking, which seems to be more important in consecutive interpretation.

Recording must be based on comprehension, and it is two folded, mental and written. There are three kind of memories in human being's information processing system, known as sensory store (perception) short term store (working memory) and long-term store (permanent memory). Among these three kinds of memories, working memory plays an important part in our work especially in interpreting, but short memory is severely limited in size, it can only hold approximately seven plus or minus two information units.

Obviously, we cannot solely depend on our brain and memory while interpreting. Instead, we should make good use of note-taking to help enlarge each unit and help record information as much and accurate as possible. From the analysis above, it can be concluded that recording stage in interpreting process must be fulfilled with the combination of effective mental memorization and necessary notes.

### 4) The Encoding Procedure

This procedure includes the activation of the target language (TL) elements found in the long-term memory, as well as syntactic and semantic word processing and word-string processing according to the TL syntactic a semantic information stored in long-term memory. The result is paraphrase in TL of the source language message.

As long as the interpreter successfully accomplishes the first three procedures, factor that take effect on this procedure include interpreter's second language proficiency, his master of various kinds of translation skills, and the intended receptors.

## 5) The Expressing Procedure

Expressing is the terminal procedure in the process of interpretation, although second and affective expression can only be realized on the basis of successful fulfillment of the first four procedures, expression itself directly influences the final output and result, thus of great significance.

It is without doubt the preceding procedures are the decisive factors for the success of the last procedure. However, there are still some points that the interpreter must pay attention in term of the way of expressing. The interpreter's voice should loud enough for everybody to hear, and it should be smooth and even, and the pitch should be appropriate. The interpreter's pronunciation of words should at least be good and constant, if not standard British or American English.<sup>13</sup>

To deliver a great quality in interpreting, interpreting from Indonesia into English or on the opposite, interpreters are required, among other things, not only have dominance of the source dialect and target dialect, but also master or at slightest know well the field, discipline knowledge, or the issue that needs to interpret. To show the significance of these three conditions, nearly all interpretation experts always incorporate these three conditions in other term formulated.<sup>14</sup>

Intuitively, since interpreters need to work under heavy time pressure, it seems plausible that inexperienced interpreters tend to provide information with less shift because their reaction to information processing is relative slow. On the other hand, since the aim of the interpreter is usually to facilitate communication, it can also be confirmed that more experienced interpreter is more inclined to clarify information.<sup>15</sup>

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<sup>13</sup> Jing Ma, 'A Study of Interpreting Skills from the Perspective of Interpreting Process', *Language Teaching and Research*, 4.7 (2013), p. 1232.

<sup>14</sup> Ilzamudin Ma'mur, 'Konsep Dasar Penerjemahan: Tinjauan Teoritis', *Al-Qalam*, 21.102 (2004), p. 436.

<sup>15</sup> Fang Tang, *Explicitation in Consecutive Interpreting*, (Amsterdam: John Benjamin Publishing Company, 2018), p. 2.

Based on the explanation above, the researcher can conclude that there are five process in interpreting that are perception, decoding, recording, encoding and last is expressing. These five processes should carry out sequentially to procedure a good and smooth interpreting process. An interpreter must be good in interpreting to make the audiences understand the speech.

#### **d. Factors in Interpreting**

In interpreting, it is identified that there are two main factors that influence the delivery of the target speech by the interpreter. these two factors are technical factors and non-technical factors.

##### **1) Technical Factor**

Technical factors refer to the physical condition of the interpreting process which includes: the quality of the equipment used, such as: microphones, sound systems, booths and headsets (for simultaneous interpreting), conditions and rooms, as well as the distance between the speaker, interpreter, and the listener or audience. Adequate equipment will support the smoothness and clarity of the message the speaker wants to convey to the participants. On the other hand, unfavorable room conditions, which are too large or cause echoes, for example, and the distance between participants is too far, will create a big barrier for the spoken interpreter and the listener in receiving messages from the source speech. Thus, even though the message conveyed is in the accurate category, without the support of proper equipment, the message will not reach the listener's ears perfectly.

