

CHAPTER I

INTRODUCTION

A. Research Background

Speaking skills are fundamental abilities every individual should possess, especially in language education and translation. Speaking is about communicating and conveying messages clearly and precisely in both formal and informal situations. Speaking skills are the primary focus in language education as they determine how effectively one can express ideas and information. This skill is also crucial in translation, where translators must transfer messages fluently and accurately, requiring good speaking skills to maintain clarity and fluency in the target language.

Fulcher (2003) explains that speaking skills encompass more than vocabulary, grammar, and pronunciation mastery. They also involve fluency, confidence, and the ability to communicate effectively across various contexts. Fluency refers to the ability to speak smoothly without hesitation, while confidence enables the speaker to convey messages convincingly, influencing how the audience receives the information. Furthermore, the ability to communicate effectively in everyday conversation, translation, or interpretation tasks highlights the importance of continuously developing speaking skills within language education.

Sadiku (2015) asserts that speaking skills are one of the main pillars of language learning as it is the primary medium for conveying ideas directly. Speaking is an essential skill in communication because it determines how effectively a person expresses their thoughts and feelings in various academic, public, or social contexts. In the speaking process, clear pronunciation, fluency in conveying ideas, and vocal strength are necessary so that the listener can receive and understand the message well. Speaking skills support academic achievement and become the main capital for students facing an increasingly competitive professional world. Therefore, in language education, speaking should receive

equal attention to other skills, as it reflects overall understanding and mastery of the language.

In the context of language education, speaking not only supports academic achievement but also provides the foundation for more complex communication skills, such as interpreting. Good speaking skills will help students transfer messages accurately and fluently from one language to another in interpreting, as both skills require speed of thought, precision of meaning, and fluency in conveying information.

Interpreting, whether simultaneous or consecutive, is a challenging activity that requires converting messages from the source language to the target language accurately and swiftly. In this process, speaking fluency becomes a key factor. Gile (2009) states that interpreting involves coordinating three simultaneous cognitive processes: listening, understanding, and rendering the message into the target language. A fluent speaking ability allows interpreters to deliver messages without hesitation, ensuring the audience receives the intended meaning. Moreover, strong speaking skills are essential to maintaining consistency of meaning between source and target languages and interpreting with appropriate fluency according to the context of the communication.

Previous studies have examined factors influencing interpreting skills. Research conducted by Suhendar (2018) highlights the importance of learning translating and interpreting in supporting the improvement of students' speaking skills. Through a literature review, the research explains that understanding the linguistic, sociolinguistic, and psycholinguistic aspects of language transfer activities can enrich vocabulary and increase students' confidence in speaking. However, the study was not accompanied by empirical data that directly measured the relationship between speaking ability and performance in interpretation. Therefore, this research aims to fill the gap by using a correlational quantitative approach to measure the relationship between speaking skills and interpreting performance based on the assessment of students' video assignments using a predetermined rubric.

Shirinzadeh, Mahadi, and Kenevisi (2016) investigated the relationship between native language speaking speed and simultaneous interpreting quality. They found higher speaking speed correlated with better interpreting performance among master's students. Nevertheless, this study focused only on speaking speed and did not consider other speaking skill dimensions, such as fluency, sentence structure, and pronunciation, which also affect interpreting.

Similarly, Hasanshahi and Shahrokhi (2016) included gender in their study on speaking speed and interpreting quality, concluding that there was no significant relationship between the two variables. However, their limited focus on speaking speed failed to comprehensively explain factors determining interpreting success.

Previous research by Pham and Cao (2025) explored students' perceptions of using video projects in interpreter training and found positive impacts on motivation and interpreting practice. However, the study did not examine the correlation between specific speaking skills and interpreting performance. Therefore, this research uses rubric-based assessment and statistical analysis to analyze the relationship between students' speaking skills and their interpreting performance.

Speaking skills plays a vital role in interpreting, especially for English Education students expected to become professional communicators. Effective interpreting requires the speaker to deliver messages fluently, accurately, and without delay. However, recent studies show that many students still face speaking fluency, vocabulary mastery, and confidence issues, which directly impact their interpreting performance (Tahir & Pinilih, 2023). These challenges indicate a possible correlation between students' speaking skills and the quality of their interpreting output. At the same time, the growing demand for speaking-oriented language instruction highlights the urgency to better understand how speaking proficiency supports other language tasks like interpreting (Albiladi & Alshareef, 2019). Therefore, this study investigates the correlation between students' speaking skills and their interpreting performance in an academic setting.

