



The Students' Propensity in The Usage of Interpreting Skills and Processes in English-Indonesia Interpreting Practice in Online Learning

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Abstract— The objective of this research was to figure out the students' dominant interpreting skills and process during the interpreting practice to hone their interpreting ability in English-Indonesia Interpreting class. This research was conducted to the last years university students and took 20 students as sample that taken by simple random sampling. This research employed the descriptive method. The instruments of this research were oral test and monitoring guide for observing interpreter practice. The result of this research located that the students' oral test score was 6. It pointed out that students' interpreting skill in fair level. Meanwhile, the average score of their decoding skill was 24. It showed that their decoding skill was at the very poor level. The student's accuracy average score was 2,1. It pointed that they got the needed improvement level, and the average score of the student's recording skill is 0.3. It means that they are in the unacceptable level in interpreting practice. The conclusion of this research is the students still having the lack of interpreting skill and process. They tend inconsistent in interpreting process.

Keywords— Interpreting; Interpreting Skill; Interpreting Process

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I. INTRODUCTION

The development of English nowadays creates a huge demand in the field of interpreting. In the global economy, the businessmen have to expand not only locally but also internationally. English as an international language becomes an important part of creating new opportunities in economic growth.

As an English learner, being an interpreter, will not only provide a financial advantage, but also deepens their English skills. They will learn how to convey the message from the source language to the target language well by learning several skills needed in the interpreting process. A language learner takes a lot of time to increase their interpreting skills by doing interpreting practices.

The term of interpreting and translating are two different things. Interpreting is a process of language change orally so that the listener can understand what the message is conveyed by the speaker while translating is the process of language change in writing (Mobit, 2014). To make a reliable interpreter expected to have expertise in interpreting skills to consist of listening skills, decoding skills, recording skills, and re-expression skills (Ma, 2013).

A. Listening Skills

In the interpreting process, the interpreter has to understand two stages in listening skills. The first is anticipation. It is used by an interpreter to avoid his memory process capacity. There are three stages of anticipation in listening skills. (a) the grammatical level. At this stage, an interpreter can estimate the next speaker utterance by the signal given by the speaker based on the phrase or expression. (b) The syntactic level. At this stage, the ability of the interpreter in understanding the sentence structure, vocabulary, the usage of idioms proper as well as the understanding of the phrase to determine its ability to listen to the message of the speaker and (c) the use of redundancy in listening training or the use of redundancy in listening exercises. Redundancy is closely connected with the use of the word efficient in the delivery of information (Khasanah&Sudarwati 2010).

Improving psychological preparation is the second stage in the listening skill where the ability to regulate the self-confident and sense of nervousness is absolutely required by an interpreter in the process of interpreting

B. Decoding Skills

It indicates the interpreter's ability in delivering the source language message to the target language by using linguistic and non-linguistic codes. The interpreter cultivates

the familiarity with pronunciations and dialects English by learning the culture, education level, intonation, and pronunciation.

Mastering a well-knit vocabulary system is another ability in pronunciation. By understanding of vocabulary forms such as metaphor and slang, it will help an interpreter to avoid errors in delivering the speaker's messages. Furthermore, the smooth shift of sentence structures between the source language and the target language is a skill in decoding skill that must be dominated by an interpreter so that the listener does not feel unfamiliar with the term given by the interpreter based on the speech of the speaker. To get the interpreter pronunciation logical analysis, the interpreter needs to analyse the speaker's message called cognitive analysing and speaker's position while speaking.

C. *The Recording Skills.*

On the recording ability, the interpreter memories determine the outcome of messages based on the speaker utterance. Visualizing memorization is one of the factors that support the ability to record an interpreter.

To comprehend the process of interpreting, Ma (2013) points five types of the interpreting process.

A. *The Perception Process.*

In the perception procedure, the interpreter can receive a message delivered by the speaker in two ways, namely the auditory perception and visual perception. The second way of reception of the message strongly influenced the results of the interpretation which includes the ability to listen and setting (situation).

