CHAPTER I

INTRODUCTION

This chapter presents an overview of the research that consists of research background, statements research, purposes and significances of research, rationale, hypothesis, research methodology, and analysis of data.

A. Background of research

Language interpretation from one language to another is a very important issue. Konrad (2004:2) stated that interpretation is a tool for communication that helps in coordinating verbal and sign language as the communication takes place. This is usually aimed at facilitating comprehension in people with various disabilities. The interpretation of the language should be completely understood from the context. For example, the interpreter must acquire two language skills at least. Understanding a language should be understood from the habits of the user community (William Campbell, 1998). It means that not all people can interpret the language into another language well, but it needs some special skill in interpreting.

Similarly, In Indonesian situation it is experienced by the students especially students of English language. They have many difficulties in interpreting English into Indonesian. They are still lack of understanding and capturing the message from source language. This is due to the limitation of their listening skill and their difficulty in understanding spoken language that is too fast, making them wrong meaning. Thus, it needs solution to help students

interpreting easily. They can understand the context that it faces either in the form of written language especially spoken language.

Spoken language is more difficult to understand because it requires pronunciation with the stress and intonation and vocal sound short length, all that distinguishes meaning at least for Indonesian people who since childhood using Indonesian and consider English as a foreign language. Various attempts are usually made by the students in doing so and the results also vary, depending on the level of ability and speed in understanding English. As it was stated by Freud in Supriya (2001), that learning is influenced by various factors including speed in understanding the context of the problems faced. So,the expectation all students there is understanding will be very useful for the students in their duties later if it falls into the community,whether he is a writer,broadcaster, presenter or other work .

The problem is not all students have good interpreting skill, some students are still lack of understanding and capturing the message from source language, this is due to the limmitation of their listening so there is media to help student easy to interpret. To get level of understanding it needs good instructional media in interpreting for the solution, which really can help the students do interpreting. The media must be able to stimulate student thinking to better understand English, either through hearing, and sight and uttered as a means for impersonation.

Therefore, it is one way that can be done by the students in interpreting is the method of hearing and seeing. How this is done through using video transcription. In this way the expected understanding of English as a source

language will be easier for students to learn through two activities, namely listened pronunciation and see the written form. It is as stated by Potter (2000) that students who learn through sight and hear will be better than only one of them. So they can interpret source language to the target language well from using video transcription.

Based on the explanation above, the research use quantitative study under the title" **The Use of Speech Video Transcription to Improve Student's Simultaneous Interpreting Skills In the class** "(An Experimental Study at Students of Semester Six English Education Department UIN Sunan Gunung Djati Bandung).

B. Statements of Research

Based on the problem of this research stated above, the objective of the research is to:

1. How good is the students' interpreting skill before taught by using video transcription?

2. How good is the students' interpreting skill after taught by using video transcription?

3. How significant are the differences between the students' interpreting skill before and after taught by using video transcription?

C. Purposes of research

In accordance with the main problem above, the aim of this research will be directed:

1. To know how good is the students' interpreting skill before taught by using video transcription.

2. To know how good is the students' interpreting skill after taught by using video transcription.

3. To know how significant are the differences between the students' interpreting skill before and after taught by using video transcription.

D. Significances of research

This research is expected to give advantages to these following parties:

1. Practical Significances

   a. Students

   The students are expected to understand and improve their interpreting skills

   b. Teachers/Lecturers

   All teachers and lecturers are expected to help their students improve their interpreting skills.

2. Theoretical Significance

   a. Readers

   The readers are able to get more information about the use of video transcription to improve students' interpreting skills.

E. Rationale

Interpreting is defined as "oral translation of a written text" (Shuttleworth & Cowie: 2001:83). Mahmoodzadeh gives a more detailed definition of

interpreting that Interpreting consists of presenting in the target language, the exact meaning of what is uttered in the source language either simultaneously or consecutively, preserving the tone of the speaker (2001:231).

An *interpreter* is a person who converts a thought or expression in a source language into an expression with a comparable meaning in a target language either simultaneously in "real time" or consecutively after one party has finished speaking. The interpreter's function is to convey every semantic element (tone and register) and every intention and feeling of the message that the source-language speaker is directing to target-language recipients. Besides, according to Aranda (2007: 35), there are five modes of interpreting:

1. SIMULTANEOUS INTERPRETING

In simultaneous interpretation the interpreter speaks the message in the target language as quickly as possible from the source language, while the source-language speaker is continuously speaking. The simultaneous interpreter sits in a sound-proof booth, speaks into a microphone and hears the speech via earphones. The target-language listeners hear the speech via earphones.

