STUDENTS' OPINION TOWARD INTERPRETATION CLASS ACTIVITIES
(A Study of the Fifth Semester Students of English Teaching Department Registered in 2019/2020 Academic Year)

THESIS

Submitted to the English Teaching Department
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THESIS EXAMINERS' APPROVAL

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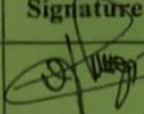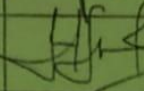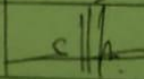
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ABSTRAK

REFFI MISRA, NIM 1730104059 , judul skripsi **"STUDENTS' OPINION TOWARD INTERPRETATION CLASS ACTIVITIES** ", Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan penelitian ini adalah belum tergambarnya pendapat mahasiswa terhadap kegiatan di kelas *Interpretation*. Adapun tujuan penelitian ini adalah untuk mengetahui pendapat mahasiswa tentang kegiatan di kelas *Interpretation*.

Jenis penelitian ini adalah penelitian kualitatif. Informan penelitian ini mahasiswa Tadris Bahasa Inggris yang sudah mengambil mata kuliah *Interpretation*. Tahun Akademik 2019/2020, yang dipilih dengan mengunakan teknik *purposive sampling*. Pada penelitian ini ada dua instrumen, peneliti berperan sebagai instrumen kunci dan pedoman wawancara sebagai instrumen pendukung. Teknik pengumpulan data adalah dengan melakukan wawancara mendalam. Untuk menguji keabsahan data, peneliti melakukan tringulasi. Selanjutnya analisis data dilakukan dengan cara mereduksi data, menampilkan data, memverifikasi data dan mengambil kesimpulan.

Berdasarkan analisis data hasil penelitian menunjukan pendapat mahasiswa tentang kontribusi kegiatan di kelas *Interpretation* yakni; 1) mengatasi tekanan dan mengontrol diri, 2) perbedaan persepsi kata, 3) sulit dalam penggunaan tata bahasa yang banyak 4) meningkatkan kosakata mahasiswa, 5) membantu mahasiswa mengkomunikasikan konsep dari bahasa sumber, 6) membnagun kepercayaan diri mahasiswa, 7) meningkatkan berpikir kritis mahasiswa, 8) membuat mahasiswa mampu menjadi penerjemah yang baik.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Interpretation is a kind of communication that can be defined as the process of sending messages or information from the giver to the recipient. .According to Zhong (2003), interpreting is expressing in the target language, the precise meaning of what is spoken in the source language either simultaneously or consecutive. Otherwise interpretation is an oral transposition of messages conveyed orally, conferences or meetings from the source language to the target language, carried out in front of participants.. This means that interpretation is the activity of transferring meaning from one language to another that considers the message conveyed by someone at the language source. The importance of interpretation proposed by Efendi in Syahputra (2017:14) who asserts that the translating-interpreting agent is now emerging to be a key position in a high level of communication and be more momentous in intermediating various types of business activities both among parties or individuals, especially in many developing countries beginning to go international,like Indonesia.

In conclusion, the interpretation nowadays is an important thing we should master especially for people who live in developing conutries. There are many advantages of learning interpretation. Especially for English students, that is the learning process provides a lot of time for students to speak using the target language during the learning process, then the learning process stimulates students to think quickly and conclude information without students having to fully understand the information using the target language during the learning process. Therefore Interpretation is important thing to mastered in improve speaking and listening ability

On the other hand, interpretation is conveying a number of ideas from the source to the target language orally in a timely manner in public such as in conferences or international events.

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Based on the IAIN Batusangkar English Department syllabus, the interpretation course is an elective course in the fifth semester, and the researcher chooses this subject as the object of research, because the learning activities in this class dominately provide opportunities for each student to use sepake up with others. The learning process in this class has been dominated by speake up from the mother tongue to the target language otherwise the target language to mother tongue. Before the lecturer began the learning process in the classroom the lecturer made two groups, the first group as the speaker of the audio or video to be played, and the second group as the listener. Aftrerwards the lecturer tells students who include the second group members go out of the class during the audio or video is finished playing.

Based on the observation the students of first group remain in class listen to the audio or video that was played in the classroom and until 90 minutes. Meanwhile the second group was asked to gout of the class. Then groups two exchange roles during the learning process in the class. They were also instructed to listen or watch but a different material of topic. Furthermore the lectutrer began learning activities with video and audio conversations two people discussing news. After the audio or video was played the lecturer told the second group to go back to class, and asked the first group to deliver information obtained from audio or video that was played to the second group. After both of groups finished listening to the audio. Each member of both groups choose his or her partner and shared information he or she listened.

During the learning process there were some students who were fluent in interpretation process some other foud it difficult to comprehend the information orally.Which the students who are fluent in the learning process as with their naturals when speaking verbally about the contents of the audio or video that has been played. Besides that students who have problems during the learning process such as stumbling when delivering the contents of news that has been played.

Based on the preliminary research, the researcher found an interesting phenomenon, based on the classroom experience of the phenomenon in the subject interpretation class. Every week the lecturer always prepares material in the form of audio and video to train students in oral communication. At the same time students also have to take turns translating the video or audio that is played in front of the class by the lecturer. The researcher saw that when students appeared in front of the class there were students who found it difficult to interpret, for example when the lecturer played the audio in front of the class and then asked some students to interpret it, many students were choking or did not interpret well. Besides that, there are also some students who are very fluent in interpreting information from the conversations that have been played, for example when the lecturer plays the audio and the students are asked to stand in front of the class and listen to the audio then at that time the students respond very quickly so they can interpret it well and smoothly. Based on the results of the research in the first week, second week, and third week ,the researchers found the same phenomenon, that only a small portion of the interpretation subject was below standard and most students were able to be self-taught in oral communication well, therefore researchers are very interested in researching the phenomena that occur in interpretation subjects..

Therefore, the researcher decides to conduct a research about **"Students opinion Toward Interpretation Class Activities (A Study of the Fifth semester students of English Department of IAIN Batusangkar Registered in 2019/2020 Academic Year)".**

B. Research Focus and Question

Based on the background of problem above, the researcher focuses his research on "students opinion toward Interpretation Class Activities (A Study of the Fifth semester students of English Department of IAIN Batusangkar Registered in 2019/2020 Academic Year)".

Based on the research focus above, the research question of this research is as follow: "What are students opinion toward Interpretation Class activities.

C. Definition of the Key Terms

In order to avoid misunderstanding of certain key term, the researcher needs to define important concepts used in this research:

1. Interpretation class

Activities in class interpretation, that is listening to audio and conveying information from the audio played in the interpretation course at IAIN Batusangkar in the 2019/2020 academic year.

2. Opinion

Opinions are several expressions on a topic, decisions, or estimates formed in the mind about a particular problem.

D. Purpose of the Research

Based on the research question above, the purpose of this research is to find out To find out students opinion toward Interpretation Class Activities..

E. Significance of the Research

The result of this research, is hoped to be able to give beneficial things for several participants:

1. Interpretation   Subject of English Teaching Department at IAIN Batusangkar.

This research is expected to be useful for the Interpretation subject of English Teaching Department at IAIN Batusangkar, it is hoped that they can find out the Interpretation and they can solve it.

2. Lecturer

This research is expected to be useful for the English teachers; it is hope that they can get information about students opinion toward

interpretation so that they can avoid the opinion that can makes students failed interpretation in front of the class.

