

CHAPTER I

INTRODUCTION

This chapter provides an overview of the research explaining the background of the research, research problems, research purposes, research significances, research framework, and previous research.

A. Background

Interpreting is one of the modern professions that has been recognized internationally. Interpreters assist people who have language barriers to communication. Moreover, it serves to bridge communication among cultures. Nevertheless, to carry out tasks and carry out these interpreting activities, interpreters must have skills (Ma, 2013). According to language experts, inside and abroad, they believe that teaching interpreting is to train abilities and skills (Ma, 2013). Interpreting is one of the essential activities in global communication. Shuttleworth (1987) explained that interpreting is a term used for an oral translation of oral information. According to Gile (2004), interpreting is also an activity that requires good psychological energy, including self-confidence, focus and concentration, bilingual skills, and habituation in both languages.

Hymes (1964) also explained that an interpreter must reduce many aspects of errors in interpreting activities. He also believes that an interpreter must be trained and have the ability and proficiency skills in the language. In addition, (Pratiwi 2016) also mentioned that the need in interpreting activities also involves background knowledge, the topic being discussed, and even general knowledge covering the world space (Hasanshahi, 2016).

Furthermore, speaking is one of the language skills necessary in interpreting activities (Choo, 2016). Speaking ability could not be parted from listening ability. Both speaking and listening skills are capabilities that could not be separated as well as in interpreting activities. Like the concept of life, the first human ability is listening, and after a few years, speaking later evolved into human abilities. Moreover, speaking is a productive skill that has a specific goal and teaches fluency and accuracy directly. Additionally, speaking is also a skill that requires creativity in its application since it is directly related to language, sentence structure, and language characteristics (Brown, 2004).

In addition, many researchers have researched interpretation related to another ability and language proficiency, including speaking, bilingualism, and word formation. First, Hasanshahi (2016) focused on research with the title the relationship between quality of interpreting in simultaneous interpreting and speed of speaking. Second, Ivarsa (2014) researched with the title Self-efficacy and language proficiency in interpreter trainees. The research centered on an analysis of the correlation between proficiency in English and performance in interpreting training. The research result is no significant correlation between proficiency in English and performance in interpreting training. The last is Halim Aly (2015), who researched presentational communication skills and intercultural competence. He is using mix method for analysis enhancing communication skill and intercultural competence.

Based on the researcher's experience in Interpreting class and based on limited observation in the Interpreting course of the sixth semester of 2018 English education students, Lecture gave the assignment for the student to be an interpreter with using video as media and support system of the interpreter activity. The Lecture showed videos that users had various topics, such as religious videos, news, and talk-show. Indirectly, students mastered small talk, simple conversation, idiom, proverb, slang words, and other expressions inside the video. Moreover, without realizing all the material has been learned in speaking subject. Furthermore, the students had background knowledge and predicted what kind of words appears in video interpreting.

In addition, the researcher of the current research is interested in researching specific interpreting with other research, namely speaking. However, this research is different from further research. The present research would focus on interpreting ability and speaking ability with the title "The Correlation between Students' Interpreting Ability and Students' Speaking Ability."

B. Research Question

Based on the previous information in the background of research, the research question are formed as follows:

1. What is the students' interpreting ability?
2. What is the students' speaking ability?

3. What is the significant correlation between students' interpreting ability and students' speaking ability?

C. Research Purposes

There are three research purposes based on research problems:

1. To find out the students' interpreting ability.
2. To find out the students' speaking ability.
3. To find out the significant correlation between students' interpreting ability and students' speaking ability.

D. Research Significances

The research is expected to give several significances, in particular, for students, teachers, and other researchers. Furthermore, the present research is attempted to provide theoretical and practical consequences. Theoretically, the findings of this research could enrich information about interpreting and other skills related to it. Practically, the results of this research are designed to extend knowledge about interpreting activity. Additionally, the current research is expected to assist students and readers in learning interpreting better than previous. For a teacher, moreover, this research could motivate all students of interpreting to interpret well.