Therefore, as a professional interpreter, before serving, the interpreter must ensure the quality of the system and equipment to be used. The interpreter also does not need to hesitate to ask for good quality sound to his clients even though it has to be a quite expensive rental fee.

## 2) Non-Technical Factor

Interpreting is a communication process that involves three important components, each of which plays a role and influences one another. The way the speaker conveys the message will affect the way the interpreter delivers the target message and the way the interpreter is delivered will affect the listener's response in capturing the message. Thus, these three components can be categorized as non-technical factors that influence interpreting process.

Of these three important components, the factor of the interpreting gets the most attention. The competence of an interpreter is believed to have a significant impact on the success of an interpreting activity. In consecutive interpreting in particular, the spoken interpreter is expected to have a strong memory, spontaneous understanding, and high concentration, considering that in practice the interpreting is only given a very short time to capture the entire message content of the speaker's speech.

In relation to speakers or speakers, several factors that are considered and assessed have an influence on the process of interpreting such as: who is the speaker, what nationality is, what is the cultural background, what is the world of thought, what is expected from this meeting or dialogue, what portion government in negotiations, what and how his personal views. In addition, the speaker's ability to speak, including intonation, facial expressions, and body language, also needs to be considered.<sup>16</sup>

In addition, the last component that becomes an influence in an interpreting process is the listener. The cultural background and origin of the listening community need the attention of interpreter and speakers to support the success of interpreting.

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<sup>16</sup> Dyah Ayu Khrisna, *Kajian Penerjemahan Lisan Konsektif Dalam Kebaktian Kebangunan Rohani Bertauk "Miracle Cursade-This Is Your Day"*, (Surakarta, 2008), p. 20-23.

#### e. Interpreting Competence

Interpreter competence is a basic system of knowledge and skills that a person needs in interpreting. The competence of interpreting demands the mastery of two knowledge, namely declarative knowledge (knowledge of translation) and procedural knowledge (knowledge of how to translate). Both of these knowledges are used as a basis in determining the parameters of the competence of interpreting.

Besides that, mastery of two or more languages is an absolute requirement for someone who wants to be in the field of interpreting.

As a special form of communicative competence, as with written translators, the competence of interpreting consists of several competencies, including: (1) linguistic competence, (2) subject matter competencies, (3) cultural competence, and (4) transfer competence. Linguistic competence demands mastery of the phonology, morphology, grammar, and lexical systems of the source language and the target language, considering that its function is the main foundation for other competencies. The next competency is access to information related to the field of science that is being handled by interpreting. This field of knowledge will greatly assist him in transferring the source language message into the target language. Interpretation is closely related to the cultural elements of the speaker and participation. Here lies the importance of cultural competence. Interpreting must be familiar with the culture of the source language and target language to avoid misunderstandings.

The final competition includes tactics and strategies for translating source speech into targeted speech. As part of the transfer competency, an interpreter is also required to have the ability to listen and speak. Listening skills from the speech community will greatly assist interpreting in overcoming difficulties caused by differences in accents and dialects. whereas speaking skills include the skills to adjust the voice and convey target speech clearly, fluently, and with the appropriate speed.

besides that, this profession also requires a person to be good at self-control, both from an emotional and mental perspective.<sup>17</sup>

As previously stated, the role of an interpreter apart from interpreting, also acts as the main speaker. therefore, an interpreter must be able to show the behavior of a public speaker while on duty.

An interpreter, especially a consecutive interpreting, must master a number of skills such as: good understanding and mastery of source language, the ability to take notes quickly and accurately, have broad and complete general knowledge, have a strong memory and good memory skills, and have good confidence related to his profession as a public speaker. Interpreters are constantly honing their skills to improve the speed at which messages are transferred.