3. Researcher

  For the researcher, this research can enlarge his knowledge about students opinion in interpretation, to make his can solve scientific problems and for sure this research as the requirement in getting undergraduate degree (S1) at IAIN Batusangkar.

4. Students

  This research can stimulate other reseacher to conduct furtherinvestigationrelated to Students Opinion and Interpretation class activities.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Interpretation

a. Definition of Interpretation

Interpretation is a part of communication that can be defined as a process of transmitting message or information from the giver to the receiver. Interpretation is also as a kind of oral communication. According to Weber in Neswati (2015:10) interpretation is the oral transposition of an orally deliver message a conference or a meeting from a source language into a target language, performed in the presence of the participant. It means, interpretation is delivering some idea from a source into target orally in on time in front of the public like in conference or international event.

Lawless in Rahmayani (2018:9), also states that interpretation is oral communication. it refers to listening to something spoken (a speech from phone conversation) and interpreting it orally into the target language.It means that interpretation is an activity of transferring meaning from one language to another language that consider the message which delivers by someone in the source language.

. According Pochhacker in Kenevisi (2013: 10) stated that interpreting is a type of translation wherein the fiers and last version in another language is generated from the one time mentioned speech in a source language.

Based on the explanation, it can be conclude that interpretation is a skill in communicate orally between source language to target language. In interpretation the students should make sure the receiver of message or information understands about information or message that is given.

b. Basic Interpretation Skills

According to Jing Ma (2013:1233-1237), there are four basic interpreting skills; listening skills, decoding skills, recording skills, re-expression skills.

1) Listening Skills

  a) Anticipation

Anticipation is an important means that helps the interpreter to relieve the on-line memory load so that the processing capacity can be preserved by other efforts. From the aspect of language knowledge, anticipation can be generated from three levels, namely, the grammatical, syntactic and contextual levels.

The most important point is that all the anticipations are based on the topic-specific knowledge because all the meaning of the language comes from the combination of grammatical meaning and context meaning.

  b) Improving psychological preparation

Effective listening is very important for comprehending the discourse. However, it is quite possible that the interpreters will get nervous when they are listening to the speaker's speech. As matter of fact, getting nervous is inevitable for everyone who is going to interpret. While listening to the speaker, they should have a clear understanding of their identity and try to compose themselves as soon as possible before doing the interpreting job. The interpreters should set up confidence and enhance spirit to overcome difficulties. The interpreter should learn to listen effectively. To listen effectively needs attention and concentration.

  c) Using redundancy in listening training

Interpreting work requires concentrated or discriminative listening, also known as active listening, which means avoiding all distractions and learning to be alert. The interpreter must have a good mastery in listening.

d) Using the expert or booth mate's help

In simultaneous interpreting, there are theatrically at least two interpreters in the booth at all times. One is active, while the other is passive. The passive colleague, who can devote full attention to listeninghas a better chance of understand difficult speech segment that the active interpreter, who has to share his attention into listening comprehension, short-term memory and reconstruction. Moreover, the passive interpreter has enough time to consult a glossary of other document, and then give the information to the active interpreter, in writing or by murmuring.

e) Consulting document during interpreting

As interpretation can also look for solution in documents, especiallywhen there is no help from experts present or from the passive colleague available.

2) Decoding Skills

a) Cultivating familiarity with English pronunciation and dialects

As interpretation must be done orally, all the contents of interpretation soon fade away, interpreters should understand all the things the moment speeches come out. Furthermore, different geographic situation, cultural background and educational standard, people's pronunciation, intonation, wording, and way of talking differ from each other. It is important to know the rule of pronunciation of source language and the feature of oral English. And sometimes interpreters have to work for non-native speakers, for example, Japanese, African, etc. Their pronunciation are generally hard to understand with the influence of their mother tongue.

Familiarity with different accents and dialects which is one of the symbols of senior interpreters can give some clues for interpreters during course of interpretation so that they can fulfill interpreting tasks better.

b) Mastering a well-knit vocabulary system

Vocabulary includes not only ordinary words that can be found in dictionary, but also newly adopted words. Abbreviations, slang, and jargons. Nowadays, abbreviations are popular and common the oral styles like oral communication and coherence interpretations.

c) Smoothing shift of sentence structures between source language and target language

Theatrically, interpreters tend to have good command of language and they know most syntax rules and sentence structures, but practically, "language specificity" often disturbs their thinking.

d) Form logical analysis

Logical analysis can help facilitate comprehension, so it is necessary and important to train interpreter a logical analyzer. There are several ways to form logical analysis in interpretation. The first one is cognitive analyzing, the second one is analyzing according to position.

e) Gradual Accumulation of ELK

Interpretation is a communication process that demands the interpreter have not only linguistic knowledge-phonology, lexis, syntax, semantics and text which enables him to receive aural messages, but also extra-linguistic or encyclopedic knowledge (ELK) to help pave the way to efficient oral communication. To some extent, the interpreter could be regarded as a cultural bridge between people who are familiar with each other's language and culture.

3) Recording Skills

    a) Visualizing memorizing

Visualizing memorization is to visualize what the speaker is saying, for example, to form a picture or certain scene to accentuate memory.

The result of experiment showed that the capacity of memory of viewed pictures and image is much larger than that of words and speech. If interpreters can store the information of source speech as a single or a series of situational models rather than just words and sentence, they can memorize relatively more information with fewer symbols.

    b) Outlining memorizing

Interpretation is an oral communicative activity with strong purpose and be influenced by different situations and discourse. Generally, each interpreting activity is focused on one or more clear topics and each speaker will keep consistence on the given topics. All these make outlining memorization possible. This skill is so useful that all the information can be complete generalized suitable for speeches to make arguments or introduction.

    c) Reasoning memorization

Psychological and psycholinguistic experiments show that information is stored in form of abstract network. Reasoning memorization requires interpreters to make good use of the relationship among different information to combine bigger information units. This way of memorization is suitable for those boring speeches without good consistence.

    d) Chunking

One way is to chunk the words into grammatical such as nouns and verb phrases, thereby reducing the storage burden to perhaps two or three constituents. Chunking in interpreting is a

process during which interpreters actively analyze, summarize, and recognize the messages of the speech. The external representation of chunking is to extract the key words from various layers of sense.

e) Note-taking skills

Taking notes can help the interpreter remember the detail and long sentences of speech. However, practicing note taking, many people will meet a dilemma, that is, sometimes taking notes will Yale away to strike a balance. Good notes are always simple and easy, thus taking away the least focus possible.

4) Re-expression Skills

a) Timely adjustment

Timely adjustment mean interpreters should adjust the organization of language from time to time. Usually by making addition we can complement the meaning or tense or other minute information contained in the SL

b) Adding information

Due to the difference in culture and habits, sometimes interpreter add some words or change the sentence structure to express the speaker's meaning.

c) When the interpreter fails to hear or understand certain segmental information in the discourse, he can try to reconstruct it with the help of the context. His knowledge of the language, his understanding of the subject and the situation he is in may also help him to reconstruct. If it is successful, the reconstruct can result in full recovery of the information.

d) Reformulation

Due to the limitation of one's processing capacity, it is quite possible that the interpreter may miss some information when the information density is too high for him to cope with. On

such occasions, the interpreter may reformulate the main idea in a general way.

e) Paraphrasing and explaining

For the so-called checkmates, it's impossible to find out an equal ion Target Language in a short time, and the equation is not enough to make the audience understand the meaning of the source speech, in this case, paraphrasing and explaining are necessary.

Based on the explanation, there are four basics of interpretation skills. They are listening skills, decoding skills, recording skills and re-expression skills.

