

CHAPTER I

INTRODUCTION

This chapter contains the background of the research, research questions and purposes, research significances, theoretical framework, hypothesis, and previous studies.

A. Background

Listening ability are important in language acquisition and communication, especially in the context of interpreting. In an educational setting, there are some students who experience difficulties in interpreting tasks due to insufficient listening comprehension, thus affecting the ability to perform accurate interpreting. From research conducted by Kusumajati, and Megawati (2021:276), it emphasized that students with bad listening skills encounter difficulties in comprehending spoken input, adversely affecting their capacity to generate precise and coherent interpretations. The situation was observed and experienced by the researcher during The Interpretation course found that some students faced difficulties such as the difficulty of understanding the native speaker's oral speech, translating its meaning into Indonesian as a whole and distinguishing important points or irrelevant details. These difficulties indicate potential gaps in students' listening skills, which ultimately impact the interpreting performance.

Similarly, Alzamil (2021:366) identified barriers such as speech speed, pronunciation, nervousness, and lack of background knowledge, which are particularly compounded in interpreting contexts where students have to navigate unfamiliar accents, fast speech, and complex content. From the study, it shows that listening ability are one of the most challenging, as participants in the study associate English listening skills as one of the most difficult skills to acquire, which often leads to decreased understanding and confidence when performing communication tasks. Kusumajati, and Megawati (2021:276) underline the basic role of listening in language learning, noting that listening is essential for developing other language skills. Their research showed a strong correlation between pronunciation mastery and listening skills, showing that

students who were more proficient in listening had better verbal accuracy and pronunciation. Saputri, Kusumajati, and Megawati (2021:276) highlighted that students with bad listening skills struggle to understand spoken input, which negatively impacts their ability to produce accurate and coherent interpreting.

Listening ability will affect language production. In interpreting, the quality of interpret into another language and the delivery of the right words depends on the interpreter's listening ability. Some previous researchers found many factors that influence listening ability, which shows that the listening process involves other aspects, one of them is the speed of speech and accent (Darti & Asmawati, 2017). Listening comprehension is not only a passive activity but involves active cognitive processes such as predicting, summarizing, and evaluating information yet many learners face challenges like limited vocabulary, weak concentration, and difficulty retaining information—factors critical for interpreting assignment.

In the context of this study, these challenges are particularly relevant, as many students in interpreting courses report difficulties stemming from their limited listening ability. This, in turn, affects the quality of their interpreting performance. Addressing this issue is crucial to investigating listening ability and interpreting outcomes, which highlights the urgency of this study.

Previous research by Kusumajati & Megawati (2021:275), found that students' pronunciation skills are determined by their listening ability. Based on the data above, it can be concluded that there is a positive correlation between listening skills and speaking mastery. the same is true for interpreting which refers to speaking ability. Likewise in Safira and Anisah's research (2024: 121) which examines the relationship between listening ability and speaking ability produces a positive correlation. related to current research, speaking can refer to interpreting but not yet to ability or even quality. it can be concluded, from these two studies listening is an important aspect that affects speaking ability.

The difference between the previous studies and this study is the variables. The two previous studies only focused on pronunciation and speaking skill, while this study tested the quality of interpreting which is more complex than

just speaking skills. The subjects of this study are the students from the English Education Department, Sunan Gunung Djati Bandung State Islamic University. However, this research uses the same methodology as the previous studies. This research uses a correlational study to determine the result. The quality of interpreting correlated with listening ability.

Therefore, in this study, the researcher aims to determine the Correlation between listening ability and their quality of interpreting 7th-semester students who have taken Educational Interpretation courses. Besides the existence of previous research, research on the Correlation between listening ability and their quality of interpreting experienced by 7th-semester students majoring in English education is still limited. By discussing this area of interpreting with listening, researchers try to provide answers and at least the contribution that researchers can make to the problem of what factors influence and how the solution is.

B. Research Questions

From the background above, several questions arise in this study

1. What are the students' listening ability?
2. What are the quality of students' interpreting from English to Indonesian?
3. What is the correlation between students' listening ability and their quality in interpreting English to Indonesian?

C. Research Purposes

This research covers three purposes. First, this study aims to determine the English listening ability of 7th semester students in the English Education Department. Secondly, this study aims to determine the quality of students' interpreting, focusing on their ability to convey accurate meaning from English to Indonesian. Finally, this study aims to examine the correlation between students' listening ability and interpreting quality, to provide insight into the extent to which listening ability affects interpreting performance.

