

## **CHAPTER I**

### **INTRODUCTION**

The section introduces the background of the study, the research question, the purposes of the research, the significance of the research, the conceptual framework, and previous studies

#### **A. Research Background**

In learning English, vocabulary becomes the hurdles for non-native learners to learn English, especially in consecutive interpreting practice. In fact, many English language education students experience difficulties in learning or mastering vocabulary. The recent study has confirmed students' difficult experiences in learning English vocabulary due to a lack of practice (Saud, 2023). In the context of consecutive interpreting, vocabulary is very important to master. This study believes that good vocabulary mastery will produce good results when starting to interpret from the original language into the target language. Furthermore, poorly understood words may lead to mistakes in word interpretation, which would disrupt the flow of interpretation. This is a challenge for students taking the academic interpreting course at the English Education Department of UIN Sunan Gunung Djati Bandung. Therefore, this research attempts to describe the live experiences of students through the note-taking strategies use.

Learning vocabulary is challenging due to memory issues, adjusting to vocabulary usage, overwhelming vocabulary, and insufficient practice. Woodeson, Limna, and Nga-Fa (2023) say that this difficulty in learning vocabulary occurs for students who take English as a foreign language, not a second language. Therefore, students use note-taking as a strategy to overcome this difficulty in vocabulary mastery, especially in consecutive interpreting (CI). Jia (2023) concludes that note-taking can help improve interpreting quality, because it also helps remember vocabulary, English phrases, and symbols.

Then, based on the researcher's experience, a note-taking strategy is necessary when conducting CI in class. In addition to making it easier to capture the essence of what is being discussed, note-taking also helps remember the latest vocabulary.

Then based on my own observation during the course, the students conveyed that note-taking was used as a strategy in CI. Note-taking is said to be very helpful for students to remember the vocabulary that will be recorded and what will be conveyed after the native speaker has spoken. In this observation, the researcher found it interesting that this note-taking strategy enables the students to remember the vocabulary and improves their listening skills. In addition, their speaking skills also improved, from speaking with notes to speaking without notes.

This research has found positive findings from previous research. For example, Le (2023) states that note-taking can help improve basic skills such as noting important points, listening carefully, and improving memory. In another research, Phuong, Lam, and Le (2023) explain that note-taking is important for students during consecutive interpreting practice. The benefits students experience when using note-taking for consecutive interpreting tasks are that they reduce the burden of memory demands before using notes, because they have to listen carefully without writing down important things, avoid losing information, and improve the quality of the interpretation. However, there are also challenges to using note-taking as a strategy, such as over-reliance, difficulty in taking good notes, and difficulty understanding their writing.

Furthermore, based on previous research, this study aims to analyse the role of note-taking strategies in developing students' vocabulary acquisition during CI. Therefore, the participants of this study are five students who have previously enrolled in the academic interpreting class at the English Education Department of UIN Sunan Gunung Djati Bandung. This study will further explore the benefits of note-taking strategies to develop students' vocabulary acquisition skills, especially during consecutive interpreting practice in class.

## **B. Research Questions**

This study analyses the benefits and relationship of note-taking strategy on students' vocabulary development, especially in consecutive interpreting practice. Therefore, this study formulates two questions, including:

1. What experiences do students have when they implement note-taking strategy in consecutive interpreting practice?
2. How note-taking strategy helps the students' vocabulary mastery during their consecutive interpreting practice?

The first research question requires interviews as a tool to collect data about their experiences in implementing note-taking in interpreting class. Le (2023) says that the purpose of the interview was to gain more insight into participants' backgrounds and perspectives on challenges regarding note-taking practice. Then, for the second question, the researcher uses questionnaires and interview. Adamson, Goberman-Hill, Woolhead, and Donovan (2004) say that questionnaires sometimes take essential issues that arise while completing research to explore further from the research. This second research question investigate their experiences and benefits of note-taking to developing their vocabulary mastery in CI.