B. *The Decoding Process.*

The decoding process is the interpreter ability to understand the message conveyed by the speaker orally. An interpreter influenced by the linguistics code and non-linguistic code at a time understanding the speech delivered by the speaker. Mess Communication website (2021) also mentions that gesture (attitude) and hand sign (hand gesture) are grouped into non-linguistic code.

C. *The Recording Process.*

An interpreter requires a powerful memory when recording the message delivered by the speaker called the recoding procedure. One form of recording procedure in interpreting is note-taking or note-taking. Pujianti (2013) states that in the process of interpreting, an interpreter allowed to make notes that will help memory short, so he does not miss important messages that delivered to the listener. Moreover, Gang (1998) concludes that the process of recording or recording, it takes three system of information processing, namely the perception or sensory abilities, working memory or short-term memory, and permanent memory or long-term memory.

D. *The Encoding Process.*

The interpreter vocabulary and structure sentence ability from the source language to the target language existing in the long- memory is called the encoding procedure.

E. *Expressing Process.*

In expressing procedure, an interpreter is expected to be able to master the ability of public speaking. According to Verderber, Sellnow and Verderber cited in Raja (2017), public speaking is an ability to speak in a formal presentation which is sustainable from a speaker to the listener as a form of effective communication.

Based on the explanation of interpreting skills and process, it is presently unclear now what the propensity of them that the students do in interpreting practice. Which is way the researchers try to find out the dominant interpreting skills and process that students performed in the interpreting practice to increase their interpreting ability.

II. METHOD

Quantitative research is a method that is deductive, and scientific object. It means that data gained in the form of numbers (scores, grades) or statements are rated, and analysed by statistical analysis (Rosidah&Kamsinah, 2017).

A descriptive design was used in data collection and analysis. Results were presented in form of descriptive essays. The study was conducted in one of private universities in Cimahi, Indonesia.

The researchers use interview to collect data from twenty students as participants. They are taken from two English-Indonesian Interpreting classes. The utilizing of YouTube video taken by English Speech (2020) deemed by the researcher as a proper method in online learning. Because the video has divided into five chunks considering the duration, four students tried to interpret the same video. The assessment is taken based on the students interpreting process. Data collected and analysed revealed that students are faced with challenges during the performance. The problems are examined under the results and discussions.

The research instruments of this study are: (a) oral test. the students are asked to interpret English to Indonesia based on the video; (b) Questionnaire, this instrument consists of ten questions to answer their constraints and challenges during the interpreting process.

To get the study results, the researchers uses the following procedures in descriptive method; (a) observing speech that can be used in English-Indonesian interpreting class, (b) determining the problem, (c) making the study planning. (d) drafting English-Indonesia interpreting test, (e) giving test to students as participants, (f) evaluating the test result, (g) concluding the results of the questionnaire.

There are two interpreting rubrics that used in this study. The first is scoring rubric of Interpreting Indonesia-English Interpreting (Rosidah&Kamsinah, 2017) and the second is monitoring guide for observing interpreter best practice taken by learning.theirc.org (2015).

III. RESULTS AND DISCUSSION

The results of the research were based on the score of data analysis. The data analysis consisted of two section; the students score through the oral test and monitoring interpreting practice.

a. The analysis of the data collection from the oral test

The data from the oral test was used to know the students' competence in English – Indonesia interpreting. The test distributed to the students was a voice recording. To know the result of the students' score clearly, the researchers used the following table consisted of students' score of the oral test as follows:

Data 1 for the first group:

TABLE 4
The Student's Score through the Essay Test of Interpreting Indonesia-English uses Data 1

Students	Score			Average	Interpreting
	Use of Vocabulary	Use of Tenses	Structure		
1	8	-	7	7.5	Fairly Good
2	3	-	3	3	Very Poor
3	8	-	9	8.5	Good
4	8	-	7	7.5	Good
Total	27	-	26	26.5	Fairly Good
Mean				6.6	