#### **f. The Procedures in Interpreting Activity**

- 1) Interpret genuinely and steadfastly what is said, without anything being added, excluded or changed, in remarkable circumstances a summary may be given on the off chance that asked, and agreed to by both parties.
- 2) Uncover any trouble experienced with lingos or technical terms, and in case these cannot be palatably helped, with draw from the assignment.
- 3) Not enter into the discourse, provide exhortation or express conclusion or reaction to any of the parties.
- 4) Intercede only
  - a) To inquire for clarification.
  - b) To ask for clarification.

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<sup>17</sup> Marcin Walczynski, *Psycho-Affective Factors in Consecutive Interpreting*, (Berlin: CPI Books GmbH Leck, 2019), 48-49.

- c) To point out that the party may not have understood something.
- d) To alert the parties to a possible missed cultural references.
- e) To ask for accommodation for the interpreting process and inform all parties present of the reason for the intervention.
- f) Not delegate work, not accepted delegate work, without the consent of the client.
- g) Be solid and reliable at all times.
- h) Must state (in a criminal trial) on the off change that they have been included in interpreting at the police station on the same case.<sup>18</sup>

To be concluded, the researcher stated that in the procedure of interpreting activity must be listen carefully to the source language to result the great target language. An interpreter must be focus to the speaker when interpreting process because it will help the interpreter to great the good interpreting and easy the performance good so the audience can understand well the interpreting by the interpreter.

#### **g. The Difficulties of Interpreting**

Interpreting activities are not an easy thing to do. Interpreting is more difficult than translation. Not only because it does not have the availability of time such as the translating process, has interpreting required mastery of a lot of vocabulary, sufficient speaking skills and good grammar skills. The difficulties experienced by interpreters are also many. The mistakes that often occur are as follows omission of words (omission), additional meanings that are not needed (addition), the words used are often incorrect or even replaced with other words (substitution), conceptual errors for example occur problems in discourse, there is an exchange of roles, for example due

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<sup>18</sup> Mary Phelan, *The Interpreter's Resource*, (Canada: Great Britain by the Cromwell Press Ltd, 2001), p. 44.

to lack of training, grammar errors, lexical errors. Thus, an interpreter or students who do the interpreting must know the technique to deal with these errors (problems).<sup>19</sup>

In addition, the interpreting process is difficult when an interpreter not good in listening and speaking. An interpreter will difficult to speak when she/he less in listening ability. However, interpreter good in speaking but less in listen it means he/she will difficult to get the point from the source language or from the speaker speech. Because the duty of interpreter is to translate the source language to the target language.

### **3. Consecutive Interpreting**

#### **a. The Definition of Consecutive Interpreting**

For a phenomenological study of consecutive interpretation, it is important that begin by mentioning some of the key contributions that made this study possible. The influence most directly responsible for the early development of research on interpretation comes from philosophical and linguistic phenomenological has not shown its significance in the same way, especially when it comes to forms of interpreting.<sup>20</sup>

In a series of interpretation that have been carried out, consecutive interpreting is one type of interpreting that is most often carried out. It is proven by continuing to use consistent methods in other types of interpreting, such as liaison interpreting, conference interpreting, court interpreting.

In general, the situation for consecutive interpreting is described as follows: the interpreter is in one place with the speaker and begins to express the translation after the speaker has finished delivering the speech. This statement is obtained from

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<sup>19</sup> Mobit, dkk, 'Meningkatkan Kompetensi Interpreting dengan Menerapkan Metode Skenario Role-Play and Stimulation', *Ilmiah Solusi*, 3.1 (2014), p. 26.