### **C. Research Purposes**

The aim of this study is to investigate the experiences of students when they implement note-taking strategy during their consecutive interpreting practice. The study aims to explore how students perceive the usefulness of note-taking and how it affects their interpreting performance. The research also examine the challenges that students face when using this strategy and identify effective ways to overcome them. The study provides insights into the effectiveness of note-taking as a learning tool and highlight the benefits of incorporating this strategy in interpreting training programs.

Then another purpose of this study is to is to examine how note-taking strategy helps students improve their vocabulary mastery during their consecutive interpreting practice. The study aims to investigate the impact of note-taking on students' ability to recall and use specialized vocabulary in their interpreting tasks. The research explore the role of note-taking in facilitating vocabulary mastery and retention and identify the most effective strategies for using notes to enhance vocabulary mastery. The study contribute to the development of evidence-based

practices for teaching interpreting students how to use note-taking to enhance their vocabulary skills.

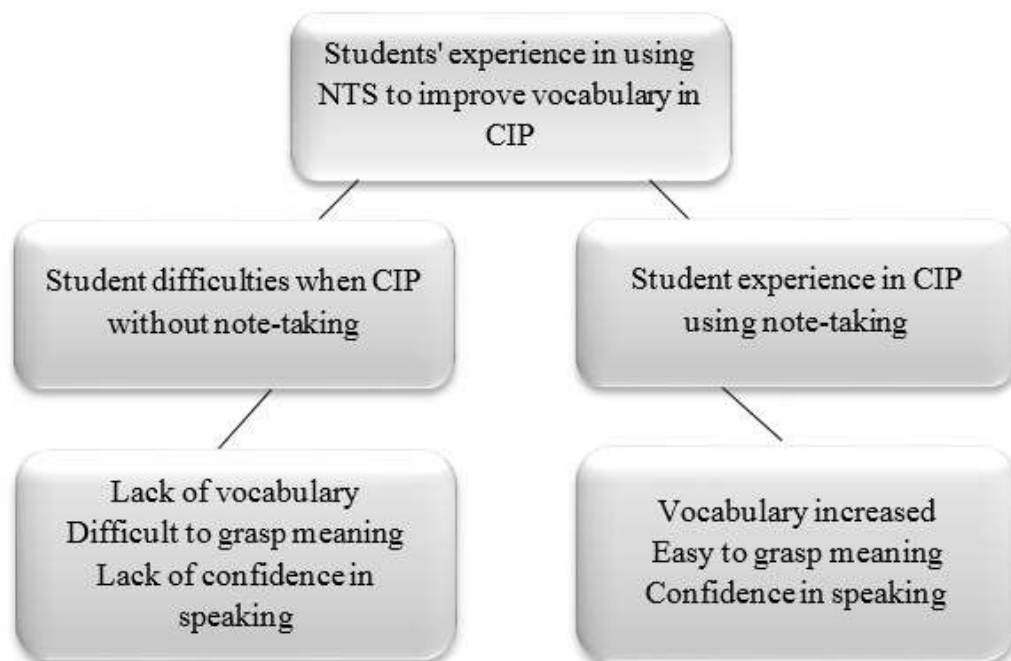
#### **D. Research Significances**

Vocabulary mastery is an important thing that must be considered in learning English. One of them is when learning consecutive interpreting. Vocabulary skills are tested in interpreting, as they affect the interpretation process, and note-taking is an effective strategy for enhancing vocabulary. This study analyses students' experiences regarding the effect of note-taking as a strategy for improving vocabulary skills when doing CI. In addition, the results of this study are expected to provide theoretical and practical benefits.

First, this study explains how note-taking can develop vocabulary acquisition through CI. Secondly, this study serves as a reference for students taking interpreting courses to make note-taking as one of the learning strategies that can improve vocabulary. The results of this study provide insights into vocabulary acquisition problems experienced by students in interpreting classes, as the effect of using CI learning strategies on vocabulary acquisition.

#### **E. Theoretical Framework**

This study examines students' experiences using note-taking as a classroom strategy and how it helps students increase their vocabulary. This theoretical framework establishes a connection between note-taking strategy (NTS) and vocabulary mastery based on students' experiences during CI. Figure 1.1 illustrates the variables above.



