

ABSTRACT

Billa, Salsa (2025): The Correlation Between Speaking Skills and Interpreting Performance: An Analysis of Student Video Assignment in Educational Interpreting Course

Straightforward, organized, and spontaneous oral delivery is necessary for interpretation in English language training and multilingual proficiency. Although speaking fluency is crucial for successful interpreting, less attention is paid to the direct relationship between speaking skills and interpreting performance, especially for students who want to become English teachers. This educational disparity highlights a problem with interpreting courses, which frequently divide language production from interpretation tasks.

This study aims to aid in the creation of more efficient teaching methods for interpretation classes by focusing on three primary objectives: first, to analyze the students' speaking skills based on their video project performances; second, to examine the students' interpreting performance also through their video assignments; and third, to determine whether there is a correlation between students' speaking skills and their interpreting performance.

The study is predicated on the idea that speaking proficiency, which includes fluency, grammar, coherence, pronunciation, and vocabulary, is essential to enhancing interpreting performance. According to the premise, students who are more proficient in speaking will do better on interpreting tasks, especially in accuracy, message delivery, and comprehension.

This study used a quantitative correlational method to examine the relationship between students' speaking skills and interpreting performance. The data were obtained from 25 fifth-semester students through their assessed video assignments in the Educational Interpreting course. Speaking and interpreting performances were evaluated using standardized rubrics, and the results were analyzed statistically using Pearson correlation to determine the strength and significance of the relationship between the two variables.

This study found a strong and significant positive correlation ($r = 0.938$, $p < 0.001$) between students' speaking skills and interpreting performance, based on data from 25 students. The results indicate that higher speaking proficiency is closely associated with better interpreting outcomes, highlighting the importance of developing speaking skills to support success in interpretation tasks.

Keywords: Speaking Skills, Interpreting Performance, Correlation, English Language Education, Interpreting Classes