

THE ANALYSIS OF THE STRATEGIES USED BY SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN CONSECUTIVE INTERPRETING OF ENGLISH SHORT MONOLOG

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Abstract

This study focuses to examine about the use of consecutive interpreting strategies by the students of English Education Department in Universitas Pancasakti Tegal that joined in interpreting class in sixth semester. This study aims to analyze consecutive interpreting strategies the students and to identify the problems encountered in consecutive interpreting. Descriptive qualitative method employed in this research. Documentation, observation, and questionnaire were used to collect the data. The collected data then were analyzed based on Faerch and Kasper (1983) for the consecutive interpreting strategies and the problem, based on effort models in consecutive interpretation by Gile.

The strategies used by students were vary, the percentage of the use of message abandonment strategy is 100%, skipping 18%, incomplete sentence 47%, filtering 82%, appeal for assistance 18%, and elaboration 18%. While for the problems, 41% students encountered listening issue, 47% for note-taking issue, 64% for short-term memory operation, 11% for recalling and note-reading, 58% for fluency, and 29% for production. From the findings above, it can be concluded that the most common strategy of consecutive interpretation utilized by 100% students is message abandoned, due to abandonment, 47% or almost a half of the population of the students cannot transfer the message accurately, the lack of the accuracy is caused by memory issue which was faced by 59% of the students, and proven by the outlined effort models in consecutive interpreting based on Gile's theory which the result is 64% caused by short-term memory operation as the major problem encountered by the students.

Keywords: Consecutive Interpreting, English-Indonesian Interpretation

1 INTRODUCTION

According to Baker (2011), adopting English as the world's primary language raises questions about how we can understand interactions between different languages in cross-cultural communication. It was stated by Hidayat (2006), the fact that even though there is an international language has not rendered communication between countries and nations effortless due to not every individual has the ability to communicate in it. As a result, further efforts are being made to overcome communication barriers. Translating and interpreting are activities that involve message transmission from one language to a different one. Those are destined to guarantee that the information delivered is acknowledged by the listeners or the readers in the target language (TL) (Kuswoyo & Audina, 2020). Following Pöllabauer (2012), interpreters have had to overcome barriers to communication between speakers of various languages and cultures throughout history. In terms of message rendering modes, the interpreter begins interpreting the speaker's utterances when the speaker has done deliver his words. Consecutive interpreting normally sets when between speaker and the interpreted together in the same room. The interpreting process is done alternately, which means the interpreter is obligated to deliver the message after the speaker pauses in the explanation. A core list of quality criteria that includes, among other things, accent, accuracy, complete pronunciation, correct grammar, fluency, intonation, logical cohesion, audible voice, style, and terminology is defined by the majority of research on the quality of interpreting performance, which focuses on how various people or organizations perceive interpreting outcomes. Knowing the challenges which are faced by an interpreter, finding out, and exploring the strategies to deal with the difficulties are needed in language transfer. However, there are numerous strategies that may be used by an interpreter to practice which can help to overcome interpreter's limited ability in language mastery, limited time, and limited knowledge. Thus, this topic research is chosen to examine about the use of interpreting strategies, especially consecutive interpreting conducted by the students of English Education Department whose joining interpreting class in the sixth semester. In addition, research about interpreting in the classroom has not been conducted yet in English Education

Department of Universitas Pancasakti Tegal. In order to provide accurate interpretation to students who may become interpreters in the future, this study aims to analyze the strategies the students chose during the process of interpretation of English monolog consecutively and to find out the issues encountered by the students of Interpreting class in academic year 2022/2023.

2 METHODOLOGY

The researcher took a qualitative approach, which is defined by Creswell (2014) as a method for examining and comprehending the significance that particular individuals or groups attribute to a given social or human problem. Descriptive method was employed when describing the design for it focuses on a specific school-wide phenomenon. It was carried out to look into a condition or other phenomenon, with a report presenting the findings. The subject of this study was taken from 70% of the population of the class. The class consisted of 24 students. By considering about particular requirements such as the completeness of the message of the short monolog interpreted and answered all the 6 open-ended questions in the questionnaire, then it was selected that there were 17 students of the sixth semester of English Education Department at Universitas Pancasakti Tegal in academic year 2022/2023 to be observed and analyzed. Documentation of the student's consecutive interpreting performance, observation of the consecutive interpretation of effort model based on Gile's theory in phase 1 and 2, and questionnaire of the issues encountered in the form of open-ended questions were used to collect the data. The collected data then were analyzed based on Faerch and Kasper (1983) for the consecutive interpreting strategies and the problem, based on effort models in consecutive interpretation by Gile. The data are reported after comparing the original transcript in English as the source language and Indonesian as the target language in the form of transcript and the response of students' interpreting and its issues. The data are provided in the form of tables and coded by number and initial of each student, for its percentage of strategies used and the issues faced. There are some tables which show the result as in interpreting test for the strategies, observation of effort models, and questionnaire analysis about the problem encountered were discussed.