Moreover, according to Kansas State Department of Education in Asfoor (2006) divides basics skills of interpretation. They are:

1) Language Command

The first requirement of a good interpreter is an excellent command of the interpreted language and English. The interpreter must give a smooth and absolutely accurate interpretation of the questions and answers given, and render the correct translation of any written document. Billingualism alone is not sufficient and does not qualify an individual to interpret in any field unless the interpreter has been tested by a qualified purveyor to demonstrated that he/she is able to perform in that capacity.

Speed and accuracy are probably the most important priority in interpreting. The interpretation process requires formal training in the skill of interpretation.

2) Practice

For interpreter using taped recordings of courtroom or hospital settings is a good practice tool. Interpreter can also practice almost anything such as church seremons, televisions commercials, or news report. The key is to interpret the words rapidly, and not ponder the content of the speech.

3) Attention skills

Listening at high level of concentration allows the interpret to analyze the meaning of the message completely and accurately.

4) Analytical skills

The interpreter will need to concstrue the meaning of the message completely and accurately under severe time constraints.

5) Memory skills

The interpreter needs to retain the message long enough to render it completely and accurately in the target language while under stress.

6) Language Transfer skills

The interpeter needs to find the congruent expression in the target language rapidly and efficiently.

7) Note-taking skills

The interpreter should have a note-taking system in place that is spesific to task (simultaneous and consective) of interpretation.

8) Cultural Awareness

The interpreter should understand and render the message accurately and completely, including its cultural references and concepts.

9) Clear and Audible Speech/Visible Signing

The interpreter needs to be heard and understood by the audience with little effort at all times.

10) Demeanor Appropriete to setting

Appropriete demeanor reflects the intepreter's professionalism and includes the ability to convey emotional content without mimicking the speaker.

11) Adaptability

Stamina and ability to cope with stress are both important in order to interpret in at wide variety of settings.

12) Knowledge of Subject Matter

The intepretation process requires knowledge of the subject matter and its terminology.

Based on the above theory, basic interpretation includes listening skills, decoding skills, recording skills, expression and others, these are abilities that an interpreter must have to ensure the information transfer process can run smoothly.

c. **Importance of Interpretation**

The importance of interpretation proposed by Efendi in Syahputra (2017:14) who asserts that the translating-interpreting agent is now emerging to be a key position in a high level of communication and be more momentous in intermediating various types of business activities both among parties or individuals, especially in many developing countries beginning to go international, like Indonesia.

As stated by California Department of Education (2006: 10), Interpreting is an intense activity that requires not only knowledge and skills in both languages that are ability to provide spontaneous responses to information being exchange verbally at unpredictable rate of speed and register. The interpreter server as conduit and plays a critical role in th3 accurate and complete conveyance of information.

Additionally, Syahputra (2017: 16) states Interpreters are very important to avoid a communication barrier. The interpreter is an essential link between the communicating parties to express themselves to the full extent of their mother tongue.

In conclusion, the interpreter nowadays is an important thing we should mastered especialy for people who live in developing conutries. There are many advantages to learning interpretation. Especially for English students, interpretation is important thing to mastered in improve speaking and listening ability.

d. Kinds of Interpretation

There are two type of interpretation. They are consecutive interpretation and simultaneous interpretation. According to Lawles (2012), there are two types of interpretation namely consecutive interpretation and simultaneous interpretation.

In consecutive interpretation, the interpreter takes some note while listening to a speech, then does his or her interpretation during pauses. Meanwhile, in simultaneous interpretation, the interpreter listens to a speechand simultaneously interprets the idea using headphone and microphone connected to the client.

In addition, According to Duong in Han (2013: 8) there are two main models of interpreting:

1) Consecutive interpreting – A mode in which the interpreters begins their interpretation of a complete message after the speaker has stopped producing the source utterance. Even some interpreters takes note but many simply rely on their memory, especially for the short utterances.

2) Simultaneous interpreting – A mode in an interpreter renders their interpretation while skill receiving the source utterance. This mode involves two people speaking at the same time. The interpreters does not wait until a complete idea has been expressed before interpreting it, but continue to interpret, lagging one thought behind the speaker and finish a few seconds after the speaker.

Weber (1984:27-28) states that there are three types of interpretation. They are sight translation, consecutive interpretation, and simultaneous interpretation. First, sight translation is the process through which every translator must go before putting anything on paper. Through sight translation, students learn how to conduct themselves in front of an audience. Second, consecutive interpretation, in consecutive interpretation students learn how to analyze a message of all superfluous linguistic form, and them to express it in their target

language in the same way as a native speaker of that language would have the message spontaneously. Third, simultaneously, the students have learned in consecutive interpretation how to go about the basic steps of the whole interpretation process and will find it easier to cope with the extraordinary stress of the simultaneous process, where they must depend totally on the speed at which the speech is given.

According to Seleskovitch in Rahmayani (2018:18) points out about consecutive and simultaneous interpretation. In consecutive interpretation, the interpreter has the advantage of knowing line of the argument before he interprets. While, simultaneous mode the interpreter continues to receive and process new information while rendering, and monitoring the target for equivalence.

Moreover Campos in Pratiwi(2016: 130) is the practice of oral and sign-language communication, simultaneously and consecutively, between two different languages. In consecutive interpretation, while the speaker delivers his speech, the interpreters takes note and structure his interpretation by abbreviating it opportunely. While, simultaneous interpretation takes place during and even the same time period as the original speech, the interpretation renders their interpretation while still receiving the source utterance.

According to Hanh (2006: 11) in fact, consecutive interpretation and simultaneous are the two sub-types of interpreting, based on the interpreting mode used by the interpreter: simultaneous, which occurs nearly at the same time as the original utterance of a speech: consecutive, which follows a chunk of speech varying in lenght from very few sentences to entire speech lasting several minutes.

Furthemore, according to Jones in Hanh (2006: 11) states that a consecutive interpreter "listens to totality of a speaker's comments, or at least a significant passage, and then reconstitutes the speech with the help of notes taken while listening: the interpreter is thus speaking consecutively to the original speaker, hence the name, and he explained

the second mode as follows: Here the interpreter listens to the beginning of the speaker's comments then begins interpreting while the speech continues, carrying on throughout the speech, to finish almost at the same time as original. The interpreter is thus speaking simultaneously to the original, hence again the name.

Russel (2005:136) also states that simultaneous interpretation is defined as the process of interpreting into the target language at the same time as the process of interpreting into the target language at the same time as the source language is being delivered. Consecutive interpretation is defined as the process of interpreting after the speaker or signer has completed one or more idea in the source language and pauses while the interpreter transmits that information

In addition, Brooks (2019) divides types of interpreting service and a rundown of when to use each type:

1) Simultaneous Interpreting

In simultaneous interpreting, the interpreter interprets speech as it's spoken. The interpreter also still has to hear what the speaker says to be able to interpret it. This type of interpreting is best suited for large events such as conferences, trade shows, and large meetings with many speakers.

2) Consecutive Interpreting

Consecutive interpreting is easier on the interpreter since they aren't trying to listen and interpret at the same time. This type is suitable for smaller business events, including meting and training workshops, negotiations, seminars, and HR meetings. Consecutive interpreting is also used in more informal settings such as interviews and doctor's visits.

3) Travel Interpreting

Travel interpreting is when a client is assigned an interpreter to accompany them for the duration of a trip, usually a business

meetings, but may also help with more mundane logistical tasks like ordering meals and arranging transportation.