<sup>20</sup> Alexander V.Kozin, *Consecutive Interpreting*, (Swijunjungtzerland: Springer Nature, 2018), p. 54.



several opinions of translation experts, including Santiago who said that "in its purest form, consecutive interpretation is a mode which the interpreter begins the interpretation of a complete message after the speaker has stopped producing the source utterance." A similar definition is also obtained from Winkipedia, namely, "In consecutive interpreting, the interpreter starts speaking after the source-text speaker has finished."<sup>21</sup>

Consecutive interpreting is one of the three modes. That go to make up what we call conference interpreting. It involves listening to what someone has to say and then, when they have finished speaking, reproducing the same message in another language. The speech may be anything between a minute and twenty minutes in length, and the interpreter relies on a combination of notes, memory and general knowledge to recreate his or her version of the original.<sup>22</sup>

In consecutive interpreting, the interpreter plays an important role in these activities. As written in the definition above, the interpreter has a dual role in an interpreting activity, that is, apart from being an interpreter, also acts as a speaker. This statement is reasonable because generally listeners will pay more attention to the utterances conveyed by an interpreter than the main speaker.

Consecutive interpreting as the process of interpreting after the speaker or signer has completed one or more ideas in the source language and pauses while the interpreter transmits that information. To illustrate, it is unlike simultaneous interpretation as the interpreter has time to think of what has been said before rendering it into the target language. Consecutive interpreting is the act of explaining what has been said by one interlocutor to another one who does not understand the first language. So, the interpreter is a facilitator or a mediator between two speakers

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<sup>21</sup> Umi Pujiyanti, *Kajian Penerjemahan Lisan*, (Surakarta: LKP Indonesia Belajar, 2013), p. 4-5.

<sup>22</sup> Andrew Gillies, *Note-Taking for Consecutive Interpreting A Short Course*, (New York: Routledge, 2017), p. 5.

who completely speak different languages, and his role is to transfer what has been communicated from one party to another. Also, the interpreter should master both languages accurately.<sup>23</sup>

Consecutive interpreting is one of the processes in interpreting. Consecutive interpreting is easy to use and good for the beginning of an interpreter because in consecutive interpreting, an interpreter waiting for the speaker finished the speaking. An interpreter should wait the speaker until the speaker stop in the speaking. An interpreter must give more attention to the speaker when the speaker is speaking. An interpreter should focus and notes the more important from the source language that the speaker said and then interpret the source language to the target language.

Not only that, an interpreter must be good in speaking and listening. An interpreter must be a good speaker because it will help an interpreter easy to speak and make the audiences understand about what an interpreter said and also must be good listener because an interpreter will hear what the speaker said after that an interpreter ready to speak about what the speaker said. Besides, an interpreter also has to know much vocabulary because it will help an interpreter easy to interpreting process.

According to Bartłomiejczyk, an interpreting strategy is a method that is used deliberately to prevent or solve potential problems in interpreting or to enhance interpreting performance.<sup>24</sup>

In addition, note-taking is another special feature of consecutive interpreting. The interpreter sits with participants in the conference room and takes notes of what is being said. At the end of each statement, he gives interpreting, with or without the help of the notes.

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<sup>23</sup> Ahmad Mohammad Al-Harahsheh, dkk, '*Consecutive Interpretation Training: Challenges and Solutions*', Foreign Language Teaching and Translation Studies, 5.1 (2020), p. 85.

<sup>24</sup> Yanpin Dong, Yinghui Li & Nan Zhao, '*Acquisition of interpreting strategies by student interpreters*', The Interpreter and Translator Trainer, 5.13 (2019), p. 1.

Consecutive interpreting is encouraged to take notes while listening to the source speech that is being delivered by the main speaker to help him deliver the target message, remembering the short time lag and the limited memory of the interpreter.

Based on the explanation above, it can be concluded that in consecutive interpreting there are three main activities carried out, namely: listening, taking notes, and conveying the target message.

