

Chapter One

Introduction

This chapter is about introduction of this research. The chapter consists of six parts. There are background of the research, statement of the problem, question of the research, purpose of the research, and significances of the research. In the end of this chapter, outline of the research is presented.

Background of the research

Interpreting is one of the methods used in multi-languages skills. Phelan (2001) said that interpreting happens when people had no same language meet and have to find someone who could speak in both languages. People know a million languages exist in the entire world. Someone may need a person who can use two languages or more to help them talk to each other. The person that was having skill in interpreting is called interpreter. Phelan (2001) also stated people who were asked to interpret maybe come from a linguist or a diplomat. It means that the person that wants to be an interpreter must be able to speak two or more languages. So, the interpreter also must-have multitasking to do the interpreting.

In China, there are a lot of interpreting classes. Binhua and Lie (2009) said that a mounting number of interpreting programs at the university level, especially in China. It also proved by Takeda (2010) argued that the increase of interpreting programs makes there are a new academic journal and a few conferences and seminars exclusive for interpreter education. It helps every interpreter become easier to get a journal and had some experience in conferences or seminars. It proves that there are development on interpreting.

There are also some problems when doing the interpreting. The problem comes from internal or external. It based on the person who becomes an interpreter. So, it depends on the skills of the interpreter. The internal problem is high concentration, demotivation, and memorize. Nolan (2005) said that concentration is one of the important needs in interpreting because, in the implementation of interpreting, an interpreter must maintain attention and high concentration. So, the interpreter must have a good concentration. If they did not have it, it may cause a problem. In demotivation of interpreting, there are several factors. According to Wu (2016), demotivation factors in interpreting are trainees themselves, friends, teachers, and the institute. As a result, the teacher is the highest demotivation factor. The external problem is an unfamiliar topic, a strange word. the interpreter maybe gets difficulties when trying to interpret it. However, the interpreter must have a good experience.

In implementing the interpreting course, there are two modes of interpreting that learned by the students, namely consecutive interpreting and simultaneous interpreting. According to Colomer (2010) consecutive interpreting happens when the message will be delivered after a pause. In consecutive interpreting, the student may need to use note-taking to get the point of what the speaker said. The interpreter also needs a proper word to deliver their interpret. It is to make the audience can easily now the main topic about the speech or the material. The interpreter must good in concentration when interpreting someone. It will occur in both modes of interpreting. In simultaneous interpreting, the students translate orally the source language same time as the speaker. They have

to choose a proper word to deliver their interpreting. It is important because they did not use a proper word, the audience will confuse with the translate.

The practice of interpreting is also done at the university level. There is a lot of English departments in the Special Region of Yogyakarta that offered the interpreting course. Interpreting classes are one of the elective courses provided by the institution. This course is about to present the several skills of interpreting and teach students' in speaking and listening ability.

In one of the higher education, there is some assessment given by the lecturer. The assessment is a pair of works. The lecturer gives us some random text. That is an English text. One of the students will read the text and the other students will translate it. The lecturer also chose the methods that use for the students. Then, the lecturer watches the students doing interpreting assessments. The students also have to concentrate when one of the students tries to deliver the word. the lecturers only give suggestions in the beginning and the lecturer did not disturb if there is a mistake when the students do the assessment.

Based on the researcher's observation who's has joined the interpreting course, the students got the problem when faced with the interpreting assessment. The assessments are consecutive interpreting and simultaneous interpreting.

Based on the problems appears on interpreting assessment, the reseacher is interested in conducting research on students' perceptions of the implementation of interpreting assessment in interpreting class on higher education at Yogyakarta.

Identification of the problem

There are two problems in doing the assessment of interpreting. It depends on the type of interpreting. The two types of interpreting that were given by the

lecturer. There are consecutive interpreting and simultaneous interpreting. The students got some problems when faced with assessment in interpreting class. The students will pass both of them. The first is the consecutive interpreting test from English to Indonesian. Some students looked nervous, hard to memorize, uncertain to convey the message and lack of attention or concentration. The student is nervous, speechless when faced with the assessment, and did not give maximally of their performance. Moreover, they did not understand the content of the speech. Therefore, the students faced some problems in interpreting assessment.

The second is simultaneous interpreting, in this mode, the interpreter has problems when translating too because of it more challenging than consecutive. The problems are lack of vocabulary, the speakers too fast when delivering the text, and the accent of the speakers.

Research Questions

The question of this research is mentioned by the following question namely,

1. How is the student perception on the implementation process of interpreting assessment on interpreting class at higher education in Yogyakarta?
2. What are the problems faced by students when doing interpreting assessment on interpreting class at higher education in Yogyakarta?

Research Objectives

Based on the research question above, the purpose of this research is to reveal the students' perceptions in the implementation of doing interpreting

assessment on interpreting class at higher education in Yogyakarta and the problems faced by students when doing interpreting assessment on interpreting class at higher education in Yogyakarta

Significances of the Research

The researcher hopes that this research will give benefits for the following parties, namely the students, teacher, and next researcher

Students. The implementation on doing interpreting test in this research can add references for students who will join the interpreting course. It can be used as the strategy in interpreting class. Upon knowing the problem, the students will know more how to face the interpreting test.

Teacher. This research is expected to give benefits for the lecturers who teach interpreting. It may help the lecturers to evaluate the test that they used in the class. They also know what their student problem when doing interpreting test. So they can give suggestion to the students how to solve the problem.

Other researchers. The research may help other researchers who want to know more about interpreting. They also can use the research as their references. The other researchers can know about the implementation of interpreting assessment. There are many problems that were faced by the students.

Outline of the Research

This research consists of five chapters and each chapter has a sub-chapter. Chapter one is about the introduction of the research. The chapter contains the background of the research, identification of the problem, research question, research objectives, significance of the research and outline of the research. Chapter two discusses the literature review. The chapter consists of a theory about

the definition of interpreting, problems faced by students in interpreting and assessment of interpreting. There are also included a review of related study and conceptual framework. Chapter three is about the methodology for the research. The part consists of research design, research setting, participants of the research, data collection method and data analysis. Chapter four consists of findings and discussion in this research. This part elaborates on findings and discussion in students' perceptions of the implementation of doing interpreting assessment. Chapter five presents the conclusion and recommendation of the research.