4) Whisper Interpreting

Whisper interpreting is simultaneous interpreting wthout the headset or other equipment. This type is only suitable for small group.

5) Over-the-Phone Interpreting

In telephonic or over-the-phone interpreting, the interpreter interprets via a phone call. These phone calls may be scheduled ahead of time, or may be available on demand. Obviously, over-the-phone interpreting is the best choice for interpreting phone calls between two parties that don't speak the same language. Typical situations include business calls and customers calling in for customer service.

However, over-the-phone interpreting is also handy for situations where it is too difficult or not cost-effective to find an in personn interpreter. For example, when pateients arrive in an emergency department, over-the-phone interpreting is sometimes the best way to find an interpreter that speaks the right language quickly.

6) Video Remote Interpreting

Video remote interpreting is similar to telephonec interpreting, except that it takes place over a video conference instead of over the phone. The main advantage of remote video interpreting over telephonic interpreting is that the interpreter can both see and hear their subject, resulting in improves accuracy.

7) Sign Language Interpreting

Sign language interpreting is used to make events and services accessible to Deaf and hard-of-hearing people who prefer to communicate through sign language.

In other word, Braun (2007: 20) there are some additional types of interpretation mentioned in technical literature. They are:

First, Legal interpreting is a branch of interpreting conducted when speakers of different languages have to communicate in legal or paralegal settings. The importance of legal interpretg begins with making sure crimes are reported in the first place. In this interpretation, there are basically four legal situations in which an interpreter may become involved: Interview between lawyer and client, interview between police officer and person suspected of comitting an offence, giving evidence in court.

Second, Escort interpreting refer to the interpreting services provided for goverment, business excecutives, investors, observers and so on.

Third, Media interpreting is a catch-all term encompassing the interpreting performed at press conferences, publicity appearances, and interviews, as well as films, videos, videoconferences, television and radio programmers.

Based on explanation above, there are three types of interpreting. They are: legal interpreting, escort interpreting, and media interpreting.

e. **Difficulties of Interpretation**

Interpreting is one of the main components of language service, and there are some difficulties cound be faced by an interpreters. Weber in Aisyah (2017:22) mentions that there are eight aptitudes for interpreters as follows;

1) Inteligence

Inteligence means interpreters should have to understand about the inteligence as the person they called upon to interpret.

2) Ability to abstract and paraphrase

It means an interpreter should have to undresand about the situation and condition of the speech that spoken. Then, an interpreter has to paraphrase them into target language.

3) Reaction time

In interpretation, reaction time means an interpreter should re-act a speech quuickly. There is no much for time interpreter to react the speech

4) Memory

An interpreter needs good memory because, interpreter should interpret speech spontaneouly without taking much time.

5) Poise and presentation

An interpreter should be poised in presenting the speech that the speaker talking.

6) Voice

An interpreter should be as clear as the original speaker.

7) Understanding of fluency in the foreign language

It means that an interpreter also should understand and fleuncy in the foreign languages for success in interpretation.

8) Quality of the native language

Interpreters should have good quality in their native language. It means that interpreters should master and good understamding their native language.

Therefore, there are eight possible difficulties in interpreting. They are intelligence, ability to abstract and parapharase, reaction time, memory, poise and presentation, voice, understanding and fluency in the foreign language and quality of the native language.

In addition, Gile in Aisyah (2017:24) states there are some problems that could be faced by interpreters. They are:

First, differences in the perception of words. Content words, that is, mostly nouns, verbs, adjectives and adverbs. Are important carries of information in language. An interpreter can be confused in distinguishing content words.

Second, grammatical redundancies. Grammatical redundancies decrease the information density of language and

may offer a second, third, or fourth chance to recover information lost during its initial oral presentation.

Third, syntactic structures. It is common view among psycholinguists and others make it more difficult by reducing the comprehending ability to anticipate or by increasing processing capacity by increasing requirements, esecially with respect to short-time memory.

Fourth, sociolinguistic aspects. Besides each speaker's individual style, cultural factors also determine to a varying extent the way information is expressed in each language.

Based on explanation above, there are twelve difficulties in interpretation. Those are inteligence, ability to abstract and parapharase, reaction time, memory, poise and presentation, voice, undesrtanding and fluency in foreign language, quality of native language, differences in perception of words, grammatical redudancies, syntatic structures and sociolinguistic aspects.

f. How to be a Good Interpreter

In interpretation, the interpreters should have skills to make the people understand about the meaning of languages. It means the interpreters have some criteria to being good interpreters.

Nicholson in Zulfahmy (2015:20) stated that there are some qualification to be a good and professional interpreter: First, the interpreter must be able to communicate concepts from a source language. The main goal is to make sure that a concept was conveyed in such a manner that the person receiving the information, who does not understand the language of the speaker, gets everything those who speak the main speaker's language got. To achieve this the interpreter must understand what is being said in the source language, synthesize what was said, and orally convey it to the receiver with proper grammar and vocabulary in target language, so it can be understood.

Second, a good interpreter must have a good style in delivering to everybody and make them understand. Good voice, volume, rhyme, pace. Voice modulation, clarity, enunciation are very important part of a rendition.

Third, an interpreter always be prepared. A good interpreter will always want to ensure they do a high quality job. Try get as much information as you possibly can about the meeting to be interpreted. The interpreter need to know the subject of the meaning and the level of specialization that is require

Fourth, a good interpreter be culturally aware. Just as specialist subject knowledge is very important. Interpreters must also be aware of the culture languages they are interpreting from and into. For example, a good interpreter will be ready to transform this into a comparable statement that the target audience can understand.

Fifth, cope with stress and self-control when dealing with difficult speakers. Not everyone speaks with precision and clarity and of course accents can be difficult to discern. Interpreters also need to keep their cool and remain relaxed, even in seemingly tough situations.

Sixth, show good emotional. Legal and medical interpreters are often involved in cases that are high profile or difficult to witness, such as murder trials, emergency medical situation or events death. In such instance, they have to show high levels of resilience and central with the people they are to represent.

Based on explanation above, there are six way to be a good interpreter in interpretation language. They are: interpreter must be able to communicate concepts from a source language into target language, the interpreters have a good style in deliveringto everybody and make them understand, the interpreter always be prepared, the interpreter be culturally aware, the interpreters could coping with stress and self-control when dealing with difficult speakers, and the last, the interpreters should show good emotional.

2. **Opinion**

    a. **Definition of Opinion**

    There is various definition of opinion by the expert. Cuplip and center in Rahmatika (2015) state that opinion is an attitude expresiion about probem that is contradiction. Albig in Prihatini (2014) explains that opinion is a statement about something that is in contradiction. The preeviuos ideas conclude that someone's sttitude about something. Opinion can be supporting something, opposing something, or event neutral.

    Then, Abelson in Prihatini (2014) highlight that opinion is what that individual says or put in questionnaire. Nimmo in Riswandi (2007) states that opinion is an active response toward stimulus, responses that is constructed through someone's interpretation. It means that an opinion formed from stimulus and become to someone's interpretation.

    William Albiq in Pratyaka (2014) states that opinion is a number of individuals opinion obtained through debate and public opinion is the result of interaction between individual in the public. In addition Sastropoetro in Julika (2008) opinion is an expression of an attitude about the issue that is controversial. Sabarin (2016) states that, opinion is incurred as a result of discussion about controversial issue that gives rise to different opinion. Public opinion is the opinion of the result of one's judgment about something that has been perceived as a relative to the public so it can be true or false. Public opinion may also change while the change was incurred and paid by a person an institution.