Speaking proficiency in multilingual contexts, such as Indonesia, presents complexities as speakers navigate multiple language systems. Many students, especially multilingual ones, face challenges in speaking a second or third language due to language interference where elements from their first language affect fluency, grammar, and vocabulary in the second language. This interference poses barriers to effective communication and language acquisition. Therefore, speaking in multilingual environments requires special attention in teaching methods and learning strategies to help students communicate fluently and appropriately in formal and informal settings (Lestari, 2020).

Speaking proficiency is also influenced by psychological factors such as self-esteem. Dewi, Styati, and Kurniawan (2022) highlight that students with high self-esteem tend to be more confident in public speaking and English communication, while those with low self-esteem may fear making mistakes, causing hesitation and reduced fluency.

However, not all students with strong speaking skills perform well in interpreting tasks. Some speak fluently but struggle to process and reformulate information quickly during interpretation. Conversely, some students with moderate speaking fluency succeed in interpreting. This discrepancy raises questions about the precise relationship between speaking ability and interpreting performance.

Although several studies have addressed language ability in interpreting, there remains a gap regarding the specific correlation between speaking skills and interpreting performance among English Language Education students in Indonesia. Understanding this relationship is essential to help educators design integrated teaching strategies that effectively combine speaking and interpreting practice.

The previous studies offered insights into factors related to interpreting performance but have not quantitatively investigated the direct relationship between speaking skills and interpreting performance among English Language Education students. This study aims to fill that gap by analyzing the correlation between speaking skills and interpreting performance based on student video

assignments. Speaking and interpreting performances will be assessed using standardized rubrics, and the results will be statistically correlated to determine their relationship.

In Indonesia, interpreting is generally taught to English Education or Translation Studies students. At UIN Sunan Gunung Djati Bandung, interpreting is offered through the Educational Interpreting course, which aims to equip students with the skills to interpret spoken messages accurately and appropriately in diverse educational and public contexts. This course includes practical activities such as simultaneous and consecutive interpreting, requiring students to apply their speaking competence actively.

The English Education Study Program at UIN Sunan Gunung Djati Bandung was selected as the research site due to its academic relevance. The curriculum explicitly includes courses on speaking and interpreting abilities, such as Educational Interpreting, which aligns with this study's focus. Students in this program receive rigorous training to develop comprehensive English language skills in academic and professional contexts, making them an appropriate population for investigating the correlation between speaking skills and interpreting effectiveness. Additionally, the accessibility of academic data within this institution allows for ethical and reliable data collection.

B. Research Question

The researcher developed a number of research questions to give the research a distinct emphasis and to keep it consistent with the previously discussed backdrop. The purpose of this question formulation is to guide the study process in determining the degree to which speaking abilities influence interpretation performance. The following is the phrasing of the problem in this research:

1. How are the scores of students' speaking skills based on the analysis of their video assignments?
2. How are the scores for students' interpreting performance based on the analysis of their video assignments?

3. How is a statistically significant correlation between students' speaking skills and interpreting performance?

C. Research Purposes

This research has three primary goals, which were derived from the problem formulation previously mentioned, served as the foundation for the execution and guidance of the data analysis. Furthermore, it is anticipated that these goals will aid in the creation of more efficient teaching methods for interpretation classes. The following are the research goals:

1. To analyze the student's speaking skills based on their video project performances.
2. To examine the student's interpreting performance based on their video project performances.
3. To determine whether there is a correlation between student's speaking skills and interpreting performance.

D. Research Significances

There are both theoretical and practical advantages to this research. Theoretically, this study can contribute to research on English education, particularly when it comes to the connection between speaking abilities and interpretation performance. Practically speaking, the findings of this study can help instructors and students create more integrated speaking and interpreting instruction in the classroom. There are theoretical and practical significances:

1. Theoretical Significances

Theoretically, this study advances our understanding of how speaking abilities and interpreting performance are related, particularly in the setting of language instruction. There are theoretical significances:

a. Lecturers

This research findings are meant to be a references and source of information for lecturers who want to know how important speaking skills and interpreting performance.

b. Researcher

This research can serve as a guide for future researchers interested in examining the relationship between speaking skills and interpreting practice. The research provides insight into objective evaluation methods that can be adopted by future research to explore other aspects of interpreting skills or different student populations in various interpreting contexts.

2. Practical Significances

In practice, lecturers or managers of study programs can use the study's findings to increase the efficacy of speaking and interpreting instruction. There are practical significances:

a. Lecturers

This research provides new information to their student about the correlation between speaking skills and interpreting performance.

b. Students

This research motivates students to improve their speaking skills in interpreting practice.

