

Linguistic Competency Analysis of Consecutive Interpreting Results for 6th Semester Students of FKIP UMSU

by Yusni Khairul Amri

Submission date: 15-Mar-2023 11:42AM (UTC+0700)

Submission ID: 2037560602

File name: Interpreting_Results_for_6th_Semester_Students_of_FKIP_UMSU.pdf (724.32K)

Word count: 2978

Character count: 16488



10

Linguistic Competency Analysis of Consecutive Interpreting Results for 6th Semester Students of FKIP UMSU

Bambang Panca Syahputra¹, Yusni Khairul Amri², Rakhmat Wahyudin Sagala³

^{1,2,3}Universitas Muhammadiyah Sumatera Utara, Indonesia

bambangpanca@umsu.ac.id, yusnikhairulamri@umsu.ac.id, rakhmatwahyudinsagala@umsu.ac.id

Abstract

One of the problems in learning Translation, students encounter inscrutability of language or the translator's ignorance of the speech delivered. However, this vagueness is not a limitation but a feasible thing because the consecutive process occurs quickly. This study aimed to describe the quality (validity, efficacy, and practicality) of an Indonesian Qualification Framework (IQF-based) translated textbook using the Consecutive Interpretation Model. It is designing an (IQF-based) translated textbook using the Consecutive Interpretation Model. The Consecutive Interpretation Model was used to create an (IQF-based) translated textbook. This study triggered by two factors: (1) Students performed a limited ability to communicate in English orally, and (2) IQF is in high demand among university graduates. This study employed a research and development design. A five-step analysis was obtained based on Plomp's (1997) approach, including the investigation, design, realization, test, evaluation, revision, and implementation phases. The subject ⁹is undergraduate students enrolled in Translation course at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. The Consecutive Interpreting method involves 40 students of the English Education Study Program by applying interpreting techniques to language interpreters with various genres. The result indicates that consecutive interpreting has successfully enhanced students' performance; students rapidly create thoughts or facts.

Keywords

linguistic competency;
consecutive interpreting;
translation studies



I. Introduction

Consecutive interpretation as Modes or interpretation services that are very often carried out in various text interpretations (conference interpreting, court interpreting, liaison interpreting). The use of consecutive interpretation in interpreting is now increasingly popular¹⁷ and has become an option in interpreting. An interpreter in translating the speaker's speech as a source language into the target language is done spontaneously or interpreted through a translated text. If a professional interpreter in translating directly, then the interpreter still has time to write notes while listening, so they do not have to remember everything the speaker said. This verbal translation activity is carried out alternately where the interpreter begins to translate orally the message conveyed by the speaker after the speaker has finished conveying the message in the source language. This means that the interpreter can re-explain when the speaker gives a very limited time lag.

An interpreter when he has an interpreter profession as a professional field, of course he must prepare himself before the main activity takes place. As a professional interpreter, you

4

DOI: <https://doi.org/10.33258/birci.v4i3.2558>

7092

must familiarize yourself with the terminology used by the speaker during the activity you want to translate. Thus, the interpreter needs to understand the client in providing direction to the interpreter, so that the initial information about the participants present, the level of knowledge and understanding, understands the topic being discussed in the activity, so that an interpreter can perform this interpretation service more effectively.

Hierarchically the work steps of an interpreter profession are as follows:

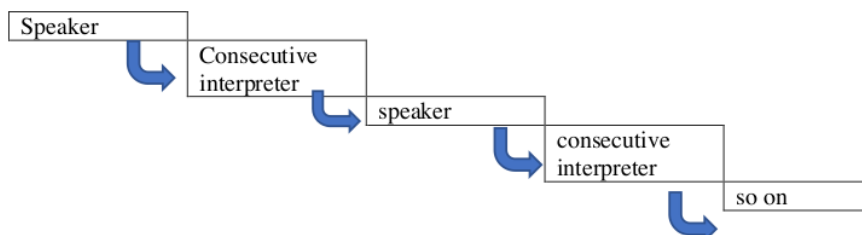


Figure 1. Hierarchy of work steps of an interpreter profession

Hierarchy as the steps of the work of an interpreter profession indirectly in carrying out a consecutive translator has a dual role, both as an interpreter and as a speaker. When the speaker stops speaking, the interpreter then translates part of the message or the entire message, depending on how the message is conveyed, into the target language.