    Based on the theories above it can be conclude that opinion is someones' expresiion, point of view, or statement toward some facts or

object found in their sight. In the words, opinion can represent information of process through tools of sense based on the past experience to object or event.

b. Element of Opinion

There are several opinion. According to Abelson in Prihatini (2014:23), there are three element of opinion, as follow:

1) Belief

Belief is a deviation system with the experiences in past in it, including mind, memory, and interpretation to something. The important of beliefs depend on attitude system, namely evaluative beliefs such as pleasant and unpleasant, advantages and disadvantages, good quality and bad quality, and belief about way to respond on an object.

2) Attitude

Something predisposition toward someone, idea or object which is fulfilled by cognitive component, affective and connative, where these component belong to the attitude component. It is clearly discussed about someone feeling towards something.

It can be concluded that attitude is meant as what someone really feels, otherwise, opinion is indicated about what someone states on questionnaire after feeling about something

3) Perception

Perception is an internal process which is possible to opt, to organize, and to interpret the stimulation from around that process will influence the behavior. Through perception will create an opinion .According to Abelson in Prihatin (2014:24) perception is basic of opinion and a process of giving meaning that take root from several factors, including

a) Cultural background, habits and customs that embraced by person/community

b) Past experience a person/group being a foundation or an opinion or view

c) The values had (moral, ethical, and religious beliefs or values which are applied in the community)

d) The news raised and given an impact on a person's view

In short, there are three element of an opinion, they are belief, attitude, and perception. Each points of the elemnt of opinion have relation each other.

c. Opinion Measurement

According to Effendy in Prihatini (2014:25) opinion does not have levels or strata, but it has a direction. Those are as follows:

1) Positive Opinion

If opinion are displayed explicitly and implicitly support the opinion objects (individual giving the agree statement). It means someone has positive opinion toward the issue. Someone agree with the statement or issue. Positive opinion can be group opinion or peson opinion

2) Neutral Opinion

If opinion that displayed impartially hesitate or giving doubtful statement. It means sometime the people hesitate or do not understand about the issue, so they are abstained to give their opinion

3) Negative opinion

If opinion are displayed explicitly reject or denounce opinion object (individual giving disagree statement). It means someone has a negative opinion about issues or someone disagree about the statement or issue their listen.

In short, it can be conclude that there are three opinion measurement such as positive opinion, neutral opinion, and negative opinion. Opinion is relatively different in every individual. Opinion can support something, oppose something or even neutral

d. Kind of Opinion

There are several kinds of an opinion. Opinion expressed by people had various types as stated by Bagardus in Dimas (2010:14), there are:

1) Personal Opinion

Personal opinion is the individual's interpretatation concerning various problems where is no view of the same or an interpretation concerning all the facts at hand which in terms of interpretation it is difficult to give prove or opposition immediately.

2) Private Opinion

Private opinion is a very important aspect for the development of a personal opinion. This caused private opinion is a part of the personal opinion it is not revealed publicy because of certain reasons stored personally in the hearts of people concerned

3) Group Opinion

Group opinion can be divided into two terms as follows:

a) Majority Opinion

Majority opinion is the opinion express or perceived by at least more than half of a group or an environment.

b) Minority Opinion

Minority opinion is a conclusion which supported by less than half the number of members of the group concerned.

4) Coalition Opinion

If it some point in a group or in an environment that required the existence of an activity together, then some minority opinion join themselves in order realize a majority opinion. Such opinion refered to the opinion of the coalition.

5) Consensus Opinion

Consensus opinion is a very important because it is realized bt the process of discussion. The consensus opinion is a form of opinion which has more power than the majority opinion. In the opinion of consensus it's supported have mutual tolerance each other, everything is resolved in consensus based on shared consideration thus achieved agree.

6) General Opinion

General opinion is the opinion which is rooted the tradition and customs, evolving from the ancients to the present and has been accepted as such without the awareness and criticism. General opinion is usually based on the values and norms, that tangible social sanction.

Based on the theories above, there are six kinds of opinion, they are personal opinion, private opinion, group opinion, coalitation opinion, consensus opinion and general opinion. I this research, the researchers will focus on personal opinion because the researchers will ask student-teachers opinion one by one.

e. **Factor influencing Opinion**

Mustika in Dimas (2017:26) elaborate that opinion can be influenced by several factors, including the following:

1) Education

Education both formal and non formal can influenced and shape someone's opinion an educated person has more independent attitude rather than the less educated one.

2) Social Condition

The community consists of a closed group will have a narrower opinion than open groups. In a closed society, communication with the outside is difficult.

3) Economic Condition

People who can fulfill his basic needs, problems to survive are no longer dangerous. They are more calm and democratic

4) Ideology

Ideology is the result of the crystallization of the existing values in the society. It is also a typical through of a group because tha starting point is the significance of the ego, then the ideology tends to lead to selfishness.

5) Organization

In organization, people interact with other a wide range of interests. People in the organization can transmit the opinion and desires, because people in this group is easly formed.

6) Mass-Media

Public perception can be shaped by mass-media. The mass-media can shape public opinion by sensational news and sustainability.

From the theory above it can be concluded that there are six factors influencing opinion such as education, social conditions, economic conditions, ideology, organization and mass-media.

B. Review of Relevant Studies

The researcher found other studies which are relevant to this research. All of them discuss about the students opinion toward contribution of the interpretation class activities on their oral communication skills.

First, Tongtong Zhang (2017), with his journal under title The Impact of Consecutive Interpreting Training on the L2 Listening Competence Enhancement‖ he found that there are some impact of consecutive interpreting training: 1) CI training has a positive impact on the enhacment of interpreting students beginners' L2 listening competence. 2) could improve their interpreting skills such as shadowing, short term memory, and note-taking. note-taking in interpreting training can also be adopted by teachers to improve students' L2 listening ability, especially selective listening skill. 3) The students get benefit from being trained to listen for key information, identify temporal and ordinal relation, causal relation in active list ening training. The similarity this research with Zhang's research is both of the researcher did a research about teaching interpreting, while the differences is Zhang's focus on impact of consecutive interpreting training on listening competence.

second, Kurnia Ilahi (2020), with her thesis under title Lectures' Strategies in Teaching Interpretation Subject, he found several lecturer strategies while teaching in class interpretation. They are: 1) Cooperative learning, 2) ICT, 3) Subtitling, 4) Role Play, 5) Convey the Intended Meaning of the Source Language. The similarity this research Kurnia Ilahi research is both of the researcher did research about teaching interpreting, while the diffrences is Kurnia Ilahi focus on lecturer' strategies in teaching in class interpretation.

Third, Liu Xiaoyi (2016), with his journal under title Correlation Research on College Oral Teaching and Interpretation on the 2nd International Conference on Social Science and Higher Education. The point is with the rising status of interpreting in English skills, interpreting course is becoming more and more popular and gets the favor of students in colleges and universities. Students, in the process of interpreting skills, are hard to avoid being restrained by oral English

expression, therefore, English teachers must pay attention to the correlation between oral language and interpreting and the influence of oral English expression on effect of interpreting. Through the analysis and research in this paper, the characteristics of oral language to a great extent affect the implementation of the interpreting quality. The author believes that the translator must start from the oral language, understand its characteristics, find the commonalities and differences and explore its influence on interpretation so as to implement efficient interpretation. In college English teaching, teachers should also consider this and adjust the teaching methods so that students can really do it step by step in English learning, while the diffrences is Liu Xiaoyi focus on teaching methodes interpretation.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research was a qualitative phenomenology research. According to Creswell (2007), a phenomenological study "describes the meaning for several individuals of their lived experiences of a concept or a phenomenon" (p. 57). In other words, it focuses on describing a phenomenon that all the participants have experienced, such as learning a second language in a school system. The purpose of the phenomenological method is to "reduce individual experiences with a phenomenon to a description of the universal essence" (Creswell, 2007, p. 58). To achieve this goal, a researcher will usually identify a phenomenon for study. This description provides "what they have experienced" and "how they experienced it" (Creswell, 2007, p. 58). In addition, Gay (2000: 16) states that qualitative research seeks to probe deeply into the research setting in order to obtain understanding about the way thing are, why they are that way, and how the participants in the context perceive them.