E. Research Framework

Language is the system of communication that has structure and meaning. Language is learned through several disciplines, such as syntax, lexicon, semantic, and morpheme (Kroll & Groot, 2005). A language could be different in its construction, meaning, accent, or even language features (Fromkin, 2001). However, in this globalization era, modern society must strive with interpreting skills such as world knowledge and involve simulated real-world components (Wang, 2015). Each person, mainly the student, is required and demanded to interact, communicate, and master the cross-culture and distance of geography. Therefore, interpreting is one of the solutions to overcome the cross-cultural problem (Harto, 2014 cited in Pratiwi, 2016).

Interpretation is one of the translations which is delivered orally. In addition, a person who does interpreter work is called an interpreter. An interpreter must have good language

proficiency in communication to bridge problem situations across cultures. The interpreter would produce in the target language. Interpretation activity focuses on expressing ideas, changing the linguistic form, and concentrating when conveying meaning. However, expectedly, the interpreter delivers the original definition from the source language (Brislin 1976 cited in Rosidah, 2017).

Another name of interpretation is interpreting. Interpreting is a cross-cultural activity that demands the interpreter to have a high level of proficiency in processing information and transference (Wang, 2015). Interpreting is a kind of translation that delivers spoken messages and reproduces spoken language from the source language into the target language (Pöchhacker, 2016).

In addition, interpreting is one of the solutions to assist people in exchanging ideas and knowledge. Not only for communication between two people in different languages, but also interpreting is used to convey the information in seminars, global meetings, conferences, and many other meaningful discussions in this world which have people with different languages and cultures (Pratiwi, 2016). The interpreter has two functions simultaneously, as a translator and a mediator: a person with a position between two parties who connects the dialogue in different languages (Nilsen, 2013).

Furthermore, speaking is an essential skill in interpreting. Speaking in interpreting is closely related to spoken language in the target language. Besides, speaking in interpreting needs prior knowledge regarding the topic which is delivered. Interpreting and speaking are capabilities that are investigated in psycholinguistic subjects. Both of them are connected with determination on the effect on L-1 knowledge and L-2 proficiency competence. On the other hand, all linguistics is directly related to pronunciation, performance, and speed of sound (Kroll & Groot, 2005).

There are two types of interaction which are social interaction and professional interaction. Moreover, these two aspects have the essential function in mastering language. Social interaction focuses on the daily conversation used by society in an informal atmosphere. It is different from the professional exchange consisting of environment conferences, diplomatic atmosphere, formal meetings in business and politics. Several aspects of supporting

interpreting activity are paying attention to speed, fluency, and sense consistency when conducting interpretation (Yves Gambier1a, 2010).

F. Hypothesis

The hypothesis is the prediction towards the problem of the relation between two or more variables. There are two kinds of hypotheses:

H0: There is correlation between students' interpreting ability and students' speaking ability.

Ha: There is no correlation between students' interpreting ability and students' speaking ability

G. Previous Study

Fist research is from Hasanshahi (2016), who revealed the relationship between the quality of interpreting and the speed of speaking in simultaneous interpreting. Moreover, this research described the importance of speaking speed, which is related to the quality of interpreting. The research has tested the speed of speaking female and male with their quality of interpreting. The result of the research is there is no correlation between the quality of interpreting and speed of speaking. However, gender, male and female, does not have a significant influence in interpreting quality.

Second, Ivarsa (2014) researched with the title Self-efficacy and language proficiency in interpreter trainees. The research centered on an analysis of the correlation between proficiency in English and performance in interpreting training. The research result is no significant correlation between proficiency in English and performance in interpreting training.

The last is Halim Aly (2015), who researched presentational communication skills and intercultural competence. His research has the title "Enhancing English Prospective Teachers' Presentational Communication skills and intercultural competence: Post-Process Based Program. In this research, not focus in relationship between communication skill and interpreting competences, but in the data analysis showed that communication skill is related to interpreting competences. He researched with the data and using mixed methods for analyzing in enhancing communication skills and intercultural competence.

Apart from that, there are several skills related to the interpretation and some problems distract. As with the information above and previous studies, this current research is different

from other research. Furthermore, the present research is limited and focused on one skill, which is speaking ability. Therefore, this research would investigate the correlation between students' interpreting ability and students' speaking ability.