E. Conceptual Framework

The conceptual framework of this research illustrates the correlation between Speaking Skills and Interpreting Performance. The results of these two variables must be correlated in this research. The theoretical framework is describe by the researcher in the following scheme:

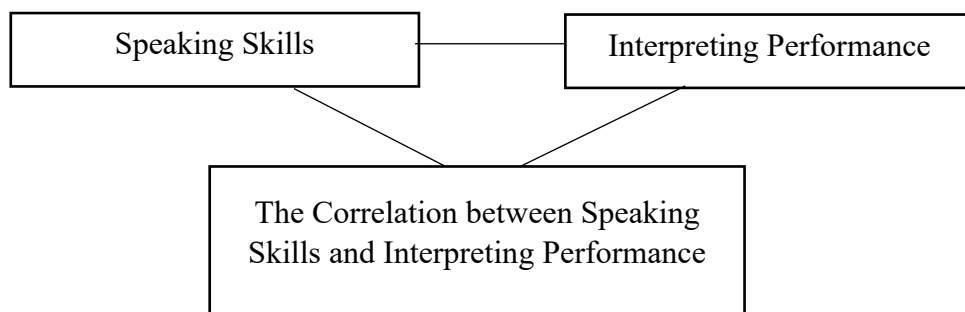


Figure 1.1 Research Scheme

Speaking skills encompass a broad range of linguistic and non-linguistic elements, including pronunciation, grammar, vocabulary, fluency, and tone. As Fulcher (2003) notes, effective speaking skills are fundamental for clear communication in any language, as they allow the speaker to convey ideas accurately and understandably. In the context of interpreting, speaking skills go beyond mere verbal articulation and include the ability to express thoughts quickly and coherently, ensuring that the target audience receives the message as intended.

Douglas (1997) explain that these skills are particularly important in the realm of interpretation because interpreters must not only convey a message but do so in a way that is intelligible, culturally appropriate, and contextually accurate. Mastery of speaking skills, therefore, involves not just linguistic knowledge, but also the cognitive ability to organize and deliver messages under time constraints, a characteristic that is central to effective interpreting.

Interpreting performance refers to the overall ability of an interpreter to successfully transfer a message from the source language to the target language. It involves more than simply translating words it requires the interpreter to process complex information in real time and deliver it in a way that is coherent, accurate, and comprehensible. As Gile (2009) asserts, interpreting is a highly demanding communication process that simultaneously engages cognitive and linguistic skills. The interpreter must not only understand the meaning and context of the source language but must also synthesize this information and express it in the target language without distorting its meaning. The effectiveness of interpretation relies on several factors, including linguistic accuracy, fluency, and coherence in message delivery. The sentence structure, word choice, and the interpreter's ability to maintain the speaker's intent play crucial roles in ensuring that the interpretation is not only accurate but also aligns with the expectations of the audience. This complex process requires interpreters to navigate multiple challenges at once, including managing the speed of delivery, emotional tone, and cultural nuances, making interpreting a skill and demanding task.

Speaking skills play a crucial role in shaping interpreting performance, as interpreters must be able to communicate fluently and clearly under time pressure.

Fulcher (2003) points out that speaking is not just about mastering grammar or vocabulary but about the ability to use language effectively in real-world, dynamic situations. This becomes especially important in interpreting, where the interpreter must not only understand the message in the source language but must also quickly and accurately convey it in the target language. Speaking fluency, pronunciation, and the ability to adjust tone and intonation are all essential factors that impact the quality of interpretation. Gile (2009) emphasizes that fluency is particularly important in simultaneous interpretation, as it reduces cognitive load, allowing the interpreter to focus on conveying the meaning of the message without getting bogged down by the mechanics of speech. Without fluency, interpreters may struggle to keep up with the pace of the speaker, which can result in inaccuracies, pauses, or incomplete interpretations. Therefore, the smoother and more fluent an interpreter's speaking skills are, the more efficiently they can process and convey the message, thus improving the overall quality of their interpretation.

In conclusion, this research focuses on analyzing the relationship between speaking skills and interpretation outcomes, by examining how speaking fluency, pronunciation, and message comprehension can affect the quality of interpretation performed by students. The results of this study are expected to provide empirical evidence regarding the importance of speaking skills in improving the quality of interpretation performance, as well as provide insights for the development of teaching materials and methods in interpretation courses.

