

CHAPTER I

INTRODUCTION

A. Background

The translation in general can be divided into written translation and oral translation. In translation, someone who does the translation is called a translator then in interpreting someone who does the translation is called an interpreter. In the English language, interpreting is a special term used to refer to a translator who is engaged in oral translation. In written translation, the translator is faced with written documents such as articles, books, brochures, or other types of documents. The translator becomes a mediator between the writer and the reader. Meanwhile, oral translation involves spoken language that is spoken directly by the speaker.

Interpreting is a term used to refer to the oral translation of a spoken message or text, 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. Interpretation is the oral transposition of an orally delivered message at a conference or a meeting from a source language into a target language, performed in the presence of the participants.¹

Interpreting is the process of translating from the source language to the target language orally or making information from one language to another by speaking. An interpreter does not need a dictionary when interpreting process but will need some small notes to write the important points from the source text and revealed back to the target text.

The interpreter is constantly confronted with unexpected situations that must be dealt with while he/she is already working at the limits of his/her available processing capacity.² In interpreting, someone who wants to be an interpreter should be able to speak two or more language. The language skills are emphasized are

¹Umi Pujiyanti, *Kajian Penerjemahan Lisan*, (Surakarta:LKP Indonesia Belajar, 2013), p. 1.

² Marta Arumi Ribas, 'Problems and Strategies in Consecutive Interpreting: A Pilot Study at Two Different Stages of Interpreter Training', *Meta*, 7.3 (2012), p. 1

Speaking and listening it means an interpreter should have ability in speaking and listening in interpreting. Listening and speaking are important things must be mastered when interpreter doing interpreting process, an interpreter must be focus to the speaker and must be fluently in speaking or in interpreting process.

Besides ability in speaking and listening, also an interpreter needs high concentration, master in vocabulary and memory when doing interpreting. Concentration is also important because in interpreting, an interpreter must maintain attention and high concentration. An interpreter has to know much vocabulary that will help an interpreter success in interpreting process.

In addition, interpreting need a superb command of both the source language and the target language, perfect in memory and quick information from the memory. It means that an interpreter needs to memorize what the speaker said.

Becoming an interpreter is rewarding and challenging work. The job of interpreting has many positive aspects that attract new people to the profession and keep the interest. Becoming an interpreter will give much experience in oral translation. An interpreter bridges the process of communication between languages so that clients more easily in understand the essence of the conversation.

In generally there are two kinds of interpreting in English. First is simultaneous interpreting, the simultaneous interpreting is an oral translation that is carry out without waiting the source text to be read or complete the speaking, but it carries out simultaneous during the speech. Second is consecutive interpreting, the consecutive interpreting in the process translation, this is done in alternating or sequential ways. The interpreter must listen first and then note the important points and then convey the translation to the recipient's listener after the speaker has finished the speaking.

Consecutive interpreting refers to the rendition of the whole source speech segment by segment; the interpreter has chances to take notes during the interpreting process.³ Consecutive interpreting is one of kinds in interpreting that often to use. The use of consecutive interpreting because it will give the chance for the interpreter to write or taking note and note the important points so it will help the interpreter easy make translating. The use of consecutive interpreting is suitable for who begin to become an interpreter.

It is related what Yanpin said in his journal with the title “Acquisition of interpreting strategies by students’ interpreters”, show that the development features in interpreting strategy use in the task of consecutive interpreting and also the relationship between strategy use and interpreting performance. The participants who were tested at the beginning and end of interpreting training, the strategies recommended by interpreting instructor were use more frequently after interpreting training. In addition, the students’ use of strategies recommended by interpreting instructor was positively correlated with interpreting performance.⁴

From the researcher experience when doing practical field experience at MA DDI Kanang, the researcher asked the students about the student’s process in translating. The student’s process in translation sometime in written translation and also sometime in oral translation. The researcher tried to speak in Indonesia and asking the students to translating in English by oral translation or called interpreting.

From the experience above, the students get problem in interpreting process. Just several students are good in interpreting. The other students still nervous, hard to memorize what the speaker said, lost some word from the speech, those problem made the students unsuccessful performance.

³ Ying Jin, *The Conceptual Mapping Model in Consecutive Interpreting Teaching*, (Wissenschaftlicher, 2010), p. 2.

⁴ Yanpin Dong, Yinghui Li & Nan Zhao, ‘Acquisition of Interpreting Strategies by Students’ Interpreters’, 13.4 (2019).

From the problem above, the researcher assumed that consecutive interpreting is one of kinds of interpreting that can be use in interpreting practice for senior high school. The consecutive interpreting is good for senior high school because the students have chance to making note and write the important points which will help the students interpreting process.

Based on the explanation and the problem appear, there must be strategies that employ by the students when doing interpreting. The consecutive interpreting strategies can be implanted for the senior high school to help the students interpreting skill will be more better.

The implantation of the consecutive interpreting strategies is good to the students because here the researcher will looking for the students interpreting skill before and after implemented the consecutive interpreting strategies. Then, the researcher is interest to implementing the consecutive interpreting strategies.

The important of this research is to help the students more easy in doing interpreting especially in consecutive interpreting, to solve the problem that faced by the students.

From the reason above, the researcher interest to conduct research study by the title the implementation of consecutive interpreting strategies at the second grade MA DDI Kanang.

B. Research Question

Based on the background above, the researcher formulates research question and the research question as follow:

1. How is the students consecutive interpreting skill at the second grade MA DDI Kanang?
2. Is there any improvement after implement the consecutive interpreting strategies for the students at the second grade MA DDI Kanang?

C. The Objective of the Research

1. To know that how is the students consecutive interpreting skill at the second grade MA DDI Kanang.
2. To know that is there any improvement after implement the consecutive interpreting strategies for the students at the second grade MA DDI Kanang?

D. Significant of the Research

1. Candidate Interpreter

It can be used as the anticipation in interpreting so that they will not do the same problems, because they can apply the appropriate strategies to overcome the problems as provided in this research. The strategies are also expected to motivate students to understand more and to be confident when they perform in interpreting practices.

2. Next Researcher

The researcher hopes that this research can give benefit for the next researchers who interest in conducting a research about interpreting deeper. This research will help them to use some theories in literature review. Furthermore, they can also use the finding and discussion in this research as reference for their research in interpreting.