#### **b. Note Taking in Consecutive Interpreting**

Although there are suggestions for consecutive interpreting to take notes while interpreting, this is unlikely and can be applied in all situations. In principle, notes are made to help the interpreter's short memory. When interpreting activity is short and easy to digest by the interpreter's memory, taking notes will only add to the burden and disturb concentration.<sup>25</sup>

The interpreter notes the result of (his) meaning analysis and write down what he intends to say and note what he has heard, just a panel member jots down a word which will help him to remember the argument he will present in his reply. Note taking acts as a mnemonic device, a memory aid which triggers the memory of what was understood when heard. Not taking is not taught at the very start of the training programmed because the basic interpreting process must be understood first. Before embarking on exercise in consecutive notes, students should spend some time learning to listen carefully to a speech without taking notes. If started too early, note-taking result in transcription of the original language, and is unlike to be of use to the interpreter.<sup>26</sup>

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<sup>25</sup> Cristiano Mazzei, *Note-Taking for Consecutive Interpreting*.

<sup>26</sup> Yasuma Someya, *Consecutive Notetaking and Interpreter Training*, (New York: Routledge, 2017), 32-34.

To be concluded, in interpreting process an interpreter may take notes to write the important point from the speaker. An interpreter will easy in interpreting process by take note the speaker speech. It will help the interpreter to interpreting the source language to the target language while doing taking notes.

**c. Key Skills at Each Stage of Consecutive Interpreting**

1) Active Listening

Learning to interpret begins with learning how to listen effectively. During the initiation stage, interpreter must be made aware of the differences between and relevance of passive listening and active listening in the first four to five weeks of training. By practicing exercises such as idiomatic, gist, listening cloze, discourse modeling, outline and compression. Active listening should gradually become trainees' default listening mode.

2) Public Speaking

Public speaking is another key skill that introduced and practiced at the initiation stage. A good interpreter must be a trained public speaker. The benefit of public speaking training is largely tied to better verbal and non-verbal presentations. Since the speaker delivers a lecture to make a point, whatever points are made, the way the points are linked or tagged, along with their supporting information, must reach listeners who rely on interpreting process. By practicing active listening (to understand the point) and delivering semi-prepared speech (to make the point clear), the keywords, bridges, and phrases captured outline exercises can seamlessly become part of the student note-taking system.

3) Short Consecutive Interpreting Without Notes

After the initiation stage come the coordination of and experimentation with individual skills, appropriate materials for these stages include monologue and lively dialogues with duration of between ten second and ninety second. By using relatively short and engaging dialogues, it is easier for students to focus on the sense, not the

wording. As the training materials are relatively short, message is not intentionally memorized and then retrieved, so trainers' and students' discussion points will most likely fall within the domain of accuracy or precision, keeping the learning objective clear. At this stage, students should be reassured that they should "aim to the minimum well, rather than trying to do the maximum shoddily.

#### 4) Consecutive Interpreting with Notes

The instrument of the impedances of note-taking amid the comprehension stage of consecutive interpreting isn't completely caught on, but its predominance and perseverance are ordinary after note-taking has been presented to consecutive interpreting classes. This baffles numerous understudies who misconceive consecutive interpreting as a work out to show memory control and note-taking brilliance. In spite of their frustration, it isn't exceptional for translating coaches to get open comments in a module overview in which understudies request indeed prior introduction and hands-on hone of note-taking. Dispersing the urban myth isn't made less demanding when consecutive interpreting reading material frequently gives a significant sum of their space to outlining consecutive interpreting notes for addresses on different themes.

In spite of the fact that numerous understudies see the note-taking demonstration in books or in activity as a blessing presented as it were on some, a more helpful point of view ought to be advertised at the starting of this arrange, which is that notes are follows which check person interpreter's considering styles and explanatory skill. Sometime recently understudies have a full and mechanized get a handle on of the fundamental assignments require of them, note-taking explanations and exhibits ought to come as late as conceivable within the educational modules. And indeed, after note-taking has been authoritatively presented to consecutive interpreting classes, it is prudent for coaches to offer opportune updates of the significant ability of dynamic tuning in at whatever point there are signs of a lacking get a handle on of the ST talk structure and key focuses. In reality, consecutive interpreting without notes (or without looking at them after have been taken), as a demonstrative

apparatus, can be brought back into classes to uncover covered up issues, and force a with draw from the words back to the message and pout of the discourse.

