

CHAPTER I

INTRODUCTION

This chapter presents an overview of the research, including explanations of the research's background, research questions, research purposes, research significance, research framework, and previous research.

A. Background

Speaking as a productive skill can be a challenge for EFL learners. According to Munawar (2015), speaking is defined as the human capable of making sound or voice orally and communicating or expressing emotions and thoughts with other people as a way of communication, with or without the use of any special technology to fulfill human needs and emotions. Leong and Ahmadi (2017) describe speaking as a mechanism through which learners interact with one another to accomplish specific objectives or to convey their thoughts, intentions, and hopes. Additionally, speaking is the most frequently utilized language ability in every situation. In short, speaking is an activity in which human beings attempt to convey their ideas, emotions, and ideas through the medium of speech, as well as share information with one another.

Speaking is categorized as an oral activity Afrizal & As'ari (2022). Another oral activity that can be blended with speaking activity is interpreting. Interpreting subjects in a state Islamic university context covers both the theoretical and practical aspects of interpreting. Students are provided with a comprehensive overview of the discipline of interpreting studies, including its key concepts, interpreters' roles, and practical skills such as split attention in Simultaneous Interpreting (SI); note-taking in the consecutive mode; chuchotage, and sight translation in the liaison model. This course is taught through lectures and tutorials in synchronous and asynchronous individual and

group learning activities. Interpreting practices in the classroom are conducted in online learning because of the COVID-19 pandemic using YouTube videos as a media for the Source Language (SL). The stages passed in online and face-to-face learning start with listening to the Source Language (SL) and retelling stories by translating the Source Language (SL) into the Target Language (TL) orally.

According to Sayuri (2016), many learners were still unable to communicate in English after years of education. This is in line with the result of a preliminary interview with several seventh-semester English education students in one of the Indonesian State Islamic universities. They have learned speaking intensively for at least 1.5 years in at least three subjects; Speaking for Social Interaction for the first semester, speaking for Academic Interaction for the second semester, and Speaking for Professional Interaction. Some of them still had concerns and felt insecure when speaking English. The interviews indicated a lack of discussion time for themselves, particularly outside of the class, and a lack of a conducive environment for speaking English caused by the COVID-19 pandemic that came in their fourth semester, which affected their English learning environment. Some students who did not join the interpreting course claimed that it was pretty challenging to start speaking since it was difficult to transfer what they thought into English. A few students who joined an interpreting course claimed that their speaking ability has increased, although they face grammar difficulties in speaking English.

Speaking and interpreting are inextricably linked since the ability to speak the target language are one of the language skills required to participate in interpreting activities (Hasanshahi and Shahrokhi, 2016). Speaking is a capability that may not be distinguished from interpreting activities in which a person or individuals do the spoken translation or transfer from one spoken language to another. Interpreting is the translation of one spoken language into another. This argument is based on the fact that people are aware of how

interpreting might affect their speaking abilities.

Several research is relevant to the current research. The first previous research was conducted by Mohamad and Saidalvi (2020). This research examines students' perceptions of English vlogs on YouTube to improve students speaking abilities. This study used a mixed-methods design. The second previous study was conducted by Wu and Liao (2019). The research focused on the effects of Chinese-to-English interpreting strategy training on EFL undergraduates' oral proficiency. This study also used a mixed-methods design. The third previous study was conducted by Hasanshahi and Shahrokhi (2016). The research focused on determining if there was a significant variation in the quality of simultaneous interpretation between male and female interpreters about their native language speaking pace. This study used a quantitative design.

This current research is different from the previous research. The previous research investigated the use of media, including YouTube and interpreting strategies, in improving students' speaking skills and the relationship between simultaneous interpreters' speed of speaking in Persian and the quality of their interpreting ability from a gender perspective. On the other hand, the current research focuses on students' perceptions, speaking ability, and SI.

B. Research Questions

From the background above, this research conducted some research questions obtaining the following objectives:

1. What is EFL students' perception of the impact of online simultaneous Indonesian-English interpreting practices on their speaking ability?
2. How is the students' English speaking ability when doing simultaneous interpreting of Indonesian into English?

C. Research Purposes

From the research questions above, this research is aimed at obtaining the following objectives:

1. To figure out EFL students' perception of the impact of online simultaneous Indonesian-English interpreting practices on their speaking ability.
2. To figure out the student's English speaking ability when doing simultaneous interpreting of Indonesian into English.

D. Research Significances

The objective of this research is to make important contributions to the following theoretical and practical areas:

1. Theoretical Significances

The research findings may be utilized as a resource and reference for English teachers seeking inventive new approaches to teaching and learning the language. This study has the potential to contribute as a resource for future researchers interested in the influence of SI on students' speaking abilities, along with a data source for educators interested in creating innovative speaking learning methodologies.

2. Practical Significances

The responses of the students in this study will serve as consideration for lecturers and teachers who decide to include an interpreting activity as part of their decision-making process in their speaking classes. The outcomes of this study are intended to motivate students to learn and enhance their English speaking abilities outside of the classroom by engaging in interpreting activities as an alternative educational technique.

E. Research Scope

This study is intended to explore the students' perceptions of how interpreting techniques influence their speaking abilities. This study focuses on the students' perceptions of the influence that SI practices had on their speaking ability. Interpreting elective course students from the English Education Department in one of the State Islamic Universities in Indonesia became the group of participants in this study.

