

Improving the Students' Translating Skill through Consecutive Interpreting Technique.

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ABSTRACT

The objective of this research was to improve the translating skill of Faculty of Teacher Training and Education Students University of Muhammadiyah Sumatera Utara. This research was conducted due to the low learning outcomes and creativity of students in teaching and learning Translation courses. This study used a quantitative-qualitative approach to obtain data and analysis through reflective studies. The development of activities is based on the reflection of the activities of the activities of students and lecturers in teaching learning process, as well as the results of the students' mastery of learning material through three stages of the classroom action research cycle. The subject of the research was the fifth semester students of the English Language Study Program of FKIP UMSU with 3 cycles. In the first cycle, there was found some weaknesses in terms of unfamiliarity with the oral translation techniques besides the students' activities in the teaching and learning process were also still relatively low. In the last cycle, there was a rapid increase. At this stage, the activity of students and lecturers in the teaching and learning process and their mastery of the material improved significantly. The research showed that the implementation of Consecutive technique in the teaching was believed to improve the students' skill in interpreting as a part of translation study. They were more enthusiastic in learning Translation. Moreover, the students were interested in the practice of interpreting activity. They became acquainted in the teaching and learning process.

Keywords: Learning outcomes, translation, consecutive interpreting techniques

Introduction

In the globalized world which is full of competition and challenges, a person is required not only to have a high education but also good skills in communication. One of the skills is the ability to interact verbally and translate foreign languages, especially English as the most widely used language in the world. This is in line with the increasing cooperation between nations in the fields of diplomatic, cultural, economic, politics and defense. In various associations of nations such as the United Nations, European Union, ASEAN and etc. both translators and interpreters play crucial positions in the delivery of information in different languages. This implies that the translating- interpreting activities currently occupies a key position in communication in introducing and facilitating various types of business and cultural activities. This places the translator at a high level of communication (Effendi, 2004).

In order to prepare professional oral translators as the demands of the workforce or stake holders, universities have an important role. This refers to the main function of higher education, namely as an institution dedicated to mastering, utilizing, disseminating, transforming and developing science, technology and art in addition to preserving culture which ultimately can improve the quality of education and community's welfare.

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The quality of education is related to the quality of processes and products. The quality of the process can be achieved if the learning process takes place effectively and students can appreciate and experience the learning process meaningfully. The quality of product is achieved if students show a high level of mastery in learning activities. The process of learning in universities continues to experience change with the more varied learning model adapted to the learning objectives and the competencies to achieve.

Consecutive interpreting is a language communication activity that focuses on listening and speaking skills. In addition, through this technique students are expected to improve understanding of various oral text, cultures, characters of participants or listeners, as well as mastering the topics to be translated, adjusting the intonation, pronunciation, and speed of the delivery of the messages spoken by the speakers of the source language.

Learning Outcomes

Learning is a process that includes the management of inputs in producing the expected output. If the learning process is planned, managed, and facilitated properly and appropriately, it will produce high learning achievement.

The success of students in learning is strongly influenced by various factors, both internal factors of the students themselves, as well as external factors. These factors directly or not form an environment that supports the achievement of better learning outcomes.

Learning outcomes can be obtained if the learning process is done well. Learning as a process of change experienced by students is strongly influenced by the environment, both the environment designed by educators, and the environment that occurs naturally. Gagne (1974) states that learning outcomes can be included in five categories, namely: (1) verbal information, (2) intellectual skills consist of discrimination, concrete concepts, defined concepts, rules and principles, (3) regulation of cognitive activities, (4) attitude, and (5) motor skills.

Interpreting and Translating

Traditionally, interpreting has been subsumed under translation, which, in its broadest sense, has been defined as the transfer of thoughts and ideas from one language (source) to another (target).

According to Pochhacker (2004) interpreting can be defined most broadly as Interlingua, intercultural, oral or signed mediation, enabling communication between individuals or groups who do not share, or do not choose to use, the same language(s). The person who speaks both languages, to explain what each is saying in turn is called an interpreter, Jones (2002: 3). Furthermore he explains that interpreting is about communication whether the interpreters find themselves in a room with two individuals and two languages or in a large conference hall with hundreds of participants and multiplicity of languages.