If the speaker speaks in one or two sentences, it will be easier for the translator to translate. However, when the speaker speaks longer, the Interpreter must take notes to convey the message accurately. This consecutive interpretation is usually carried out in a formal environment (conferences, international seminars, business presentations, religious activities) to an informal environment (tourist sites, fields, hospitals, etc.). The translator's job should understand the characteristics of consecutive interpretation, stimulate the role of the interpreter in the consecutive consecutive context, compare the quality of the results of oral translation by several interpreters.

This alternate translation (consecutive) is included in classical translation. Interpreters are usually not equipped with headphones so it is very possible for the interpreter to take important notes as long as he is actively listening to the speech. The speaker's words are translated into the target language immediately after he finishes speaking, usually sentence by sentence. Consecutive interpretation, involving the interpreter in noting what the speaker said. At the end of each speech snippet (or whole speech), the interpreter translates it (usually in reduced form) with or without the help of notes.

II. Review of Literature

Interpreting refers to an oral communication situation where a person speaks in the source language, the interpreter processes the information he has captured through memory or with the help of notes and then translates the information into the target language, while a third person listens to the results of the process. The concept of the presence of the listener or third person here does not always refer to physical presence but is relative. This can be seen in other types of oral translation, such as remote interpreting, where the listener does not face to face or even has a location far away from the interpreter.

The interpretation process can be described by Anderson's three-party interaction case model (as quoted in Pöchhacker, 2004)

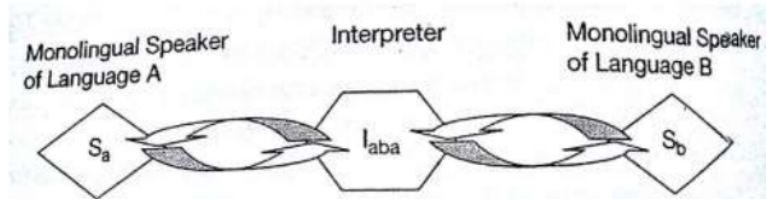


Figure 2. Anderson's three-party interaction case model (Pöchhacker, 2004)

The model above shows that the first diamond shape as monolingual A person tries to communicate with monolingual B speaker and among them there is an interpreter who acts as a bridge in providing information in both A and B languages. The 'one-way' arrow indicates that communication can be done in one direction. way to another way. In other words, it can be said that monolingual A speakers are able to provide some information to monolingual B through interpreter mediation and vice versa.

Pöchhacker (2004) states that Consecutive Interpreting is one of the interpreting modes identified based on the speed of rendering time. In interpreting sequentially the speaker's utterances can be spoken in a certain time speed when the speaker makes a pause then the interpreter starts interpreting the source language message to the target language, this type mode is carried out based on the needs of the user (client).

There are two modes of interpretation that are often used in a conference (conference interpreting), namely consecutive interpretation where the interpreter speaks after the speaker has finished speaking, and simultaneous interpretation, both the speaker and the interpreter speak simultaneously and simultaneously, each using a different language with different meanings the same one. Translators are housed in a soundproof room where they receive speeches through earphones; they transmit it in another language through a microphone to a wireless device or telephone in the hall where the audience can listen.

Translation is transferring the meaning from one language into another in the written form. Literary translation has a special position in identifying the culture of a country to other societies. The works of eminent writers and poets are available for other nations by the translation. Most of these figures have become famous through translation. According to comparison theory, the definition of metaphor is an implicit comparison without as or like between two compared items. A metaphor consists of three parts, namely topic, image, and point of similarity. As a figurative item, a metaphor is hard to be translated literally; meanwhile the translation of a metaphor should be the dynamic equivalence translation. The dynamic equivalence is a quality of translation in which the message of source language text (SLT) has been transported into the target language text (TLT) that the response of the target language (TL) reader would be essentially like that of the source language (SL) reader. (Noie, S. 2018)

The use of translation in Indonesia has actually been actualized in English language instructional process. To achieve the goal of both receptive and productive skills, teachers have used translation to ensure that students understand toward what teachers explain. It is eventually helpful and useful. However, the teachers do not realize the usefulness of the translation. Further, there is no research on how translation use in language instructional

process in Indonesia and the teachers' perception about the translation use which claimed as an invalid instrument or tool in English language instructional process. (Siregar, M. 2019)

3 The translation only occurs once and there is no repetition. As Pöchhacker 2004 argues, interpreting can be distinguished from other types of translational activity in the most concise manner by its proximity: in principle, interpreting is done 'here and now' for the benefit of people who wish to engage in communication across language barriers, and culture. Jones (2002:12) states that there are several 2 considerations so that the transfer of students can 2 work satisfactorily, without them knowing in advance all the vocabulary used by the speaker. First, Interpreters must realize that there are times when they do not know the meaning of a particular word or expression, cannot avoid it or cannot deduce its meaning from the context and consequently get stuck.