D. Research Significances

The significance of the research is divided into 2 parts, namely theoretical and practical. Theoretical will refer more to the development or testing of the theory, while practical will focus on the application of theory in real life.

a. Theoretical Significance

Theoretically, this study can contribute to the development of knowledge in the field of language learning and interpreting studies. This study provides evidence of the correlation between listening ability and interpreting quality and supports the idea that effective interpreting is highly dependent on the interpreter's listening ability. This study reinforces the theoretical framework that emphasizes listening as a crucial skill in the context of interpreting. Additionally, these findings can serve as a foundation for future research investigating how different types of listening contribute to interpreting performance, particularly in the context of English as a Foreign Language (EFL) learners.

b. Practical Significance

1). Lectures

The results of this study can be used as reference material for evaluating teaching methods in listening and interpreting learning to improve the learning process more effectively. In addition, it can provide insight into the importance of a combination or equality between listening and interpreting exercises.

2) Students

The results of this study for students provide knowledge about the correlation between listening and the quality of their interpreting so that it can increase motivation and improve listening ability. In addition, this research can be a provision so that they can focus on important aspects that can affect the quality of their interpreting and find suitable ways or strategies to use.

E. Conceptual Framework

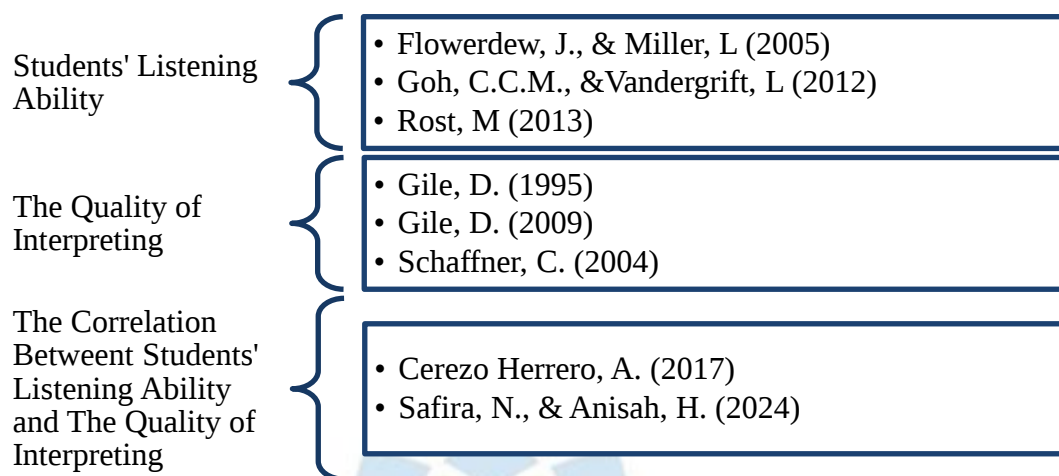


figure 1.1 conceptual framework

This study is based on several of wellknown theoretical perspectives that describe the characteristics of listening comprehension and interpreting performance and how they interrelate. These frameworks offer a conceptual basis for examining the correlation between students listening ability and the quality of interpreting.

Listening in second language learning is not a passive activity but an active, dynamic process that involves cognitive and metacognitive strategies. Flowerdew and Miller (2005) emphasize that listening comprehension integrates both bottom-up processes (e.g., decoding phonemes and syntax) and top-down processes (e.g., drawing on background knowledge and context). This dual processing helps listeners construct meaning and make sense of spoken texts in real time.

Goh and Vandergrift (2012) emphasize the importance of planning, monitoring, and evaluating listening stages, highlighting the role of active control in high-cognitive tasks like interpreting. This model suggests that effective listeners actively control their listening process, which is crucial in high-cognitive tasks such as interpreting. Rost (2013) also highlights listening as a complex skill that requires learners to engage with language input through attentional, memory, and inferencing mechanisms, making it crucial for communication and language acquisition.

In the field of interpreting, Gile's Effort Model (1995, 2009) provides a comprehensive framework to understand the mental operations involved. Gile outlines that interpreting consists of several simultaneous efforts: listening and analysis, production, memory, and coordination. The model underscores that listening comprehension is the first and most critical effort, and failure in this stage compromises the overall quality of interpreting.