Data 2 four the second group:

TABLE 5
The Student's Score through the Essay Test of Interpreting Indonesia-English uses Data 2

Students	Score			Average	Interpreting
	Use of Vocabulary	Use of Tenses	Structure		
1	6.5	-	7	6.7	Fairly Good
2	7	-	7	7	Fairly Good
3	8.5	-	8.5	8.5	Good
4	7.5	-	7.5	7.5	Fairly Good
Total	29.5	-	30	30.5	Good
Mean				7.6	

Data 3 four the third group:

TABLE 6
The Student's Score through the Essay Test of Interpreting Indonesia-English uses Data 3

Students	Score			Average	Interpreting
	Use of Vocabulary	Use of Tenses	Structure		
1	6.5	-	6.5	6.5	Fair
2	7.5	-	7	7.2	Fairly Good
3	6.5	-	6	6.2	Fair
4	6.5	-	7	6.7	Fairly Good
Total	27	-	26.5	26.6	Fairly Good
Mean				6.6	

Data 4 four the fourth group:

TABLE 6
The Student's Score through the Essay Test of Interpreting Indonesia-English uses Data one

Students	Score			Average	Interpreting
	Use of Vocabulary	Use of Tenses	Structure		
1	5	-	6	5.5	Poor

2	3	-	3	3	Very Poor
3	5	-	5	5	Poor
4	3	-	3	3	Very Poor
Total	16	-	17	16.5	Poor
Mean				4.1	

Data 5 four the fifth group:

TABLE 7
The Student's Score through the Essay Test of Interpreting Indonesia-English uses Data 5

Students	Score			Average	Interpreting
	Use of Vocabulary	Use of Tenses	Structure		
1	4	-	5	4.5	Poor
2	4	-	5	4.5	Poor
3	6	-	6	6	Fair
4	6.5	-	6.5	6.5	Fair
Total	20.5	-	22.5	21.5	Fair
Mean				5.3	

TABLE 8
The Student's Score through the Essay Test of Interpreting Indonesia-English

Group	Average	Interpreting
1	6.6	Fairly Good
2	7.6	good
3	6.6	Fairly Good
4	4.1	Poor
5	5.3	fair
Total	30.2	Fair
	6	

Based on the data taken from five groups, every group had different interpreting skills. It consisted of two aspects; vocabulary and sentence structure skill from English to Indonesia. The highest score for vocabulary skill was 29.5 from second group and the lowest score was 16 from the fourth group. For the sentence structure skill, the highest score was 30 from the second group and the lowest score was 17 from the fourth group. In this data, the researchers did not use tenses as the scoring rubric because in Indonesia, it did not have a regulation that speaker has to change their words especially verbs in specific moment.

In the first group (table 5), students had balanced skills between vocabulary and sentence structure. The average score from both of skills was 7.6. It shown that in that group, their interpreting skill was good. This condition also indicated the third and fifth group. The third group (in table 6) had 6.6 as their average score. Based on the data, there were three students who got 6.5 and one student got 7.5 for their vocabulary skill score. They also got score 6 to 7 for their sentence structure score so that their average score shown that their interpreting skill was fairly good. Because the average score from the fifth group (in table 8) pointed 5,3, it could be classified that this group had fair skill in interpreting. The different score was pointed by the fourth group. Almost students in this group has low score neither in vocabulary nor sentence structure skills. The highest score was 5 and the lowest was 3 so that the students in this group had poor skill in interpreting.