**Figure 1.1 Theoretical Framework**

The figure above provides a summary of the conceptual framework of this study. It illustrates the relationship between students' experiences before and after using note-taking. The difficulties that students experienced before using note-taking were their lack of mastery of vocabulary, difficulty understanding the meaning of what the speaker said, and their lack of confidence in speaking without notes. Therefore, note-taking is used as a strategy so that vocabulary skills are improved, the ability to grasp the meaning is trained, and there is confidence when speaking to convey the results of interpretation.

Richards (2001) says that vocabulary is one of the components of language and one of the first things linguists pay attention to. Therefore, mastery of vocabulary is also important in interpretation. Before using notes, some students experience difficulties in the implementation of interpretation. Pratiwi (2016) states that these difficulties are in the form of a lack of mastery of vocabulary from students, a lack of practice, and even a lack of confidence, which can affect interpretation.

Pratiwi (2016) also explains the solution to the difficulties experienced by students, which is to make note-taking a strategy. Note-taking can help students remember the information received during CI to avoid the challenges that occurred before using note-taking. Therefore, this study focuses on students' experiences learning sequential interpretation using note-taking.

The capacity to quickly grasp meaning is one benefit of utilizing NTS. Gillies (2017) says that with frequent practice using note-taking, the ability to take notes with other techniques will begin to get used so that capturing meaning will become easier. In addition, using note-taking strategies will boost speaking confidence (Gillies, 2017). Therefore, this research urgently needs the experience of students who take interpreting courses so that the theory mentioned and compiled can answer the research questions.

In conclusion, this theoretical framework illustrates the journey from initial difficulties to skill improvement through note-taking strategies. This theoretical framework enables this study to contribute to future research and existing knowledge.

#### **F. Previous Studies**

This study is conducted to discover the challenges in CI as well as the benefits of using NTS in vocabulary enhancement based on the experiences of students taking academic interpreting courses. Many previous studies have discussed this subject. Previous research on this topic is included in both Indonesian and non-Indonesian studies.

There are two previous Indonesian studies related to this research. First, Maulida and Saehu (2022) discussed consecutive interpreting procedures. In this study, a descriptive analysis strategy was combined with qualitative methodologies. Professional interpreters became participants in this study. The results of this study concluded that the consecutive interpreting process requires careful preparation, technical skills, and self-reflection. This study also explains the importance of NTS in consecutive interpreting as it allows the interpreter to record and remember the message conveyed by the speaker. This study is related to the current research, as

it discusses the importance of NTS in CI. Then, the difference between this study and the present study lies in the participants and the research design. The current study uses the narrative inquiry method with student participants who take academic interpreting courses.

Second, Pratiwi (2016) revealed students' common difficulties in interpreting classes. This study used a narrative inquiry design with six participants, who were liaison interpreting class students. The challenges experienced by the students were tension, lack of practice, lack of mastery of vocabulary, and lack of concentration. Then, this research makes NTS one of the solutions to the difficulties faced. This research relates to the current study, because it discusses students' challenges in interpreting classes.

Furthermore, two non-Indonesian studies discuss NTS as a tool to improve vocabulary in CI. Yamada (2018) investigated the validity of note-taking on consecutive interpreting outcomes. This study employed an empirical design with two groups of university students in Japan as participants. The results of this study show that the frequency of consecutive interpreting practice affects the ability to capture the meaning of what the speaker has said. Another conclusion from this study is that note-taking does not significantly affect vocabulary development.

Lastly, Al-Jubori (2019) examined how turn-taking teaching techniques can improve speaking skills in CI. This research used a case study, and the participants were students at Tikrit University. The results of this study show that turn-taking technique can help confidence and improvement in speaking skills. Both improved due to the implementation of note-taking to help participants practice in interpreting classes.

The difference between this research and the previous studies lies in the research design, although both methods use qualitative methods. Another difference is in the participants. The research in Japan and Iraq used participants whose universities made interpreting a significant course. In comparison, this study uses participants where interpreting is an elective course.

In conclusion, the four previous studies were conducted in the context of training at a more professional level. In particular, this current research examines the difficulties and benefits students feel at UIN Sunan Gunung Djati Bandung.