F. Research Framework

Speaking is the capacity to communicate fluently based on understanding linguistic features and processing information and language "on the spot" (Harmer: 2001). Speaking ability can be concluded as expressing ideas verbally, represented by speaking scores. Based on the statement Bahadorfar and Omidvar (2014), Teaching speaking refers to teaching English language learners to produce English speech sounds and sound patterns and apply word and sentence stress, intonation patterns, and the rhythm of the second language. Abdullah (2017) states that speaking is an activity used by someone to communicate with others. The other meaning is that speaking is the skill of expressing ideas or thoughts that involve others using words that can be understood and accepted by themselves. Abdullah (2017) said that learning to speak is more complex than understanding the spoken language. When someone has the skill of speaking, it means that someone has courage or confidence. It makes students more confident when they have better speaking skills, and they would be more active in class.

In short, speaking might be defined as the ability to communicate eloquently. Teaching speaking is instructing English language students on how to make English speech sounds and patterns and how to apply word and sentence stress, intonation patterns, and the second language's rhythm. Speaking ability may be defined as articulating ideas verbally, as measured by speaking scores. The students' speaking scores in this research were assessed using the speaking rubric proposed by Brown (2004). The indicators included in this rubric are

fluency, vocabulary, grammar, pronunciation, and comprehension.

According to Pöchhacker (2016), the interpreting process consists of a single presentation of a speech in one language, resulting in a first and final rendition. The interpreter must provide a final product in a limited period with no room for error. The translator has limited time to consider, organize, and maintain control over the words or information provided to the audience. Moreover, Ardi (2015) asserts that interpreting is a component of translation; nonetheless, translation mostly refers to written translation operations, while interpreting pertains to spoken translation operations. According to Pöchhacker (2016), there are two fundamental types of interpreting in terms of how the message is presented, based on the pace of time. Both consecutive and simultaneous interpreting is taught. The interpreting that occurs simultaneously with speech delivery is called Simultaneous Interpreting (SI). One kind of interpretation that happens after the speaker has finished a part of the whole speech is consecutive interpretation.

According to those statements, interpreting is performed orally and cannot be reviewed or altered due to time limits. Interpreting is a kind of translation, a single presentation in one language of an utterance results in a first and final rendition. An interpreter must provide a final output in a limited amount of time without the ability to revise. The students' SI scores in this research were assessed using the SI rubric proposed by Milcu (2012). The indicators included in this rubric are fluency, lexical and grammar, proficiency in the second language, and rendering messages from one language to another.

Student perception is the process of observing something in their brain to interpret it in opinions or feelings based on their experience Ferreira & Santoso (2008). Destrianti, Syafrizal, and Hati (2018) state that the perceptions between people sometimes will be different even though they talk about the same object. From the definition above, it can be concluded that perception arises based on the experience and feelings of each individual. So when students perceive an object using the five senses, it means that they know, understand, and realize.

Ferreira & Santoso (2008) also states that students' perceptions in the learning process are essential because they will influence how they approach their learning experience, affecting their academic performance.

G. Previous Studies

This research aims to determine the EFL students' perception of the impact of online simultaneous Indonesian-English interpreting practices on their speaking ability and the students' English speaking ability when doing simultaneous interpreting of Indonesian into English. Previous studies were conducted in non-Indonesian contexts. Additionally, previous studies validate this research.

The first previous study was conducted by Mohamad and Saidalvi (2020). The purpose of this research is to investigate students' perspectives on utilizing English vlogs to improve their speaking abilities. The purpose of this research is to learn about students' perspectives on utilizing English Vlogs to develop their speaking abilities and to examine their tactics for doing so. Participants in this research were five students from the English Education Department of Indonesian Islamic University who had studied listening and speaking. The study focused on students' perspectives on using English Vlogs and their tactics, with data gathered via student interviews, observations, and documentation. According to the results, students' opinions of utilizing English Vlogs to develop speaking abilities are positive to a range of techniques. Furthermore, students who use English vlogs as a learning medium have strong English skills.

Wu and Liao performed the second prior investigation (2019). The study looked at the impact of Chinese-to-English interpreting strategy training on the oral competency of EFL students. This research investigates the impact of Chinese-to-English translating strategy training on the oral competency of Taiwanese EFL (English as a foreign language) students. A quasi-experimental pretest-posttest design was used, as well as qualitative data-gathering

approaches. Sixty-seven high-intermediate to advanced students were divided into two groups: experimental and control. The results revealed that training in interpretive technique greatly enhanced Fluency in the descriptive/narrative task type. The substantial within-group improvements in the experimental group were significantly greater than those in the control group. However, interpretation should not be the focus of a language lesson. As a consequence, rather than proposing that EFL instructors enhance their interpreting practice, it is much wiser to urge that they increase their English-speaking practice. Students can be encouraged to do self-talk in English whenever and wherever possible.

The third previous study was conducted by Hasanshahi and Shahrokhi (2016). The topic of this study is the relationship between simultaneous interpreters' speed of speaking in Persian and the quality of their interpreting ability from a gender perspective. This study examines the link between two sophisticated modes of communication, mainly speaking and SI, demonstrating intricate linguistic and neurological processes occurring faster in the brain. This research focused on determining if there was a significant variation in the quality of simultaneous interpretation between male and female interpreters about their native language speaking pace. To this goal, thirty volunteers were selected among fifty simultaneous interpreters depending on their ability level. Both descriptive and inferential statistics were employed to test the study hypotheses. The findings indicated no significant variation in the quality of simultaneous interpretation between male and female interpreters. This study used a quantitative design.

The current research is, however, different from the previous research. The previous research investigated media use, including YouTube, consecutive interpreting, and interpreting strategies in improving students' speaking skills. The current research focuses on students' perception of their English-speaking ability in online simultaneous Indonesian-English interpreting practices. In this research, the researcher tries to discover the aspects of speaking abilities in

interpreting Indonesian to English. So, this research seeks to find out whether online simultaneous Indonesian-English interpreting practices have an impact and are expected to affect students' speaking ability positively. The previous research also used a quantitative and a mixed-method design, while the current research used a qualitative case study design.