3 RESULTS

This chapter describes the result of the study which was carried out by the researcher. It consists of the results, results' discussion, and the analysis of the consecutive interpreting strategies and the problems encountered by the students of sixth semester of English Education Department at Universitas Pancasakti Tegal in interpreting English short monolog taken from TEDxCambridge by Tali Sharot entitled "How to Motivate Yourself to Change Your Behavior". The researcher recorded the student's process and performance to collect the data to be written as transcript that would be compared to the recording test material transcript, then the result was analyzed to find out the strategies the student used in interpreting the mentioned monolog based on Faerch and Kasper (1983) theory of consecutive interpreting strategies.

3.1 Result of Consecutive Interpreting Strategies Used

The recording of the student's process and performance in consecutive interpreting is used to collect the data to be written as transcript that would be compared to the recording test material transcript, then the result was analyzed to find out the strategies the student used in interpreting the mentioned monolog based on Faerch and Kasper (1983) theory of consecutive interpreting strategies.

Table 1. Students' Percentage of the Usage of Consecutive Interpreting Strategies

Category	Sub-category	Total Students Used	Percentage
Reduction strategy	Message abandonment	17	100%
	Skipping	3	18%
	Incomplete sentence	8	47%
	Filtering	14	82%

Achievement strategy	Appeal for assistance	3	18%
	Elaboration	3	18%

3.1.1 Message Abandonment

It is characterized that message abandonment is the strategy that is used because of the language difficulties. Thus, the message is left unfinished by the interpreter. In the other words, the interpreter abandons a statement and continue with the next statement. The disadvantage if the usage of message abandonment strategy is too often occurred by an interpreter, the production of the interpretation will be less accurate for many messages will be left. It is found that 100% of the students used this strategy during the test, the examples below are the examples of the use of message abandonment strategy taken from the data:

SL : Do you know when people pull their head out of the ground to look at their accounts -- not to make a transaction, just to log in to check their account? So, what you're seeing here, in black, is the S&P 500 over two years, and in gray, is the number of times that people logged in to their account just to check.

TL : *Seperti contohnya saat kita memasukkan kepala kita ke dalam sebuah, ke dalam tanah, kemudian kita mengangkat kembali dan melihat sekeliling tanpa melihat apapun, hanya melihat sekeliling, maka yang kita lihat hanya kegelapan.* (Datum 1)

3.1.2 Skipping

The skipping strategy is characterized as strategy of avoiding a word or group of words which do not have crucial meaning in the sentence in term of contextual meaning. It occurred when there are some difficulties found by an interpreter to transfer the speaker's utterance. To avoid misinterpretation, the interpreter skips to the main important message to be converted. The advantage of this study is the reckless interpretation result can be avoided, yet the disadvantage of this strategy is the information skipped will be left. This strategy was used by 18% of the students, as it can be seen from datum 6:

SL : So, I want to share some new research with you that I think reveals something really important about what gets people to change their behaviour.

TL : *Di sisi lain saya akan mengungkapkan tentang kebiasaan yang ada dibeberapa orang.* (Datum 6)

3.1.3 Incomplete Sentence

This strategy was used by 47% of students. Incomplete sentence usually occurred when the interpreter finds a long utterance and to keep the point of the message, the interpretation transferred in an incomplete sentence. The interpreter can use this strategy to deal with the limited time and unnecessary utterance. The usage of this strategy by one of the students can be checked out by the structure or element used in the utterance as in datum 3.

SL : We all know that handwashing is the number one way to prevent the spread of disease, and this is really important in hospitals.

TL : *Itu sangat penting ketika kita telah, sudah, setelah melakukan sesuatu.* (Datum 3)

3.1.4 Filtering

The filtering strategy is employed when interpreters only translate the key points of text that speakers have uttered, without considering the grammatical structure of the sentences in the utterance (Faerch & Kasper, 1983). This is equivalent to summarizing the text in the utterance and translating only the key points into the target language. Such a technique is used to condense messages that have been spoken in lengthy passages without losing the context of the original message. In other words, the goal of filtering is to create effective sentences using SL to TL terms. There are 82% students used this strategy in their consecutive interpreting, two of those had shown in datum 6.

SL : And it seems like a really reasonable assumption, except for the fact that the science shows that warnings have very limited impact on behavior.