Dealing with the theories, this research concerned with analyzing the sudents opinion toward Interpretation Class activities (A Study of the Fifth semester students of English Department of IAIN Batusangkar Registered in 2019/2020 Academic Year)".

B. Research Setting

According to Sugiyono (2012: 145), a research required research setting such as, at school, company, government institute, street, home and others. This research setting of this research was the fifth semester students of English Teaching Department at IAIN Batusangkar Registered in 2019/2020 Academic Year. They were chosen through the consideration that they took

Interpretation subject reasearch plan interpretation and oral communication as a final project test.

C. Research Informant

The informants of this research were sevent students who had good speaking after they were chosed interpretation subject at the fifth semester English Teaching Department at IAIN Batusangkar Registered in 2019/2020 Academic Year. They was chosed through the consideration that they took Interpretation subject. Gay (2000: 139) the informant were choosen based on who have information, perspective, and experience related to the topic of the research. Research informant should have some criteria. According to Moleong (2000: 90), there are five criteria in choosing the informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involved at certain group, and (5) subjects have views about certain case that happening.

In order to find the informant, the researcher used purposive sampling. According to Gay (2000: 138), purposive sampling is a judgment sampling , when the researcher selects a sample based on his or her experience or knowledge of the group to be sampling. Purposive sampling is technique of sample to get source of data with certain consideration, such as the informant supposed know more about what the researcher want to know (Sugiyono: 52-52). The characteristics of the informants: 1) students who have followed Interpretation Subject the Fifth semester students of English Teaching Department at IAIN Batusangkar Registered in 2019/2020 Academic Year 2)the students who experienced about students opinion toward Interpretation Class activities.

Based on the theories, this research was conducted to students opinion toward the contribution of intrepretation class activities on their oral communication skills (A Study of the Fifth semester students of English Department of IAIN Batusangkar Registered in 2019/2020 Academic Year.

D. Research Instrument

In this research, the main instrument of this research was the the researcher herself. As explained by Gay (2000: 19) state that the researcher rely herself as the instrument of data collection. It means that the researcher should enter the setting to get the data, did her own observation, interview, then she interpret the data by herself. The instruments that used in this research, there were recorder.

According to Nasution (2006: 113), interview is a kind of verbal communication like a conversation with the purpose to get information. The researcher interview the fifth semester students of English TeachingDepartment at IAIN Batusangkar Registered in 2019/2020 Academic by used purposive sampling. The researcher wanted students opinion toward the contribution of interpretation class activity on their oral communication skill (A Study of the Fifth semester students of English Department of IAIN Batusangkar Registered in 2019/2020 Academic Year

The type of interview will be structure because the researcher wants to get the same information from the informants. There are some questions was asked by the researcher to the the informants. The researcher was use tape recorder during the interview and the researcher write field notes while interviewing to help the researcher if there is a problem about the data. Then, the researcher was transcript the data result of data recorded. The transcriptions of the interviews become the data was analyze by the researcher.

E. Technique of Data Collection

   1. Research instrument

In this research, the main instrument of this research was the researcher himself. As explained by Gay (2000: 19) state that the researcher rely himself as the instrument of data collection. It means

that the researcher should enter the setting to get the data, do his own observation, interview, then he interpret the data by himself. The instruments that use in this research will recorder. Understanding data collection techniques according to Arikunto are methods that can be use by researchers to collect data, which way shows in an abstract, cannot be manifested in objects which is visible to the eye, but can be demonstrated its use. 6 In terms of collecting this data, the authors are involved directly on the object of research to get data valid. However, the data collected by do the following ways:

a. Observation Method

Observation can be interpreted as systematic observation and recording on the symptoms that appear on the object of research. This observation uses participatory observation, where researchers are directly involved with daily activities person being observed or being used as research data sources. In direct observation this, the researcher apart from acting as a full observer of ones can observe symptoms in processes that happens in actual situations that are directly observed by the observer, as well as the participants who take Interpretation Class. This direct observation was carried out by researchers for optimizing data regarding students' opinion toward Interpretation Class activities.

b. Interview

According to Nasution (2006: 113), interview is a kind of verbal communication like a conversation with the purpose to get information. The researcher was use purposive sampling. The researcher wanted to research students' opinion toward Interpretation Class avitivities.

The type of interview was structure because the researcher wanted to get the same information from the

informants. There are some questions asked by the researcher to the the informants. The researcher used tape recorder during the interview and the researcher write field notes while interviewing to help the researcher if there is a problem about the data. Then, the researcher wrote the transcript the data result of data recorded. The transcriptions of the interviews become the data analyzed by the researcher. The researcher must pay attention to the correct ways conducted interviews, including the following: a.) The interviewer should avoid words that have meaning double, taxa, or ambiguity. b.) The interviewer avoids long, containing questions lots of specific questions. Long questions should be broken down into a few new questions. c.) The interviewer should ask concrete questions with a clear reference to time and place. d.) The interviewer should ask questions in order the respondent's concrete experience. e.) The interviewer should list all available alternatives or makes no mention of alternatives at all. f.) In an interview about things that can make the respondent angry, embarrassed or awkward, use words or phrases that can refine.

F. Checking of Data Trustworthiness

In analyzing the data, the researcher used triangulation of the data to find the clear information. Triangulation is a technique used in checking the data trustworthiness. Sugiyono (2007:83) states that triangulation is a technique of data collection by combine two techniques of data collection in order to get the same result. There are three kinds of triangulation as stated by Sugiyono (2007:127). First is source triangulation, which is used to test the data trustworthiness by checking data with some sources. Second is technique triangulation, which is used to test the data trustworthiness by checked data

with some techniques. The last is time triangulation, which is used to test the data trustworthiness by checked data with some techniques in different times, such as: in the morning, in the afternoon or in the evening.

In this research, the aim of this way is to obtain similar information from different independent sources. Denzim in Gay (2002: 212) identified three types of triangulation. They are comparing multiple sources of the data across participants, times and sites, comparing the result of multiple independent investigators and comparing multiple methods of data analysis. The triangulation of the data can be done by several processes. The first, theinterview compare with the interview. The second is the interview compare with the observation, and the last is the interview compare with the related document.

In this research, the researcher used technique triangulation to check the trustworthiness of the data. That was comparing multiple methods of data analysis, such as the interview compare with the questionnaire given by the researcher to the respondance. Then, the research verify with others informants that connect with informant information.

G. Technique of Data Analysis

Technique of data analysis that used by the researcher is Miles and Huberman model. According to Miles and Huberman (2011:204),there are three activities in analyzing data of qualitative research. They are data reduction, data display and data verification. Thoseare as follow:

1. Data Reduction

The reduction of the data is interpreted as the process of the choice, interest focused, simplification, abstraction and data transformation that exist from written notes in the field. The reduction of the data is occurring during the interview happen. It means when the data is collected, the phase of

continuing of reduction is occurring, such as make conclusion, codification, investigate of theme, grouping and write memorandum.