Proceeding from this general definition of translation, practitioners have created a distinction between spoken messages and written messages. As-Safi (2013) said that despite the translating/interpreting interface where both are concerned with rendering a message in the source language (SL) into an equivalent message in the target language (TL), the two greatly diverge. The constraints imposed on each and the skills required for both vary in many respects. Apparently, a translator performs his task in a written, hence visible, text, with reference sources accessible to him, with the possibility of revising, altering, modifying, editing and polishing the TL version, and in an

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atmosphere of little stress and relatively fewer constraints. On the other hand, an interpreter, whether consecutive or simultaneous, is deprived of the above facilities, works under very stressful conditions and deals with an oral, hence an invisible, text, in addition to a plethora of other constraints.

Interpretation can be defined in a nutshell as conveying understanding. Its usefulness stems from the fact that a speaker's meaning is best expressed in his or her native tongue but is best understood in the languages of the listeners. In addition, the respect shown by addressing an interlocutor in that person's own language is conducive to successful diplomacy or negotiation.

Interpreting is distinguished from translation in way of time when the process is conducted. The interpreting happens one time only and no repetition. Interpreting can be distinguished from other type of translational activity most succinctly by its immediacy: in principle, interpreting is performed 'here and now' for the benefit of people who want to engage in communication across barriers of language and culture. (Pochhacker, 2004).

The difference between interpretation and translation can be drawn in the table below

Table 1. Comparison of Interpretation vs Translation

No	Aspect	Interpretation	Translation
1.	Medium	Spoken	Written
2.	Time	Real time	Delayed
3.	Accuracy	Non-correctable	Evaluation, revision
4.	Direction	Both direction on the spot	One direction
5.	Requirements	Awareness of the decoding, transcoding, and TL encoding.	Proficiency of SL and TL
6.	Intangibles	voice quality, tone,	Analogy, metaphors, idiom understandable

Consecutive Interpreting

Pochhacker (2004) stated that consecutive interpreting is one of the modes of interpreting that is identified based on the pace of time of the rendering. In consecutive interpreting the utterances of the speaker may be uttered in certain pace of time when the speaker makes a pause then the interpreter starts to interpret the message of the source language to the target language, this type of mode is conducted based on the needs of the user (client).

Consecutive interpreting is a mode in which the interpreter begins their interpretation of a complete message after the speaker has stopped producing the source utterance. At the time that the interpretation is rendered the interpreter is the only person in the communication environment who is producing the message. In practice, a consecutive interpretation may be rendered when the interpreter does not have a text in its entirety, that is, the person delivering the source utterance may have more to say, but the interpreter has enough information to deliver a message that could stand alone if needed.

In consecutive interpreting, the interpreter alternates with the speaker, translating SL speech segments of at least several sentences after the speaker has completed them

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and has paused for translation. Consecutive interpreting can therefore be viewed as a two-phase process; listening phase, during which the interpreter makes a target language speech from memory and from notes.

It is important to note that although the person who originates the message has ceased their delivery of new information, this speaker has not necessarily given up the floor and, once the interpretation has been delivered, the speaker may resume delivery of their message.

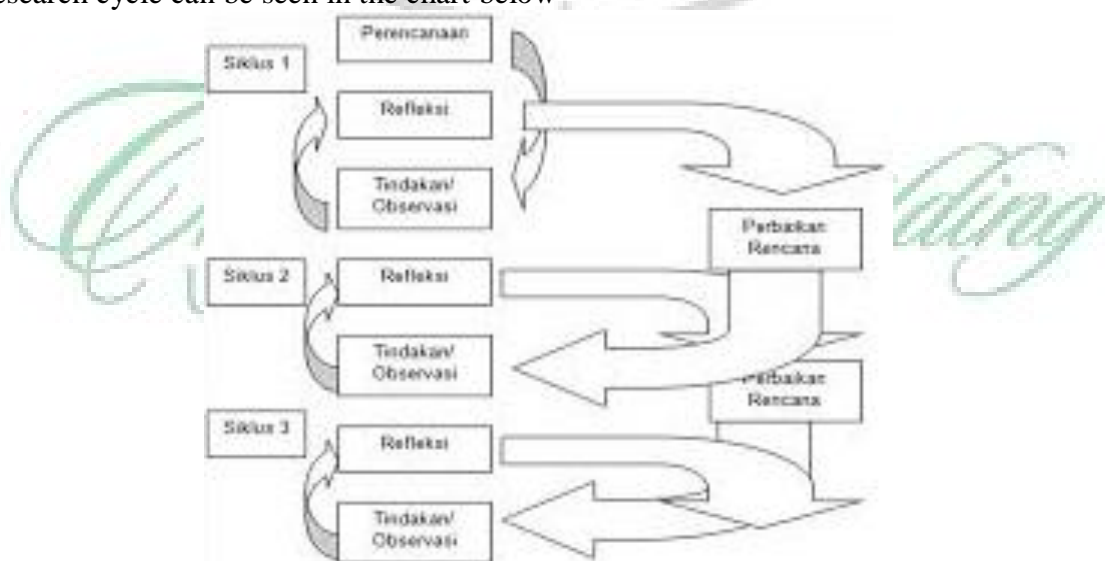
Consecutive interpreting describes a situation where the participants and the interpreter speak one after the other. This alternating between participant and interpreter takes the following form: participant speaks in language one and, when finished, the interpreter speaks in language two. The burden rests squarely on the interpreter to accurately and quickly convey the content of what is spoken from one language to the other.