The students' oral test score (in table 8) showed that the overall result of English - Indonesia interpreting process was

6. It indicated that the students' interpreting skill in fair level. They had balanced skill between the use of vocabulary and how to change from English sentence structure to Indonesia as the target language.

b. The Analysis of the Data Collection from the Monitoring guide

The researchers used the monitoring guide for observing the students in interpreting practice. This rubric consisted of four steps. The data are gathered by the researchers and presented in table as follow:

Monitoring for the first group:

TABLE 9
Student's Monitoring Score group 1

Student	1	2	3	4
1.Accuracy: Interpreter clearly, completely, and accurately conveys all messages expressed by the speaker(s)				
Score	2	1	3	1
2.Role boundaries: Interpreter works ethically within the boundaries of his or her role, and presents solutions to communication problems are necessary and appropriate				
Score	-	-	-	
3. Impartially and Professionalism: Interpreter adheres to high standards of profess				
Score	2	1	3	3
4. Consecutive Interpreting Technique: Interpreter display correct consecutive interpreting technique that promote accurate interpreted communication				
Score	2	1	3	3

From the monitoring score, the first group pointed that only two students got a good (3) score for the use of third person during the interpreting process in consecutive interpreting technique. They used 'saya' when they interpreted 'I'. It meant that they used first person constantly. For the accuracy score, there were two students who got a good (3) score. This aspect explained that the students interpreted completely and clearly the source language. They also did word choice and grammar mostly appropriate and for their professionalism. There were two students got a needed improvement (2) score. It meant that they had a lack of naturality in interpreting process

Monitoring score for the second group:

TABLE 10
Monitoring Score group 2

Student	1	2	3	4
1.Accuracy: Interpreter clearly, completely, and accurately conveys all messages expressed by the speaker(s)				
Score	2	1	3	3
2.Role boundaries: Interpreter works ethically within the boundaries of his or her role, and presents solutions to communication problems are necessary and appropriate				
Score	-	-	-	-
3. Impartially and Professionalism: Interpreter adheres to high standards of profess				
Score	2	1	3	2
4. Consecutive Interpreting Technique: Interpreter display correct consecutive interpreting technique that promote accurate interpreted communication				
Score	2	1	3	3

In the second group, for the accuracy score, there were two students improved their interpreting skill. Their score was 3. It shown that they did not have any difficulties in grammar and words choice so that they could interpret message completely and clearly. One student got a needed improvement (2) score because in the interpreting practice, he interpreted basic message; it was difficult to understand and one student got an unacceptable (1) score as the message was distorted. For impartially and professionalism score, there were 2 students got a needed improvement (2) score due to they did lack of neutrality in interpreting practice. One student acted as respectful interpreter so he got a good (3) score, by contrast one student got an unacceptable (1) score in view of displaying unprofessional.

Monitoring score for the third group:

TABLE 11
Monitoring Score group 3

Student	1	2	3	4
1.Accuracy: Interpreter clearly, completely, and accurately conveys all messages expressed by the speaker(s)				
Score	2	2	2	2
2.Role boundaries: Interpreter works ethically within the boundaries of his or her role, and presents solutions to communication problems are necessary and appropriate				
Score	-	-	-	-
3. Impartially and Professionalism: Interpreter adheres to high standards of profess				
Score	2	1	2	1
4. Consecutive Interpreting Technique: Interpreter display correct consecutive interpreting technique that promote accurate interpreted communication				
Score	3	3	3	3

The third group indicated all students got a needed improvement (2) score for the accuracy score on account of doing fails to interpreting process. They interpreted basic message but it was incomplete one. They also made frequent mistakes. In the interpreting practice, two students suggested a lack of professionalism, consequently they got a needed improvement (2) score and other students got an unacceptable (1) score due to display unprofessional interpreting. In spite of getting low score in the accuracy and professionalism score, they got a good (3) score in consecutive interpreting technique. They not only used first person consistently, but also used another strategy to recall their memories such as note-taking strategy.