2. CONSECUTIVE INTERPRETING

In consecutive interpreting the interpreter speaks after the source-language speaker has finished speaking. The speech is divided into segments, and the interpreter sits or stands beside the source-language speaker, listening and taking notes as the speech progresses. When the speaker pauses the interpreter speaks the entire message segment in the target language. Occasionally, document sight

translation is required of the interpreter during consecutive interpretation. The interpreter must read a source-language document aloud in the target-language as if it were written in the target language. This usually occurs in judicial and medical work.

3. WHISPERED INTERPRETING

In whispered interpreting (chuchotage), the interpreter sits or stands next to a small target-language audience whilst whispering a simultaneous interpretation. This method requires no equipment. Chuchotage is used where the majority of a group speaks the source language, and a minority (ideally no more than three persons) do not speak it.

4. RELAY INTERPRETING

Relay interpreting occurs when several languages are the target-language. A source-language interpreter speaks the message in a language common to every interpreter. They then speak the message in their target-language. For example a Russian source message is rendered to English to a group of interpreters, then it is rendered to Arabic, French, and Japanese.

5. LIAISON INTERPRETING

Liaison interpreting involves relaying what is spoken to one, between two, or among many people. This can be done after a short speech, or consecutively, sentence by sentence, or as chuchotage (whispering); aside from note taken then, no equipment is used.

Not all students have good interpreting skill, some students are still lack of understanding and capturing the message from source language, this is due to the limitation of their listening so there is media to help student easy to interpret.

The use of instructional media in quantitative research is additionally a very important live simultaneously of proving the hypothesis. Brown (2001) revealed that instructional media are utilized in learning activities will affect the effectiveness of learning. Media education in general, is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning.

Meanwhile, according to Briggs (2001) is a physical means of learning media to deliver content / learning materials such as books, movies, videos and so on. Then, according to the National Education Association (2000) revealed that learning is a means of communication media in print and point of view heard, including technology hardware.

The position of instructional media. Therefore, the learning process is a communication process and takes place in a system, the learning media occupies an important position as one of the components of the learning system. Without the media, communications will not occur and the process of learning as a process of communication will not be able to take place optimally. Instructional media is an integral component of the learning system

From the above opinion, it can be conclude that the instructional media is anything that can be channelled messages, can stimulate the mind, feelings, and

the willingness of the students so as to encourage the creation of learning process in self-learners.

Supriya (2001) said that video transcription can be used in learning process. Using this media, it can help students to interest in learning so that they can contribute to the improvement of student learning outcomes.

Finally, to comprehend the rationale the researcher makes a scheme as follow:

Scheme 1.1
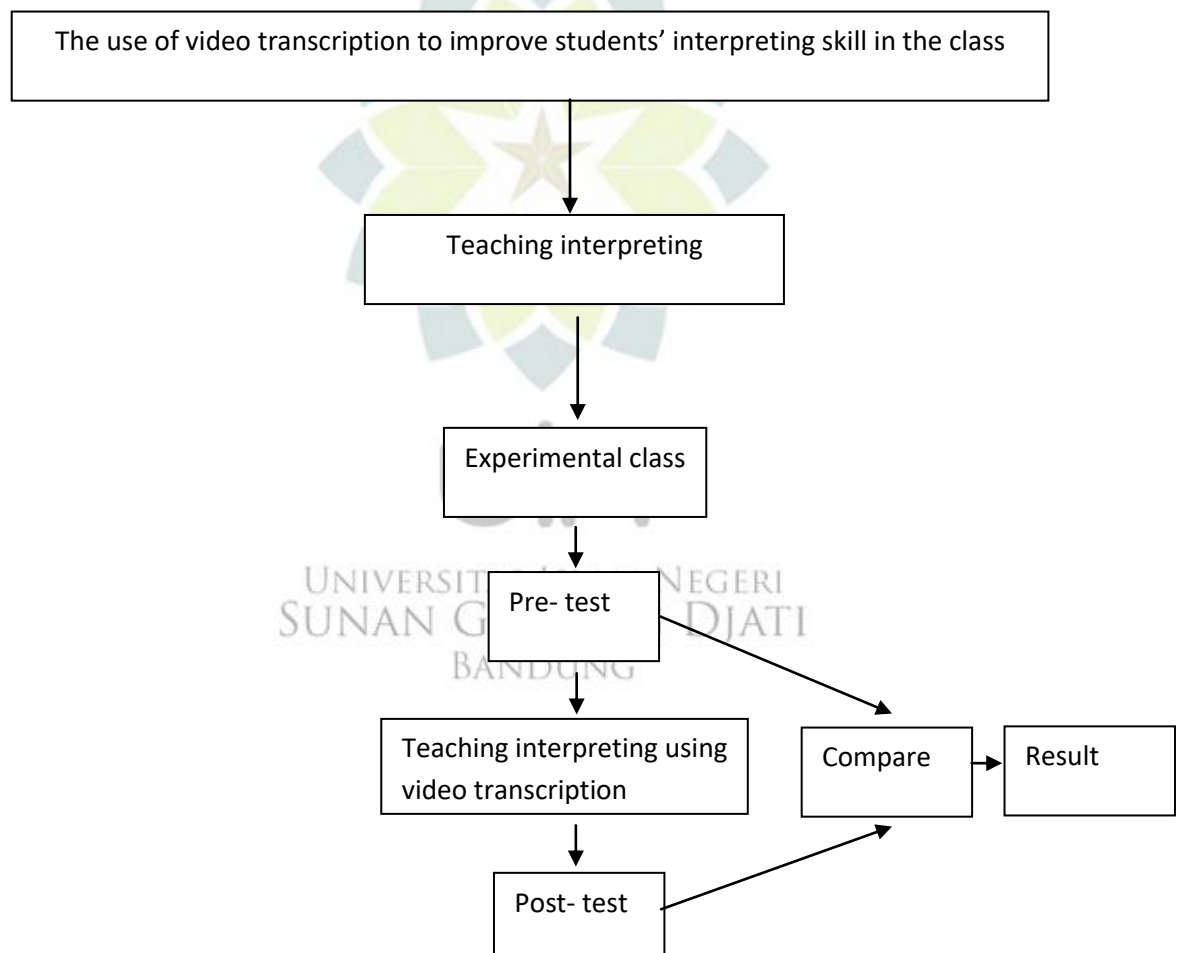
From the scheme above, The title is" The Use of speech Video Transcription to Improve Students' Interpreting Skills". For the research, researcher uses a class as an experimental class. At the beginning, researcher gives pre-test to see whether their skills. After that treatment, in treatment reseacrher gives materials by using video transcription in interpreting. And the last post test, post – test to measure the achievement of students in interpreting after being given the treatments. So, the teacher can distinguish whether using video transcription in interpreting can improve student or not.

F. Hypothesis

According to Margono (1997:194) in Zuhriah (2005) said one of the most important things in statistic is hypothesis. The existence of hypothesis in research indicates that research is quantitative research methodology (Subana: 2000: 112).

Hohman (2006) argued the significance test that determines the acceptance or rejection of the hypothesis based on the result sample of population with considering is hypothesis testing.

The formulation of hypothesis:

1. H_0 accepted if $t_{account} < t_{table}$: it means that there is significant influence of using video transcription to improve students' interpreting skills in the class.

2. H_a accepted if $t_{account} > t_{table}$: it means that there is nosignificant influence of using video transcription to improve students' interpreting skills in the class.

In general formulation for research participants:

H_0: $\rho = 0$ (coefficient correlation for two variables on research participants is significant)

H_a: $\rho \neq 0$ (coefficient correlation for two variables on research participants is not significant) (Subana: 2000)

G. Research methodology

This research was carried out through several steps. Those steps are as presented below.

1. Research Method

This research uses quantitative method. Cresswell (2009) states that quantitative research is a type of research that used as a means to test objective theories by investigating relatioinship among variables. Quantitative research is appropiate to analyze participant data about using video transcription to improve student's interpreting skill because it can be a means used to investigate the test using this media then data will be analyzed by using statistics.

The method used in this research is experiment method. According to Jefferson (2007), it is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants.

2. Experimental Design

From the statement above, the researcher used an experimental design. According to Nunan (1992 : 41) an experimental class has both pre-test and post-test. The reason for choosing this design was that the population did not consist of

individuals but groups of individuals or class. In this research the researcher uses an experimental class. The goal is to find out the differences in using video transcription in interpreting. The researcher at least will attend three times in a class . The schedule as follows :

Table 1.1

The schedule of research

Meeting	Experimental class
1st	Pre- test Teaching interpreting using video transcription
2nd	Treatment: Teaching interpreting using video transcription with different topic
3rd	Post test

3. Research Site

The location of this research is in English Education Department, Sunan Gunung Djati State Islamic University Bandung. Jl. A. H. Nasution 105 Bandung. Because the students of EED in Tarbiyah faculty have interpreting subject in semester 6, so that it is possible to conduct the research.