The consecutive interpreter must be fluent in both the source and target languages. This service requires translators with experience and expertise in a particular subject. Cultural knowledge, understanding of the nuances of language, keen memory, excellent speaking skills, and keen hearing are also required skills. In addition to memorizing, sequential interpreters must be good at taking notes. The way the interpreter notes depends on the system each of them has developed through their previous practice, training and experience. They can use initials, symbols, and abbreviations to help them remember the concepts and ideas the speaker is trying to convey.

III. Research Methods

Research methodology can be interpreted as a method or procedure that must be taken to answer research problems. As a systematic procedure, starting from planning, implementing and drawing conclusions. The research materials were sourced from online media, especially the interpretation of online text interpretations that were collected by the sixth semester students of FKIP UMSU. Moleong (2005:4) explains that the research method is a tool, procedure and technique chosen in carrying out research (in collecting data). Qualitative descriptive research methodology as the research approach applied in this study, because the feedback is expected to verify. The data source of this research is the online speech text collected by the students as the primary data source. Data was collected by the method of observing. The listening method is carried out 127 observing the data source. The type of listening method used is the free-to-talk method. The data that has been collected is then inventoried, selected, classified, typified, and then analyzed (Sudaryanto, 2016). The technique applied in order to apply the data analysis method is the comparison technique, especially the comparison technique which is equal (Mahsun, 2005). Furthermore, the results of data analysis are presented according to the qualitative method. Research analysis includes the stages: a) Collecting data, b) Analyzing text data, c) Describing, d) Finding e) Summarizing the final results.

IV. Result and Discussion

Based on the data analyzed by the sixth semester students of FKIP UMSU in translating by applying the concept of interpretive consecutive application by searching for data by taking notes. Semester VI FKIP UMSU students must make simple notes, which are supported by basic information so that notes will be easier to help Semester VI FKIP UMSU students in summarizing messages, the results are as follows:

Text Data 1. 1

PBSU: *Today we're going to be taking a tramp tour through part of the Everglades National Park.*

PBSa: Cable car rideg we will today traverse part of the Everglades National Park.

Text Data 1. 2

PBSU: *Quite probably, we'll be seeing a number of crocodiles sunning themselves of the water or poking their heads up through the water.*

PBSa: Very likely, we will see a herd of crocodiles basking in the water or popping their heads out of the water.

Text Data 1. 3

PBSU: *Needles to say, we will not be getting off the tram at any time until we leave the area because of the danger posed by the crocodiles.*

PBSa: Reminded again, we are not allowed to get off this train until we leave this place because it is dangerous.

Text Data 1. 4

PBSU: *By the way, you've probably heard of the expression 'crying the crocodile tears'*

PBSa: Remember, we may have heard the expression 'cry crocodile tears'

Text Data 1.5

PBSU: *It is common to say that someone is crying crocodile tears when he or she is pretending to be sad or full of regret.*

PBSU: It's common to say that a person cries crocodile tears when he or she pretends to be sad or pretends to be full of remorse.

Text Data 2. 1

PBSU :*Ladies and Gentlemen, Indonesia is a big country, inhabited by hundreds of millions people includes islands spread widely.*

PBSa : Man and woman,Indonesia is a large country, inhabited by hundreds of millions of people including islands that are widely spread

Text Data 2. 2

PBSU: *We have been independent since 1945, but think Indonesia is not yet independent in terms of education.*

PBSa: We have been independent since 1945, but I think Indonesia is not yet independent in terms of education.

Text Data 2. 3

PBSU: *Although we have changed curricula almost every year, but it proved that the Indonesian education has not been able to compete with the developed countries.*

PBSa: Although we have changed the curriculum almost every year, it proves that education in Indonesia has not been able to compete with other countries. developed countries.

Text Data 2. 4

PBSU: *We tend to fall behind and have not been able to print a great human resources class as developed countries.*

PBSa: We tend to be left behind and have not been able to score large class of human resources such as developed countries.

Text Data 2. 5

PBSU: *Ladies and Gentlemen, I tried to draw a line to the back, and I get the irony which is really disappointing.*

PBSa: Man and woman

I try to draw the line backwards, and I get a really disappointing irony.

