

A THESIS

**THE IMPLEMENTATION OF CONSECUTIVE INTERPRETING
STRATEGIES AT THE SECOND GRADE MA DDI KANANG**



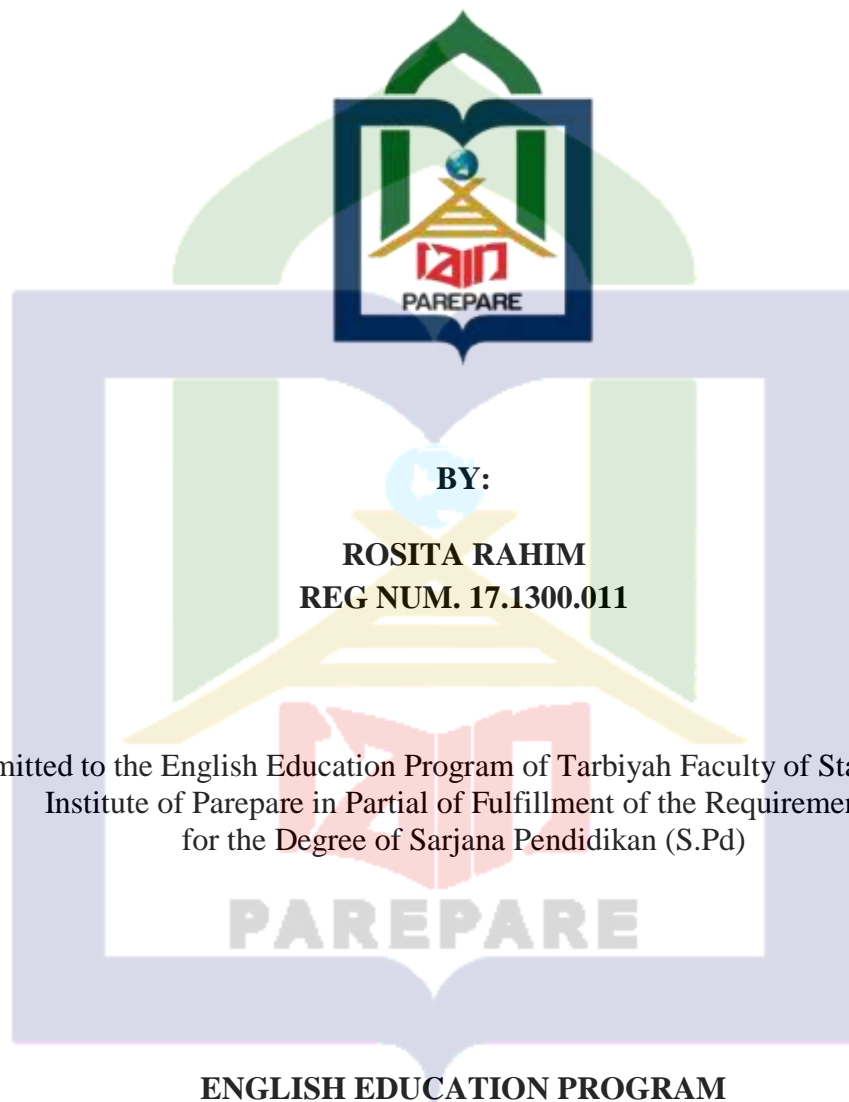
BY:

**ROSITA RAHIM
REG NUM. 17.1300.011**

**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF PAREPARE**

2021

**THE IMPLEMENTATION OF CONSECUTIVE INTERPRETING
STRATEGIES AT THE SECOND GRADE MA DDI KANANG**



BY:
ROSITA RAHIM
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF PAREPARE

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THESIS

**As a Part of Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

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**ROSITA RAHIM
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to

ENGLISH EDUCATION PROGRAM

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF PAREPARE

2021

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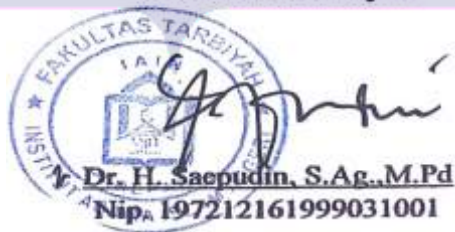
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Stated the skripsi is her own writing and if it can be proved that is copied, duplicated or complied from other people. The skripsi and degree that has been gotten would be postponed.