F. Hypothesis

The current research includes two variables, namely variable X (Independent Variable) and variable Y (Dependent Variable), where X is students' speaking skills and Y is their interpreting performance.

The purpose of this research is to determine the correlation between these two variables. As a result, the hypotheses for this research are as follows:

Null hypothesis (H_0): There is no correlation between students' speaking skills and their interpreting performance.

Alternative hypothesis (H_a): There is a correlation between students' speaking skills and their interpreting performance.

The null hypothesis implies that students' speaking skills have no impact on their interpreting performance. In other words, students who have good or poor speaking skills will not necessarily perform better or worse in interpreting tasks.

Meanwhile, the alternative hypothesis suggests that students' speaking skills do affect their interpreting performance. For instance, if students have strong speaking skills, they are likely to deliver interpretations more fluently and accurately. Conversely, if their speaking skills are weak, their interpreting performance may also be negatively affected.

According to Creswell (2018), hypotheses in quantitative research are predictive statements about the expected relationships between variables. These hypotheses are derived from theoretical considerations and are tested through data collection and statistical analysis. Specifically, a hypothesis helps the researcher to narrow the focus of the study and to determine whether a relationship exists between the variables under investigation.

G. Previous Studies

Several previous studies have addressed factors that influence performance in interpreting activities. These studies provide an essential foundation for this research, although they have not specifically examined speaking skills as the primary variable in interpreting.

Research conducted by Suhendar (2018) is a literature study that aims to explain the contribution of translating and interpreting studies towards improving students' speaking skills. The study demonstrates that through translation and interpretation activities, students are trained to understand language more comprehensively, from linguistic, sociolinguistic, and psycholinguistic aspects to cultural understanding.

However, Suhendar (2018) research is still conceptual and qualitative, and no empirical data measures the relationship between speaking skills and performance in statistical interpretation. This is where the difference lies and the research gap that this study aims to fill. This study uses a quantitative approach to measure the

correlation between speaking skills and performance in students' interpreting tasks based on the scores obtained through the assessment rubric. Thus, this study makes a real contribution in the form of statistical data to support the correlation that was previously only explained theoretically.

Meanwhile, Shirinzadeh, Mahadi, and Kenevisi (2016) examined the relationship between speaking speed in Persian and the quality of simultaneous interpretation by master's students of translation. In this study, 30 participants were asked to perform simultaneous interpretation from English to Persian, and their speaking speed was measured using a stopwatch. Experts conducted an interpretation quality assessment. The results showed a positive relationship between speaking speed and interpretation quality. However, this study was limited to speaking speed and did not consider other factors of speaking skills.

Another study by Hasanshahi and Shahrokhi (2016) added the gender dimension in examining the relationship between speaking speed and simultaneous interpretation quality. This study revealed that although there were differences in speaking speed between male and female participants, no significant relationship was found between speaking speed and interpretation quality. The study also showed that speaking speed is not always a key indicator of interpretation success. While offering an interesting perspective on gender factors, this study still has limitations in exploring other elements of speaking skills.

Previous studies have explored the integration of video projects in interpreter training. For instance, Pham and Cao (2025) investigated English-majored students' perceptions and experiences using collaborative video projects during interpretation courses. Their findings showed that such projects provided students real-life practice opportunities, increased motivation, improved interpreting techniques, and enhanced language skills. However, their study focused mainly on students' subjective experiences and did not quantitatively measure the interpreting performance. This creates a research gap for studies that evaluate interpreting outcomes using objective assessment tools. Therefore, this study aims to fill that gap by assessing students' interpreting performance through a scoring rubric and

analyzing the relationship between speaking skills and interpreting ability using SPSS.

These prior studies, while valuable, have not examined speaking skills comprehensively as a predictor of interpreting performance, nor have they directly correlated the two variables using empirical methods. Thus, a gap remains in understanding whether students with strong speaking skills perform well in interpreting tasks when both are evaluated systematically.

This study seeks to fill that gap by employing a quantitative correlational design to measure the relationship between students' speaking skills and their interpreting performance based on video assignments. Both variables will be assessed using standardized rubrics to ensure objectivity and consistency. This approach provides a more comprehensive analysis of speaking skills including fluency, accuracy, and delivery as it relates to interpreting quality, contributing empirical evidence to a previously underexplored area in interpreting education.

This approach also helps minimize subjectivity because the assessments are conducted systematically using established rubrics for speaking and interpreting performance. Consequently, this study aims to identify statistically significant relationships between the two variables, thereby contributing valuable insights for improving teaching strategies in interpreting education.