In the data reduction, the researcher did some steps, they are: first, the researcher asked the students with the questionnaires. Second, the researcher was tidied up the data that the researcher collect to make sure the date, organize, and sequence all questionnaires. Third, the researcher gave the initial reading for the data, for example: informant 1 (1), informant 2 (2), informant 3 (3) and so on. Fourth, the researcher selected the data related to the research topic.

3. Data Display

Data display is the set of information that is arranged possible to give possibility to take a conclusion and a treatment. The data display is used to exhibit the data. In this step, the researcher did some steps. They are: begin to search for common themes or common thread that reoccurs throughout the notes. Then, the researcher made a group of the data.

4. Data Verifications

After reducing and display the data, the researcher tried to make verification of the data to make sure that the data is valid. In verification of the data, the researcher did some steps. They are: the researcher was take the result of the data and draws the conclusion related to the group of the data. Then, the researcher was write the report. The report should focus on the key term and interpretations of the data.

CHAPTER IV
RESEARCH FINDING AND DISCUSSING

A. Research Finding

This chapter discusses about the finding of the research about students' opinion toward Interpretation Class actitivties at the fifth semester of English Teaching Department of IAIN Batusangkar registered in 2020/2021 academic year.

In doing analysis the researcher started firstly, interview the informants; secondly, transcript the recording; thirdly, reduce and coding the data as follows: I-1 is the first informant, I-2 is the second informant and so forth. Then, the researcher coded the opinion as follows: O.1 for opinion 1, O.2 for opinion 2 and so forth. When doing interview, the researcher user interview guide, in semi-structured question. The researcher used Indonesian language in order make rapport to the informants, and to make communication run effectively and smoothly.

Based on the research finding, the researcher found that there were eight students' opinion toward Interpretation Class activities. They are; 1) cope with stress and self control, 2) differences in the perception of words, 3) difficult in using grammatical redundancies, 4) improving students vocabulary, 5) helping students communicate concepts from a source language, 6) building students confidence, 7) improving students critical thinking, 8) making students be able to be good interpreter.

1. Cope with stress and self control

"Waktu memulai kelas itu, apa ya , bapak biasanya nyuruh kami istigfar dulu sebelum menjadi interpreter agar **kami bisa tenang saat berbicara dan bisa mengotrol diri kam**i."

(When we started the class, did you usually tell us to istigfar before becoming an interpreter so that we could calm down while talking and control ourselves.)

The researcher did interview with informant 02. responded:

"Biasanya sih awalnya ngaji doa biar **bisa atur stress dan ngotrol diri saat berbicara didepan orang banyak gituu** truss..yang biasanya ada pre-listening dulu bapak nyampein mau.. ngajarin apa gitu.. untuk hari ini."

(Usually, at first, I recite the prayer so I can manage stress and control myself when speaking in front of a large crowd, then… usually there is a pre-listening, you want to teach me what to do… for today.)

The researcher did interview with informant 03. the informant said:

"ooo... Waktu membuka kelas biasanya mister memberikan suatu video seperti itu atau audio mm dan bapak sering nyuruh kami istigfar dulu buat **ngatur stress dan ngontrol diri kam**i agar lancar ngomongnya nanti."

(ooo... When you open class, usually mister gives you a video like that or audio mmm and you often tell us to rest first to manage stress and control ourselves so that we can speak fluently later.)

The researcher did interview with informant 05. then the informant responded:

"Ooo seperti biasalah atau dosen dosen lain dibuka dulu dan bapak biasanya nyuruh kami istigfar dulu **biar kami ngga stress dan bisa ngontrol diri** kami dalam PBM, setelah itu baru bapak membagi kami menjadi kelompok oo setelah kelompok terbagi, oo menjadi 2 kelompok yang pertama, kelompok untuk speaking atau speaker dan yang kedua listening atau listener."

(Ooo as usual or other lecturers are opened first and you usually ask us to istigfar first so we don't get stressed and can control ourselves in PBM, after that you just divide us into groups oo after

the group is divided, oo into 2 groups, the first group is for speaking or speaker and the second listening or listener.)

The researcher did interview with informant 07. the informant said:

"mm oke kalau saya ingat-ingat lagi pas ee.. perkuliahan kelas interpretation itu aa... diawal pas dosen masuk itu kita ambil absen dulu dan membangun semangat kami biasanya nyuruh istigfar dulu mm.. aga ee.. **kami bisa ngatur diri dan ngga stress pada saat belajar nanti."**

(mm okay, if I remember right now... the interpretation class lecture is aa... at the beginning when the lecturer comes in, we take the absence first and build our spirits, we usually ask for forgiveness first mm.. aga eh.. we can manage ourselves and no stress when studying later.)

Based on the interview results above, informants I-1.I-2,I-3,I-5,I-7, activities in the interpretation class read istigfar, recites the holy Alquran and there is a pre listening activity, students said when they finish reading istigfar they can calm down after that and they can manage stress when going to PBM and there is pre-listening before began the class. In this activity, students feel this pre-listening activity is like make them to be focus before entering the material to be interpreted during the learning process in the interpretation class.

2. Differences in The Perception of Words

The researcher did interview with informant 02. the informant said:

"Kalau proses pembelajaran itu.. biasanya setelah di guide oleh bapak untuk kita akan misalnya kita belajar dari bahasa indonesia ke bahasa inggris...jadi..nanti...didengarkan audio atau video berbahasa indonesia nanti kita bersama-sama bergiliran untuk mengartikannya ke bahasa inggris,mm disini saya kadang sering

terbentur menjadi interpreter **mm.. kadang-kadang pemahaman kami terhadap satu kalimat berbeda dengan teman bicara saya saat saya jadi interpreter gituu..”**

(If the learning process is.. usually after being guided by the father for us, for example, we learn from Indonesian to English... so... later... listen to audio or video in Indonesian. Later we take turns together to translate it into Indonesian. English, mm here I sometimes bump into an interpreter mm.. sometimes our understanding of a sentence is different from my interlocutor when I was an interpreter like that..)

The researcher did interview with informant 05. the informant said:

“Ya jadi.. kegiatan yang pada pemebelajaran itu bapak itu nantik akan memberikan oo kalimat ee di group tersebut mm.. dan **saya sering terkendala jadi interpreter kadang kami juga memiliki sudut pandang yang berbeda seputar kalimat yang akan di interpretasikan gituu..**saat proses belajar”

(Yes, so.. the activity in the learning process, the father was waiting to give the sentence oo in the group mm.. and I often had problems being interpreters, sometimes we also have different points of view about the sentences that will be interpreted.. during the learning process)

The researcher did interview with informant 07. the informant said:

“ee... kalau menurut saya ya sangat bermanfaat kenapa? Karena dikelas tersebut kita diharuskan berbicara setiap orang itu mendapat kesempatan yang sama dan waktu yang sama untuk berbicara kek gitu**,mm.. walapun kadang kami memliki perbedaan pandangan terhadap kalimat yang diinterpretasikan** tapi so far so good lah di kelas ini”

(ee... if I think it's very useful, why? Because in that class we are required to speak, everyone gets the same opportunity and the same time to talk, mmm.. although sometimes we have different views on the interpreted sentences but so far so good in this class)

Based on the results of the interview with informant I-2,I-5,I-7, the information discussed in this class is different every week, and during the learning process students are constrained, namely different understandings of a sentence discussed in class.

