

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the various communication tools. There are so many kinds of languages in the world, one of them is English, although English is not language with the largest number of native or first language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language. Information exchange will not run well if one of the people doesn't master English. Thus we need interpreting.

Interpreting is a language skill that a student can acquire consciously or unconsciously through an intensive process of learning, training, and experiencing in a formal classroom, in a set-up situation, or in a real-life situation (Morin, 2001:19). So Department of National Education of Indonesia has not only put Translation theory but also Interpreting theory in the higher education curriculum as a compulsory subject at all English Programs in Universities and colleges in Indonesia because the existence of interpreting is increasingly important. This is closely related to the growing importance of Indonesia's position in the international world. It will be increasingly needed.

For English department especially sixth semester students at Muhammadiyah University of Surakarta, learning Interpreting is basically to prepare them to do interpreting activity fluently and to understand the theory of interpreting. In teaching interpreting, the lecturer gave the theory of interpreting for the first time and then the next days the sixth semester students are asked to practice what he commanded whether working individually or in group, he used two speakers such as native speaker if he played recorded voice from the cassette and non native speaker and he always asks for the students what vocabularies that they get in the last meeting in other word he often remind the students' vocabularies. Morin (2001:1,19) states that teaching interpreting in a classroom atmosphere using semi-authentic and authentic teaching materials to bring the students close to both English and Indonesian real-life environments and exposed to different discourse genres and different English dialects and accents in addition applying six phases are designed intentionally to assist the students to be skillful prospective interpreters after graduation.

In English Department, the need for interpreting is even greater. The reason for this is double-fold. First, English Department being the center of excellence in English learning and teacher training is meant that the English Department and its roles are recognized, needed, and preferred by the wider community at various level to produce qualified and certified outputs. Therefore, the need interpreting to communicate relevant issues. Second, to master the interpreting takes a lot of times, but at least the

English department had introduced English since the students entered that department. An interpreter listens to what the speaker is saying in the SL (source language), quickly grasps in the meaning, and immediately expresses meaning orally into the language known to the intended listener, i.e. the TL (target language) so Interpreting is very important for students' creativity to support the major competence and to apply their language skills in oral communication.

Interpreting is more difficult than translation. In interpreting, an interpreter not only faces the difficulties posed by a factor of linguistic and cultural background of the speaker but also the difficulties posed by the physical environment where interpreting takes place. In addition, interpreting always requires very good ability to process information quickly and accurately in very limited time. Resources refer to capture, responsive, and the reaction should be well remembered. Of course, an interpreter must also be able to identify the implicit meaning in facial features, hand gestures and body of the speaker. In short the difficulties of interpreting can be caused by linguistic and cultural factors (Nababan, 1999:118). Therefore, the process of studying SL (source language) and TL (target language) are preferred. Beside that in interpreting there are 2 factors influenced namely physical and social factors. Physically shows on an interpreter who separates with conference participants, level of noise etc whether social situation refers to the relationship between an interpreter and his client. Therefore social situation is influenced by physical obstacle and

can be functioned as help for an interpreter (Anderson, 1978 as quoted by Nababan, 1999:124).

From the reason above, it is concluded that teaching interpreting is a challenging job professionally and responsibly, because it needs some skills to strengthen the process of interpreting works well like interpreting, linguistic, research and technical and interpersonal skills. The training in the development of those skills should focus on the specific types of events in which communication takes place. The event is defined by factors such as the physical location, number of participants and type of discourse. The challenge is particularly important if we take into account possible consequences of unprofessional conduct of those engaged in the job, as summarized by the Canadian scholar Nathan Garber:

The community interpreter must work in both languages and often must overcome cultural barriers that block communication. Usually, the environment is one of high emotion where misunderstanding will expose the parties to some serious risk. For example, it may result in improper diagnosis, unneeded tests, loss of income, criminal charges being wrongfully laid or the failure to lay criminal charges when warranted (Pym 2003:42)

Therefore, it is no exaggeration if Weber (1984 quoted by Nababan 1999:156) states that interpreting must be taught by professional interpreter. The writer is interested teaching learning process on interpreting at English department. So the writer will conduct the research

entitled: **TEACHING LEARNING PROCESS ON INTERPRETING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA .**

B. Problem Statement

This study focuses on the teaching learning process on Interpreting class at English Department of Muhammadiyah University of Surakarta.

Based on this research problem, the writer raises some subsidiary research questions as follows.

1. What is the learning objective on teaching interpreting?
2. What are the materials which are used on teaching Interpreting?
3. What are the methods which are used on teaching Interpreting?
Methods which include procedures, techniques, classroom activities, teacher roles, and student roles.
4. How is the evaluation system on teaching interpreting?
5. What are the weaknesses and strengths of the methods on teaching interpreting?

C. Objective of the Study

Generally, this study is intended to describe the teaching learning process on Interpreting class at English Department of Muhammadiyah University of Surakarta. Specifically, it is to:

1. describe the learning objective on teaching interpreting
2. describe the materials which are used on teaching Interpreting

3. describe the methods of teaching learning process on Interpreting class.
Methods include on procedures, techniques, classroom activities, teacher roles, and student roles.
4. describe the evaluation system on teaching interpreting
5. describe the weaknesses and strengths of the methods on teaching interpreting?

D. Limitation of the Study

To make the research paper clearly understood by the readers, the writer would like to limit the study as follows:

1. The subject of study is limited to Interpreting teachers who teach Interpreting class at the sixth semester at English department at UMS in 2008/2009 academic year.
2. The object of the study is limited to the result of the teaching learning process on Interpreting class at English department of Muhammadiyah University of Surakarta.

E. Benefits of the Study

In this study, the writer expects that the research paper has benefits both theory and practices.

1. Theoretical benefits
 - a. The result of the research paper can be useful input in English teaching learning process especially for teaching interpreting.
 - b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practical benefits

- a. The research will improve the writer her self in mastering to teach interpreting.
- b. The reader will get a large knowledge of teaching interpreting.
- c. For English teachers, the result of the study can help them in teaching interpreting & motivate students to be active in teaching learning process.

F. Organization of the Research

The writer organizes this paper in order to make it easier to understand. This as follows:

Chapter I is introduction. This chapter consists of the background of the study, review of previous studies, research problem, objective of the study, limitation of the study, benefit of the study and the research paper organization.

Chapter II is underlying theory. It involves the theories that are useful for conducting the analysis of the data

Chapter III is research method. It consists of type of the research, objective of the data, data and data source, method of data collection and technique of data analysis.

Chapter IV is the result of the study. It consists of presenting the data and analyzing the data

Chapter V is conclusion and suggestion. It consists of the conclusions of the research and completed by suggestion to make the research better.