Seleskovitch and Lederer's (1989) Theory of Sense emphasizes that interpreting is about conveying intended meaning, not just translating words. Successful interpreting requires deep listening and accurate reformulation of the speaker's meaning in the target language. This view further supports the integral role of listening in interpreting. Schäffner (2004) also highlights the cognitive demands of interpreting and the importance of listening comprehension.

The correlation between listening and interpreting is strong, with both areas contributing to accurate oral work. Speaking performance and listening skills were found to be positively correlated by Safira and Anisah (2024). Listening provides linguistic and structural input for spoken output, while better listening comprehension leads to more accurate work. In interpreting specifically, Cerezo Herrero (2017) pointed out that listening is a core competence in interpreter training. However, in interpreting, listening skills are often overlooked, making it difficult for interpreters to accurately convey messages under time pressure and cognitive load.

F. Hypothesis

The current research includes two variables, including variables x and y , where x is listening ability and y is quality of interpreting. The purpose of the current research is to determine the correlation between those two variables. As a result, the hypotheses for this research are as follows:

- A. Null hypothesis (H_0): There is no correlation between students' listening ability and their quality of interpreting.

B. Alternative hypothesis (Ha): There is a correlation between students' listening ability and their quality of interpreting

The null hypothesis implies that students' listening ability has no impact on their quality of interpreting. listening ability will have no effect on their quality of interpreting. Meanwhile, the alternative hypothesis states that students' listening ability has an effect on their quality of interpreting. For example, if the students' listening skills are strong, then their interpreting quality will also be good. Conversely, if the student's listening skills are weak, then the quality of interpreting will be worse.

G. Previous Study

Several previous studies have explored the importance of listening skills and the role in language acquisition. Darti and Asmawati (2017), and Alzamil's (2021) research, investigated the same difficulties students face in learning listening skills. Their research aimed to identify the main challenges, such as speech speed, pronunciation, nervousness, and lack of background knowledge, that hinder students' listening comprehension. Through qualitative methods, including interviews and observations, they found that these difficulties significantly impacted students' ability to comprehend oral input. Both studies concluded that these challenges significantly interfere with students' listening comprehension. However, while these findings highlight key issues in language learning, the research did not extend to how these listening challenges may affect interpreting performance, which is the main concern of this study.

A more specific focus on interpreting was presented in Cerezo Herrero's (2017) conducted a critical review of listening comprehension in interpreter training. Cerezo investigated how listening skills are included into interpreter training programs and identified inconsistencies in teaching methods. According to the findings, many interpreting programs do not adequately emphasize listening comprehension strategies. Although this study provides important theoretical insights, it lacks concrete information from students. Instead, the purpose of this study is to collect data directly from students

enrolled in educational interpreting programs in order to determine the correlation between listening ability and interpreting quality.

Several previous studies have explored the correlation between listening ability and spoken language performance. Cheung (2020) investigated how source language listening ability affects the perceived quality of simultaneous interpreting. The study found that listeners with stronger listening comprehension were able to produce more accurate and coherent interpreting, emphasizing that listening is an important foundation in interpreting tasks. Similarly, Kusnandar, A., & Anggraini, S. (2019) examined the correlation between listening ability and speaking skill among EFL students, which revealed a significant positive relationship between the two skills. Their study showed that better listening comprehension contributes to improved speaking performance, supporting the view that listening plays a fundamental role in language production. These findings are relevant to this study, which aims to examine the correlation between students' listening ability and their interpreting quality, emphasizing the important role of listening as an early stage in the interpreting process.

Further related research was conducted by Kusumajati and Megawati (2021) investigated the interpreting between listening skills and pronunciation mastery. Their quantitative research used listening tests and pronunciation assessments to determine whether listening comprehension affects pronunciation accuracy. The findings revealed a significant correlation between listening and pronunciation skills. However, their study focused on pronunciation, whereas this study examined the correlation between listening ability and interpreting quality, which involves different skills. Similarly, Safira and Anisah (2024) studied the correlation between listening and speaking skills among English education students. Although speaking and interpreting both involve oral output, interpreting requires different cognitive and linguistic demands, particularly in real-time processing and message equivalence between two languages.

From these studies, it is evident that although many researchers recognize the importance of listening skills, there are limited studies that specifically examine their correlation with interpreting quality. Specifically, the current study will also focus on interpretive listening ability which aims to address this gap by investigating the direct correlation between interpretive listening and interpreting outcomes, providing results to support the importance of listening skills in interpreting quality.