One way of characterizing consecutive interpreting note-taking as a skill set is portraying what it is and what it isn't. When a set of notes could be a item of an operation taking after common standards, they are organized and condensed idea by idea review prompts for the meaning, reflecting the interpreter's examination of the discourse and bolster the interpreter's information base and dialect capability. For those who are versed in cutting edge history, alone seem get one to roll on. The inverse is additionally genuine scenes commonplace to a mediator require not take up as well much space in a scratch pad, though new data would require numerous triggers to bolster memory. With satisfactory planning, capturing most successful prompts at the most excellent timing is achievable beneath amazing direction and efficient preparing.<sup>27</sup>

Based on the explanation above about the skill of interpreting, the researcher concludes that there are four skills in interpreting process that an interpreter may use that skill. The first is listening skills. In the listening skill, an interpreter should hear carefully what the speaker says in their speech because it will make the interpreting process successful if an interpreter listens carefully the speech. Next is speaking skill, an interpreter should be master in speaking skill because an interpreter should speak in a good grammar and should speak well to the audience in interpreting process. Then next is interpreting with notes and interpreting without notes. Here, an interpreter chooses the best way in interpreting process and depend on their ability in interpreting process. Even that an interpreter take note or not but in interpreting process should successful.

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<sup>27</sup> Yashyuan Jin, *Consecutive Interpreting*, (Newcastle University, 2017), p. 2-4.

#### **d. The Consecutive Interpreting Strategies**

##### **1) Understanding the context.**

Supported by Russel (2004), before interpreter did the performance, interpreter need to get it the setting of context. Context can offer assistance the mediator decided the speaker's specific meaning inside the particular deciphered interaction. It makes a difference interpreter's performance and make them more sure. In extra, sometime recently doing the interpreting, a mediator can inquire or talk about with the speaker approximately the material. Note taking is exceptional central for continuous interpreting, make note taking within the source language is capacity whereas tuning in to the source of discourse, and perform the etymological transformation within the generation phase. Mediator can maintain a strategic distance from the pitfall of committing themselves to a certain meaning sometime recently having the opportunity to see at the discourse as an entirety. The notes must be at slightest effortlessly transmit in the same message to the audience.

The language of note taking and condensation methods are key regions of interest in an investigation of the interpreter's execution within the sequential mode. Language choice in interpreting can grant impact in note-taking. In note-taking, also has exactness to communicate target language. The relationship between notes and exactness in arrange to think about which note-taking features show up to lead to the generation of great target language, and which do not.

##### **2) Decoding Notes**

Ribas (2012) mentioned that in doing decoding notes, interpreter can utilize common sense, resort to memory, spend up the reformulation, and alter the arrange. It can make the interpreter pass on elucidation to convey the message quicker. Other techniques in interpreting notes that can be utilized are generalizing and summarizing.

### 3) Coping Tactics

According to Meyer (2008) stated that focus on listening or analysis, production and memory, names and other smaller linguistic forms such as numbers or acronyms may increase the efforts of the interpreter and thus required certain” coping tactics”. While doing note-taking, interpreter should do write the important name and number. After that, they will do summarizing. Coping tactics can also help in memory problem for interpreter. In additional, interpreter might resort to other coping strategies, such as making predictions based on the context, developing an automatic set of phrases for production, and develop expertise in consecutive thinking. The ability to adapt the potentially stressful situations.

### 4) Expression and Reformulation.

In interpreting, interpreter also must have a good attitude when they doing performance. Although, they seemed invisible they also have good expression. The strategies to solve it can be used by trying to calm down, trying to avoid calques, choosing the right vocabulary, using common sense and paying greater attention. (Ribas, 2012).