There are some characteristics of consecutive interpreting. (1) translation of the speaker's words into other language directly after he/she has spoken, usually sentence by sentence basis; (2) taking notes; (3) ensuring perfect understanding for all parties; (4) no equipment needed; (5) often used for single speeches; (6) needing preparation before doing the interpreting.

Methods

Action Plan

The steps of this research are carried out by carrying out Classroom Action Research (CAR) with the aim of answering the problems that exist in the study. This is in line with the purpose of CAR, namely to identify problems or problematic issues in the learning process requires serious attention to be resolved by lecturers or related parties others. Because this research will be carried out through CAR which is a cycle study, then each of the cycles will be described. Each cycle consists of four stages, namely planning, implementing, observing, and reflecting. This research was carried out in 2 cycles and each cycle consisted of three meetings. In detail the stages of this research cycle can be seen in the chart below



Gambar 1 Bagan Rancangan Pelaksanaan PTK Model Spiral (Subarsoji Ariyanto 2008:74)

Based on the picture of the research cycle above, there are three research cycles carried out where in each cycle there are four stages:

Planning

In the planning stage, the activities carried out are compiling a research instrument consisting of lecture event units (SAP), subject matter, oral translation techniques, consecutive.

Implementation

The implementation phase consists of teaching the fifth semester students of the English Education Study Program FKIP UMSU by using the plans and learning instruments that have been prepared. The implementation takes place for 2 meetings in each cycle 1, cycle 2, and cycle 3.

Observation

Observations were made to (1) observe classroom learning activities, both related to lecturer and student activities, (2) record important events that occurred in the learning process.

Reflection

The activities carried out included discussions between the instructor and observers regarding the implementation of classroom learning. In this activity, the observation data is used as the main material to develop improvement plans for the next learning.

Results and Discussions

Table 2 Obtaining score of the students' activity in learning process cycle III

No	Observation Aspect	Score	
1	Interest	88.64%	Lowest
2	Attention	90.34%	
3	Participation	91.48%	Highest
4	Presentation	89.77%	
Average		90.06%	

The table indicates that the students' activities in learning process are very good with a score of 90.06%. Of the four aspects of observation, the highest score is in the aspect of participation with a score of 91.48%, and the lowest with a score of 88.64% in the aspect of interest. It can be concluded that students' activities in the third cycle improves significantly in comparison with the previous cycle result.

The activities of students in the teaching and learning process show better results. The students were able to understand the tasks given by lecturers, and actively participate in oral communication activities and were able to present the work well. This can be seen from the observation data on student activity increased from 72.87% in cycle II to 90.06% in the cycle III. The increase in the result of students' activity in learning process was supported by the increasing activity of lecturers in maintaining and improving the atmosphere of effective learning. The lecturers intensively guided the students, especially when they faced difficulties. This can be seen from the data from observations of lecturer activities increased from 58.21% in the first cycle to 77.63% in the second cycle.

There is an increase in the ability of students to master the material that is translating some cultural texts orally. From the average value of the evaluation results of cycle II 66.93% increased to 76.82% in cycle III.

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Conclusions

Based on the results of classroom action research, the conclusions can be drawn as the following:

1. The application of Consecutive oral translation techniques can improve teaching and learning process activities from the first cycle until the third cycle, namely the average value of 46.02% in the first cycle 72.87% in the second cycle, and 90.06 % in the last cycle.
2. The student activity has increased significantly in the third cycle. This can be seen from the level of comparison from the first cycle to the third cycle, which is 44.04%. The student mastery of learning material, oral translation skills experience has developed significantly. The average results of evaluating student mastery of learning material in the first cycle of 57.95% increased to 66.93% in the second cycle, and increased to 76.82% in cycle III. The level of increase in student mastery of learning material from cycle I to cycle III is 18.87%.
3. Learning with consecutive oral translation techniques can improve student motivation and participation in the teaching and learning process.

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