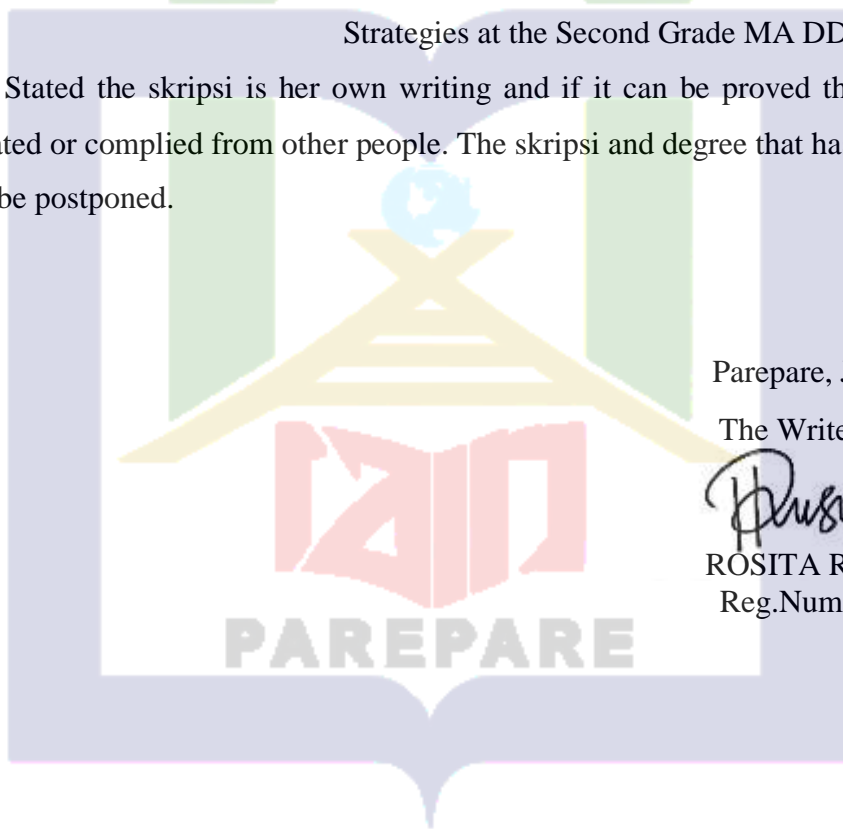
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ABSTRACT

Rosita Rahim. *The Implementation of Consecutive Interpreting Strategies at the Second Grade MA DDI Kanang*, (Supervised by Amzah Selle and Hj. Nurhamdah).

The objective of this research is to find out the students interpreting skill before implementation the consecutive interpreting strategies and after implementation the consecutive interpreting strategies. The consecutive interpreting divided into six strategies such as understanding the context, decoding notes, coping tactics, expression and reformulation, listening and understanding to the source language and meaning based and word based interpreting.

The methodology of this research is quantitative with design pre-experimental design with one group pre-test and one group post-test. The respondents of this research were 17 students as the samples. The data was collected by documentation and a test namely interpreting test.

The result of this research, from the pre-test there were 3 students got good category, 10 students got fair category and 4 students got poor category. While in the post-test there were 8 students got very good category, 7 students got good category and 2 students got fair category. Then, the mean score of pre-test was 61.11 meanwhile mean score of post-test was 79.05. Besides, the result of t-test analysis showed that t-test value (11.21) was greater than t-table (2.120). To be conclude, the implementation of consecutive interpreting strategies able to improve the students consecutive interpreting skill.

Keyword: Interpreting, Consecutive Interpreting.



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