First, the data interpreted by Semester VI students of FKIP UMSU still make many mistakes, that's because some of them still use translation tools that exist in cyberspace, so the form of translation is still word by word or word by word, using the google translate application so that the meaning of the sentence that reflects the purpose of the sentence has not been achieved. Second, Semester VI students of FKIP UMSU use the Idiomatic Dictionary which is used to interpret some clauses or phrases, so that the meaning of the sentence as a whole is not appropriate. Third, Semester VI students of FKIP UMSU use the google translate application and then adjust the results of the translation of the application with the expected meaning in the target language and in this way of course the expected results are still not appropriate. Whereas students as interpreters must process the information they capture through memory or with the help of notes and then translate the information into the target language, then there are other colleagues or lecturers who listen to the results of the interpretation process and by looking at the source language into the target language. If this is done, of course, the results will be better as expected that.

V. Conclusion

Interpreting or translation or interpretation is the interpretation of the source language speaker (SL) to the target language (TL) which takes place at the same time (on the spot). All forms of interpretation depend on conveying this information from the source language to the target language, but there are many ways to achieve this and the best method of interpretation will depend on the needs of the speaker and listener. From the explanation above, it can be concluded: Semester VI students of FKIP UMSU still make mistakes in using the consecutive interpretation model, because they still use the translation tool google translate application in implementing the concept of consecutive interpretation. Semester VI students of FKIP UMSU use the Idiomatic Dictionary in interpreting clauses or phrases, so that the meaning of the sentence as a whole is not in accordance with the target language. Semester VI students of FKIP UMSU use the google translate application and then adjust the translation results in the application with the expected meaning in the target language and in this way of course the expected results are still not appropriate. Whereas students as interpreters must process the information they capture through memory or with the help of notes and then translate the information into the target language.

References

- Jones, R. (1998). *Conference Interpreting Explained*. Manchester, UK: St. Jerome Publishing.
- Moleong, Lexy J. (2005). *Metodologi Penelitian Kualitatif*. Bandung: Penerbit PT Remaja Rosdakarya,
- Nababan M.R. (2004). *Pengantar Pengalih bahasa (Interpreting)*. Surakarta: Universitas Sebelas Maret.
- Noie, S. (2018). An Investigation of Mystic Term on “Conference of The Birds” of Attar on The Basis of Van Doorslaer’s Map. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*. P. 1-10.
- Pochhacker, Franz. (2004). *Introducing Interpreting Studies*. New York: Routledge.
- Putu Lirishati Soethama. (2010). *The Interpreting of Puppet Shadow Ambrosia of Immortality by the Dalang and the Extent of Audience’s Comprehension*. (Thesis) Denpasar: Udayana University.
- Siregar, M. (2019). *Pedagogical Translation Use by Scientific Approach in Teaching English*. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*. P. 111-119
- Seleskovitch, D. (1978). *Interpreting for International Conferences: Problems of Language and Communication*. Washington DC: Pen and Booth.

Linguistic Competency Analysis of Consecutive Interpreting Results for 6th Semester Students of FKIP UMSU

ORIGINALITY REPORT

13%

SIMILARITY INDEX

9%

INTERNET SOURCES

3%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1	www.eltjournal.org Internet Source	2%
2	kupdf.net Internet Source	1%
3	periodicos.ufsm.br Internet Source	1%
4	digilib.esaunggul.ac.id Internet Source	1%
5	Submitted to Universiti Putra Malaysia Student Paper	1%
6	smartlib.umri.ac.id Internet Source	1%
7	Submitted to Colorado School of Mines Student Paper	1%
8	Submitted to University of Luton Student Paper	1%
9	Dian Rahma Santoso. "Implementing Video Recording to Improve the Content of Opening	<1%

Speech", JEES (Journal of English Educators Society), 2017

Publication

10

Submitted to University of Western Sydney

Student Paper

<1 %

11

aminlimpobaru.blogspot.com

Internet Source

<1 %

12

easyenglish.jp

Internet Source

<1 %

13

pure.port.ac.uk

Internet Source

<1 %

14

Torikhul Wasyik, Abdul Muhid. "The Urgency of Classical Learning Motivation in the Millennial Era: Al-Zarnuji's Perspective", Nazhruna: Jurnal Pendidikan Islam, 2020

Publication

<1 %

15

www.lotpublications.nl

Internet Source

<1 %

16

theses.gla.ac.uk

Internet Source

<1 %

17

Niranjan Mohanty. "Translation: An integration of cultures", Perspectives, 1994

Publication

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On