TL : Asumsi tentang peringatan mempunyai efek yang terbatas adalah benar. (Datum 6)

3.1.5 Appeal for Assistance

This strategy is defined as the strategy of asking for assistance or help when the interpreter faces difficulties during interpreting the utterance of the speaker or in communication. Generally, this strategy occurred when the equivalent words cannot be found to be rendered. So, the interpreter needs help by look for the meaning in dictionary, from the speaker, or the audience. It is found that 18% of 17 students use this strategy during the consecutive interpreting. Since the interpreting test was an exam, students were not allowed to ask for help. However, it was found 18% students asked the lecturer to replay the video and was not accepted or helped by the lecturer. Datum 1 shows the examples of the strategy mentioned:

SL : So, if something scares us, we tend to shut down and we try to eliminate the negative feelings.

TL : *Ketika sesuatu menakuti kita, kita akan mencoba untuk diam atau berhenti dan menghilangkan segala, mengabaikan segala fakta negatif (Miss, can I please try play what is it? Repeat the second part because I forgot the beginning. Just one more time?)* (Datum 1)

3.1.6 Elaboration

Elaboration is similar to expanding a speaker's vocabulary in their own speech. This tactic is frequently used when understanding rhetorical terms that can be discussed in-depth utilizing a variety of vocabulary. This strategy is very useful to explain about particular word of phrase which sounds strange for the listeners, in order to give deep information about the meaning of the particular word or phrase, or sentence. The finding shows 18% of 17 students used this strategy to achieve the goal of their consecutive interpreting by explaining to the audience about the message. The usage of elaboration strategy was done by some students and were written in datum 1:

SL : So, what do we see? *(showing a slide of diagram)*

TL : *Ada contoh seperti pada gambar, apa ya itu, seperti naik turun. Tentang hasil penjualan market, seperti itu.* (Datum 1)

3.2 Result of Effort Models of Consecutive Interpretation Based on the Observation and Questionnaire

The effort model relates with the result of the interpretation, how the student coordinates the elements above in the phase one, in processing the message from the moment of the message is heard to be written down. As well as the phase two after the student processing the information, the message will be produced by remembering, note reading, and production. Recalling and converting the information into the target language occurs by using long-term memory operation.

Table 2. The Result of Effort Model in Consecutive Interpretation based on Observation

Phase	Sub-category	Total Students	Percentage
Phase 1	Listening	17	100%
	Note-taking	17	100%
	Showing the act of memorizing	16	94%
Phase 2	Note-reading & recalling	17	100%
	Fluency	12	71%
	Accuracy	9	47%

From the results above, it can be stated that all students showed the act of phase 1, such as listen to the monolog carefully, take note about the details of the monolog, and show the act of memorizing the message, unless student 12 which did not show any act of memorizing the message. However, in the phase 2 where the criteria are more complex, such as show the act of using note to assist to recall the

information, delivering the message smoothly as the fluency, and conveying the message accurately. There are 17 students used note to assist and recall the information, 12 of 17 students delivered the message fluently, which means 5 students still made some pauses or stop for a while when the student was interpreting the utterance. The last in production, the accuracy of the interpreting, it was found 8 of 17 students still did not interpret accurately and only 9 students could do so or in percentage is 47%.

The result of the effort model observation presents the act of the students to interpret the monolog as the external act that can be seen. The external acts can be done by holding observation. Yet, there are also internal factors that affect the production of the converted message, for instance personal issues of the student. The researcher also sent questionnaire in Google form to find out the student's personal issues to be presented and analyzed.

Table 3. *The Percentage of the Issue of Effort Models in Consecutive Interpretation based on Questionnaire*

Effort Model Category	Total Students	Percentage
Listening	7	41%
Note-taking	8	47%
Short-term memory operation	11	64%
Recalling and note-reading	2	11%
Fluency	10	58%
Production	5	29%

The major problem of effort model in consecutive interpretation is short-term memory operation, it is found 64% of the students encountered this during interpreting English short monolog. Short-term memory simply refers to the ability to remember knowledge for a brief amount of time without developing the brain links necessary for right after recall.