### 5) Listening and understanding to the source language.

Listening and understanding the context in interpreting is very important. Ribas (2012) classified that strategies in listening and understanding in interpreting are paying greater attention to the source. Those qualifications are based on the problems appear in listening and understanding.

### 6) Meaning-based and word-based interpreting

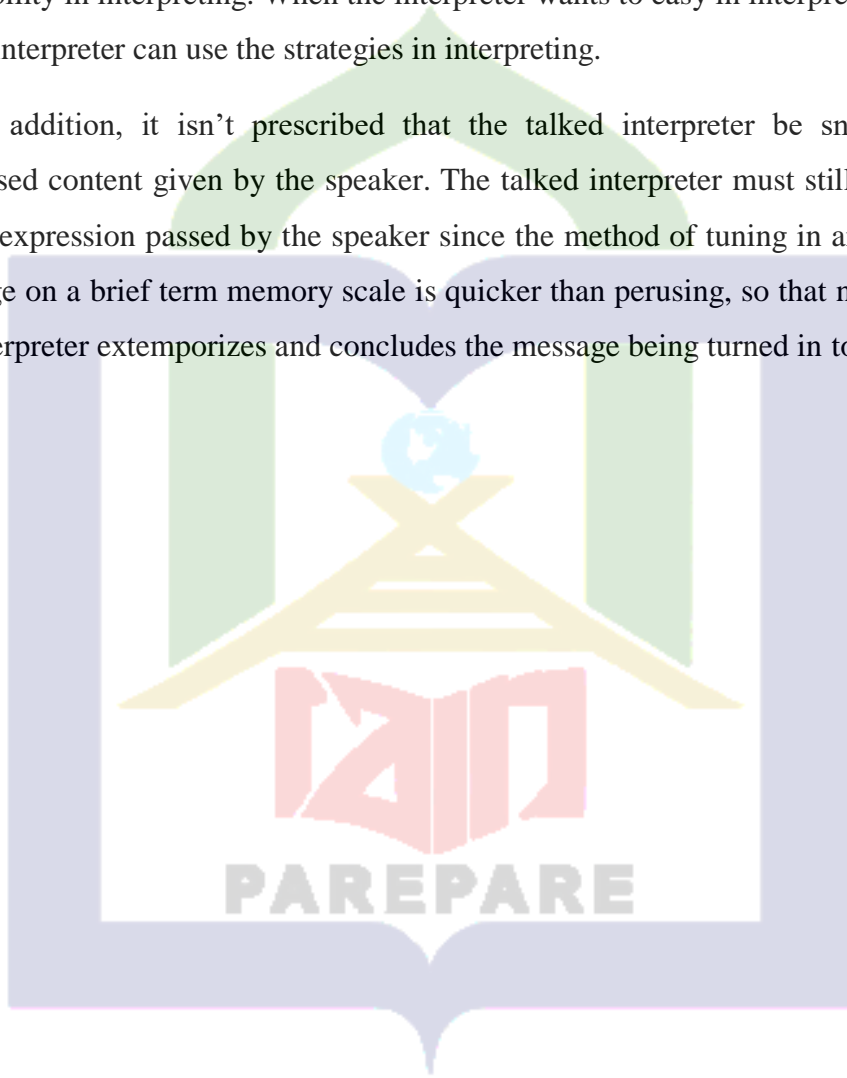
Albi-Mikasa (2013) said that in consecutive interpreting, the use of conventional (lexical or structural) expressions by the speaker might easy the interpreter. It is retrieving the corresponding translation equivalents constraints. By giving easy



meaning or communicative language in interpreting performance, it might the audience understand what the speaker said.<sup>28</sup>

Based on the explanation above, the researcher concluded that there are six strategies in interpreting. The strategies can be applying by the interpreter based on their ability in interpreting. When the interpreter wants to easy in interpreting process, so the interpreter can use the strategies in interpreting.