4. Research Participants

The researcher decides research participants or population to get data, as Arikunto (2006:115) argued that research participants is all of subject research. The population is taken from English Education Department's Students Semester VI UIN Sunan Gunung Djati Bandung. They are about 35 students. The data research participants can see in the table:

TABLE 1.2

Students of English Education Department Semester VI

UIN SunanGunungDjati Bandung

CLASS	PARTICIPANT
A	35

The sample of this research are students of English Education semester VI class A as subjects of research because they learn interpreting subject in this semester.

5. Technique of collecting data

To know student's interpreting skills using video trascription, this research uses pre-test , treatments, and post- test . The explenation of pre – test, treatments, and post- test can be seen below:

a. Pre – test

The pre-test is presented at the beginning of research to see the students' skill in interpreting before they are taught by using video transcription. The

purpose of pre-test is to see the differences between their interpreting skills before the treatment.

b. Treatment

The treatment is conducted after applying the pre-test. The experimental class taught by using video transcription in interpreting. The treatment is carried out at least 3 times.

No	Material	Activities of experimental class
1	Video: ---1501 Steve Jobs Speech at Stanford-YouTube	Students interpret the video 1501 Steve Jobs Speech at Stanford using video transcription
2	Video: ---Bill Gates Harvard Commencement Address 2007 - YouTube_2	Students interpret the video Bill Gates Harvard Commencement Address 2007 using video transcription
3	Video: ---President Barck Obama Speaks at Hankuk University – YouTube	Students interpret the video President Barck Obama Speaks at Hankuk University using video transcription

c. Post – test

The last step for data collection is conducting a pos- test. The post test is given after conducting all the activities above. Post – test was to measure the achievement of students in interpreting after being given the treatments.

5. Analysis of Data

The researcher used a quantitative data which is related to numerals and it is analyzed by statistics. He used "t-test" formula to calculate the data by comparing students' pre-test and post-test. After collecting the data needed in research, the data processed and analyzed through the steps.

According to Sugiyono (2008:132), there are several steps of testing the normality. They are as follows:

1. Determining the range of data (R), by using the formula:

    R = [H - L] + 1

    R = the highest score – the lowest score +1

2. Determining the class interval (K), by using the formula:

    K = 1 + 3, 3 log n

    n = Number of Students

3. Determining the length of class (P), by using the formula:

    $P = \frac{R}{K}$

    R = Range of Data

    K = Class Interval

4. Determining mean ($\overline{X}$)

    $\overline{X} = \frac{\Sigma f_i x_i}{\Sigma f_i}$

    fi = frequency

    xi = the sum all of the scores

5. Computing the value of median (Me)

$$Me = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

b = under limit of median class

p = length of class interval

n = number of students

F = frequency

f = cumulative frequency

6. Computing the value of modus (Mo)

$$Mo = b + p\left(\frac{b1}{b1+b2}\right)$$

b = under limit of median class

p = length of class interval

b1 = the difference of modus frequency

with a previous class frequency

b2 = the difference of modus frequency with a next class

frequency

7. Determining the standard deviation (S2)4

$$S^2 = \sqrt{\frac{\Sigma f\,(x_i - \bar{x})^2}{(n-1)}}$$

8. Arranging the distribution of observation and expectation frequency.

9. Determining Chi Square (χ 2)

$$\chi^2 = \Sigma \frac{(O_i - E_i)^2}{E_i}$$

O_i = Observation Frequency

E_i = Expectation Frequency

10. Determining degree of freedom

   $Df = K - 1$

   Df = Degree of Freedom

   K = Total of Class Interval

11. Determining the value of table X2 by significance level 1% or (α = 0,01)

   $X^2_{table} = (1-\alpha)\ (Df)$

12. Determining the normality of data distribution by using the criteria:

   Distribution is considered normal if $x^2_{count} < x^2_{table}$

   To answer the statements of research problem no 3, the researcher uses the following steps:

   a. Determining the homogeneity data of pre-test and post-test

   b. Determining Fcount

   $F = \dfrac{s^2_1}{s^2_2}$

   S^2_1 = variance of data for pre-test

   S^2_2 = variance of data for post-test

13. Determining the degrees of freedom

   a. $Df_{1} = n_1 - 1$

   b. $Df_{2} = n_2 - 1$

14. Determining the homogeneity of the data

   a. If $F_{count} < F_{table}$ it means homogeneous

   b. If $F_{count} > F_{table}$ it means inhomogeneous.

15. Testing the hypothesis

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

(Arikunto, 2006:86)

16. Interpreting the hypothesis:

If $t_{count} > t_{table}$,Ho is accepted and Ha is not accepted.

(Arikunto, 2006:86)