3.3 Discussion

Education, politics world, industry, business, and many other sectors are essential parts of the human life. Those acts are not just done in particular areas, they are done across the world. Many companies want to develop the connection wider and wider. However, language barrier always becomes the concerned issue when it comes to connect internationally. Auspiciously, English has been chosen to be lingua franca, as international language between countries. Yet, there is a fact that even though there is English to overcome language barrier, it has not rendered communication effortlessly. Thus, translation and interpretation of languages are needed as a bridge. Hence, the researcher conducts this research to look into consecutive interpreting strategies used by sixth semester students of English Education Department which has Interpreting course during the study as the first step which will lead the students to practice and learn to be the connector of interlanguage communication. Analyzing the students' strategies is important to know how far the students master the interpreting skill, for the use of the strategies means to overcome difficulties in interpreting, to give solution for particular issues. On the other hand, the use of particular strategy also gives an implication in negative side, such as the use of message abandonment that utilized over and over, will cause low accuracy of the consecutive interpretation result. The theory of consecutive interpreting strategies is taken from Faerch and Kasper (1983) as the standard for its compatibility than the other theories. By looking into the strategies used and the result of interpreting test of the students, the readers will have deep knowledge about the ability and accuracy of the students' interpretation. The strategies in consecutive interpreting by Faerch and Kasper are divided in to two, reduction strategy and achievement strategy. The two kinds of strategies then were outlined into some branches. In reduction strategy there are message abandonment, skipping, incomplete sentence, and filtering. In the other hand, the achievement strategy consists of appeal for assistance and elaboration. Each strategy has its advantage and disadvantage when it is used as stated in the research result. Based on the results above, the logical relation of those data is the use of consecutive interpreting strategies are still utilized limitedly by the students. It can be seen by

the major usage of the strategies is led by message abandonment which is 100%, where it means so many messages were abandoned by the students due to difficulties faced. Those abandoned messages were not delivered completely, for instance the details like numbers, name, and the name of a place mostly were not conveyed. The more messages left, the less accurate the result of interpretation. The second strategy is filtering, utilized by 82% of the students by making summarization about the utterances into shorter sentences. Incomplete sentence used by 47%, skipping strategy used by 18%, and for achievement strategy elaboration and appeal for assistance, it was found 18% employed. To understand why the students used the same strategy over and over, the researcher decided to analyze the problem encountered as well to get deeper information. After knowing this way, the next step to have knowledge of the reason why it happens is to analyzing the problem encountered during the process of interpreting by observing students acts and analyzing the quality of the effort models of consecutive interpretation which is taken from Gile's theory by using questionnaire. The researcher observed the students' act during the test to discover and perceive the effort models the student does externally and open-ended questions were sent to clarify and to validate the issues internally and personally for each student.

According to the observation, 47% of the students still disabled to deliver the short English monolog into Indonesian accurately. Thus, the interpretation ability of the students is considered low. According to the questionnaire, the percentage shows that the highest issue of the effort model in consecutive interpreting is caused by memory issue taken from the previous preliminary observation to vote and short-term memory operation, taken by analyzing the brief explanation answer from the students. These indications align with the common strategy of consecutive interpretation utilized, 100% students used message abandoned, due to abandonment, 47% or almost a half of the population of the students cannot transfer the message accurately, the lack of the accuracy is caused by memory issue which is faced by 59% of the students, and proven by the outlined effort models in consecutive interpreting for 64% of the students that caused by short-term memory operation. Since the interpreters' process information mostly in the short-term memory, by turning what the interpreters see and hear into something meaningful and filling in the blanks with details from long-term memory. Information is retained at this stage for 15 to 30 seconds, which is more than long enough for reprocessing. The inadequate might refer to as "approximate interpreting", which is another clear repercussion of having weak short-term memory; in other words, the interpreter may remember what was said but not the intensity with which it was spoken. If it is compared to the previous study by Kuswoyo and Audina (2020) that has similar method and theory with different subject, message abandoned was not found to be used by the professional Indonesian interpreter in court setting, Yuliana Tansil. The second study by Afrina and Ardi (2021) stated low-level students skip the message more often. It can be concluded that the sixth semester students of English Education Department in academic year 2022/2023 mostly use message abandonment strategy when the students are facing difficulties in consecutive interpreting. The logical reason why the students abandoned the information is majority because of the memory issue and followed by the other problems mentioned.

4 CONCLUSIONS

In compliance with the research findings and its discussion, it can be inferred that the students used all the consecutive interpreting strategies. Nevertheless, the highest percentage of the strategy that was used by the students is message abandonment. It is stated that the method utilized as a result of the linguistic barriers by the interpreter that leaves the message incomplete. In other words, the interpreter moves on to the next assertion after dropping the previous one. 100% students used this tactic, the message abandonment strategy in interpreting English short monolog into Indonesian. The monotonous strategy utilized by the students caused low accuracy result for the disadvantage of the overused strategy lowering the information transferred. It is also perceived that the use of message abandonment strategy caused 47% of the students were incapable to interpret validly. Hence, problem analysis of consecutive interpreting was held to seek for deeper knowledge about the problems encountered by the students. Then, it is ascertained, the main problem which perceived by 59% of the students commonly caused by memory issue. It relates with Gile's theory who stated that short-term memory operation as one of the factors in phase 1 effort models becomes the obstacle faced by 64% students. Then, it is followed with fluency issue which relates with the smoothness of the coordination, faced by 58%. Note-taking issue 47%, listening and analyzing 41%, production 29%, and recalling and note-reading 11%.

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