In addition, it isn't prescribed that the talked interpreter be snared on the composed content given by the speaker. The talked interpreter must still concentrate on the expression passed by the speaker since the method of tuning in and preparing message on a brief term memory scale is quicker than perusing, so that now and then the interpreter extemporizes and concludes the message being turned in to.

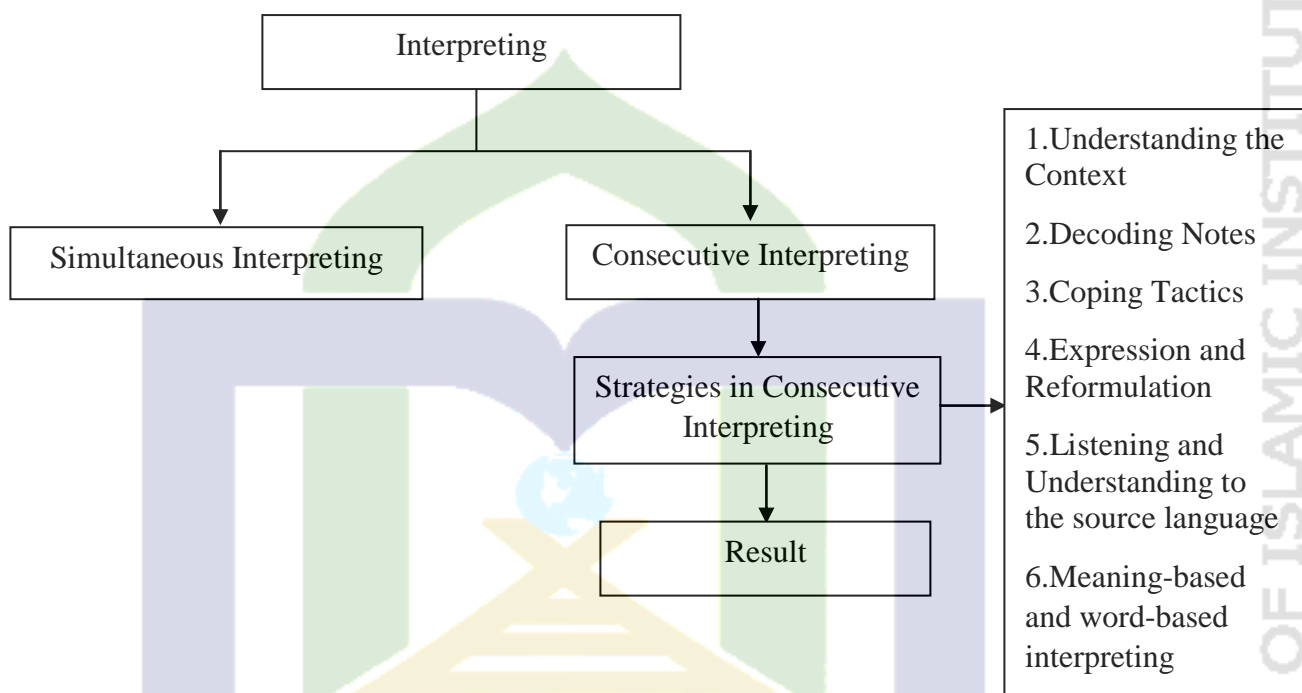


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<sup>28</sup> Hemas Fauzi Meliadiny, Exploring Students' Strategies in Consecutive Interpreting from Indonesian to English, (Yogyakarta: 2017), p. 12-14.

### C. Conceptual Framework

Conceptual framework underlying this research will be given in the following diagram:



### D. Hypothesis

1. Null Hypothesis (H0):

The Implementation of Consecutive Interpreting Cannot improve students' Consecutive Interpreting Skill at the Second Grade MA DDI Kanang.

2. Alternative Hypothesis (Hi):

The Implementation of Consecutive Interpreting Can improve students' Consecutive Interpreting Skill at the Second Grade MA DDI Kanang.