Monitoring score for the fourth group:

TABLE 11
Students' Monitoring Score group 4

Student	1	2	3	4
1.Accuracy: Interpreter clearly, completely, and accurately conveys all messages expressed by the speaker(s)				
Score	2	1	2	3
2.Role boundaries: Interpreter works ethically within the boundaries of his or her role, and presents solutions to communication problems are necessary and appropriate				
Score	-	-	-	-
3. Impartially and Professionalism: Interpreter adheres to high standards of profess				
Score	1	1	2	3

4. Consecutive Interpreting Technique: Interpreter display correct consecutive interpreting technique that promote accurate interpreted communication				
Score	1	1	3	3

The data above shown that in the fourth group, there was one student got a good (3) score for the accuracy. It meant that not only the message interpreted completely, but also word choice and grammar were mostly appropriate. Two students obtained a needed improvement (2) score due to interpret basic message incompletely. They also did fails to interpret the speaker’s message. The lack of grammar also contributed to their interpreting process. However, one student got an unacceptable (1) score because the message was distorted and he summarised incomplete interpretation. In professional score, there were two students shown the unprofessional attitude, one student obtained a needed improvement (2) score in view of visibly reacting to interpreting content and one student got good (3) score. He had respectful attitude during the interpreting practice. In spite of getting an unacceptable (1) score in consecutive interpreting technique, there were two students obtained a good (3) score.

Monitoring score for the fifth group:

TABLE 12
Students’ Monitoring Score group 5

Student	1	2	3	4
1.Accuracy: Interpreter clearly, completely, and accurately conveys all messages expressed by the speaker(s)				
Score	3	3	2	2
2.Role boundaries: Interpreter works ethically within the boundaries of his or her role, and presents solutions to communication problems are necessary and appropriate				
Score	-	-	-	-
3. Impartially and Professionalism: Interpreter adheres to high standards of profess				
Score	2	3	2	2
4. Consecutive Interpreting Technique: Interpreter display correct consecutive interpreting technique that promote accurate interpreted communication				
Score	3	3	3	3

Based on the fifth group, the highest score for accuracy score was good (3). It pointed that the students interpreted message completely and clearly. They also did infrequent mistakes and the lowest score was need improvement (2) score. Despite they interpreted basic message, but it was difficult to understand. For the professionalism score, the highest score was good (3) score. It meant the student acted as a professional interpreter and the lowest score was need improvement (2). It indicated that the students suggested a lack of professionalism. However, for the consecutive interpreting technique; they obtained good (3) score. It showed that all of the students used first person consistently.

IV. CONCLUSIONS

During the interpreting practice, all students do the anticipation skill. They change the speaker utterances from the source language to the target language use two levels of anticipation. The first is predicting what the speaker utterances based on the signal that the speaker

gives by his phrases or expression called the grammatical level and the last is syntactic level. It the syntactic level, the students attempt to change the source language to target language, even though their syntactic level is not good enough. Surprisingly, seldom do they the note-taking as their strategy to recall their memory related to the speaker utterances, whoever this fact is contrary to the theory that they got in the Introduction of Interpreting class in the previous semester. The know that the note-taking is a part of the consecutive interpreting, but they do not use it in the interpreting practice.

For the decoding skill, the most of students face more difficulties in transferring unfamiliar words or phrases. They cannot be spontaneous to delivery the speaker’s message to the target language. During the interpreting process, they choose to skip the unfamiliar words or phrases without giving another information to complete the speakers’ message. It is caused by their vocabulary skill level. The students’ data show that almost of students in poor levels. I show that the student feel confuses to find the similar word from the source language to the target language, consequently they can deliver the complete message to the hearer.

For the recording skill, all the students state that interpreting process directly is easier than only listening the voice recording the speaker utterances because they cannot see the speaker expression and lips movements. It is very important for them due to getting the missing the utterances. It connected to the non-linguistic code that they apply in the interpreting practice, so, it also influent their perception process. They only use the auditory perception than the visual perception. This situation affects the student’s accuracy score.

The conclusion of this research is the students still having the lack of interpreting skill and process. They tend inconsistent in interpreting process. The skills that they is in interpreting process are anticipating and less use other skills so that the hearer do not a complete message dan get the gap information from the speaker to the hearer.

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