3. **Difficult in Using Grammatical Redudancies**

The researcher did interview with informant 02. the informant said:

"Kegitan penutup... biasanya bapak nyuruh kami jadi interpreter **mm..saya sering susah jadi interpreter tu disaat saya menggunakan grammar terlalu banyak** jadi saya susah jadinya gitu.."

(Closing activity... usually, you ask us to be interpreters, mm.. I often find it difficult to be an interpreter when I use too much grammar so I find it difficult to be like that..)

The researcher did interview with informant 04. the informant said:

"mm.. jujur susahnya **pas native bicara di speaker gitu jadi kan gunain grammar tu ya susah pada saya saat jadi interpreter kalau menggunakan grammar yang banyak saya gagap pas ngomong karena mikirin takut nanti grammarnya eror**"

(mm.. to be honest, it's hard when a native speaks into speakers, so using grammar is difficult for me when I'm an interpreter if I use grammar, which I stutter a lot when I speak because I'm afraid that the grammar error)

Based on the results of the interview with informant I-2,I-4, the

audio and video that are played are sourced from native speakers, which makes students got difficulties, because of the many grammatical redundancies in the audio,video contains.

4. Improving Students Vocabulary

The researcher did interview with informant 01. The informant responded:

"Untuk keterampilan berbicara, kalau untuk ya pastinya **kita lebih banyak memiliki vocab** truss dilatih juga mengartikan gitu... jadi kayak mungkin mempermudah kita ya..."

(For speaking skills, if we have more vocab truss, it means that we are can translate too... so maybe it's easier for us,right.)

The interview between the researcher with the informant 05. Then the informant answered:

"Ee contoh ehm ketika kita belajar interpertasi yang pertama apalagi kita dibahasa inggris ini oo dituntuk untuk menguasai vocabulary,mm. **jadi saya bisa improve vocab saya melalui kegiatan dikelas ini** yang banyak jadi disitu ee kita diinterpretasi itu kita dilatih untuk menginterpret mm.. bisa nyampein apa yang dimaksud native melalui bahasa saya dan maksud yang sama gitu.. atau apa namanya menterjemah bahasa-bahasa,ee jadi ya kalau seandainya oo.. ya juga.. mm.. ya saya bisa berkomunikasi menggunakan bahasa inggris ataupun sebaliknya kepada lawan bicara saya."

(For example, uhm, when we learn the first interpretation, especially in English, we are required to master vocabulary, mm. so I can improve my vocab through many activities in this class, so there we are interpreted, we are trained to interpret mm.. can convey what is meant by native through my language and the same

meaning. so yes if if oo.. yes too.. mm.. yes I can communicate using English listener.)

The researcher did interview with informant 06. The informant answered:

"Emm.. kalau interpretation itu membuat saya apa ya..kayak berpikir kritis gitu lo kann orang ngomong kan, jadi nggak mungkin lah kita menginterpret oo se original dari apa yang dibilang sama orang,jadi pas jadi interpreter itu membuat kita berpikir kritis gitu.. diman dengan ringkas,padat tapi sampai ketujuan yang harus kita sampaikan ke orang tidak mengerti bahasa inggris tadi .. di.. apa juga dibantu menjadi lebih baik,**vocabulary juga ada peningkatan** pokoknya banyak lah manfaat dari interpreter finally kami bisa berkomunikasi use english ataupun indonesia saat di kelas."

(Um.. if that interpretation makes me think... like thinking critically, you're right, people are talking, right, so it's impossible for us to interpret what people say is original, so when we become interpreters it makes us think critically. .. where briefly, concise but to the point that we have to convey to people who do not understand English earlier .. in.. what also helps to be better, there is also an increase in vocabulary, basically there are many benefits from the interpreter, finally we can communicate using English or Indonesian in class.)

Based on the results of the interview with informant I-1, I-2, I-5, I-6 taking turns in class roles makes students have a lot of vocabulary that they receive when doing these activities, then the playback of learning videos that contain a lot of information and also automaticly introduces a lot of

vocabulary and lastly students appear in front of the class making students talk a lot about information containing a lot of new vocabulary.

5. Helping students be able to comminicate from a source language

The researcher did interview with informant 01. The informant answered:

"Untuk keterampilan berbicara, kalau untuk ya pastinya kita lebih banyak memiliki vocab truss dilatih juga mengartikan gitu... jadi kayak mungkin mempermudah kita ya... kalau misalkan ketemu Bule gitu ya...jadikan mudah kalau mengartikannya gitu... atau misalkan ada teman gitu kan... nanya ini apasih yang diomongin gitu kan...kita bisa mudah melatih diri kita untuk mengungkapkan dalam bahasa indonesia intinya **saya bisa berkomunikasi menggunakan bahasa inggris begitupun sebaliknya mm..** ke teman saya."

(For speaking skills, for sure we have more vocab truss trained to interpret that too... so it might make it easier for us... if for example we meet a Caucasian like that... make it easy if you interpret it like that... or suppose there are friend, right... what are you talking about... we can easily train ourselves to express in Indonesian, basically I can communicate using English and vice versa mm... to my friends.)

The researcher did interview with informant 02. The informant said:

"e..To be honest iya..karena kan kita disana juga ngomong didepan kelas gitu kan.. berbahasa inggris itu juga membantu percaya diri dan pas ngomomg didepan umum truss juga kita translate dari indonesia ke english, English ke indonesia automatically itu..bisa kayak ngeimprove cara kita **bisa komunikasi dengan baik dengan**

menggunakan dua bahasa gitu..”

(e..To be honest, yes..because we also speak in front of the class, right.. speaking English also helps us to be confident and when we speak in public, we also translate from Indonesian to English, English to Indonesian automatically.. It's like improving the way we can communicate well by using two languages.)

The researcher did interview with informant 03. The informant said:

“Untuk keterampilan berbicara itu kita lebih cepat tanggap gitu loh memahami apa yang dimaksud orang gituu,mm dan **saya bisa membuat lawan bicara saya bisa ngerti dengan apa yang saya sampaikan** di dalam kelas.”
(For speaking skills, we are more responsive, so we understand what people mean, mm and I can make my interlocutor understand what I say in class.)

The researcher did interview with informant 04. The informant responded:

“Yang pertama untuk keterampilan pembicara a.. berbicara kita mendapatkan manfaat yaitu bagaimana cara menerjemahkan tidak dengan satu perkata tapi perkalimat apa yang dimaksud orang tersebut,mm lebih tepatnya **saya bisa mengkomunikasikan menggunakan bahasa inggris sesuai apa yang saya dapat dari media pembeljaran ke audience yang ada di dalam kelas**.. kemudian o.. dari apa yang dibicarakan oleh speaker kita harus mampu menangkap ide –ide pokoknya e.. dan itu mebuat kita juga akan berpikir secara cepat bagaimana juga cara menyampaikannya kembali apa yang dimaksud speaker itu...”
(The first is for speaking skills, we get benefits, namely how to

translate not in one word but in what sentence the person means, mm, more precisely, I can communicate using English according to what I get from the learning media to the audience who is in the classroom.. then o.. from what the speaker is talking about we must be able to capture the main ideas e.. and that makes us think quickly how to convey what the speaker meant…)

The researcher did interview with informant 05. The informant said:

"e contoh ehm ketika kita belajar interpertasi yang pertama apalagi kita dibahasa inggris ini oo dituntut untuk menguasai vocabulary,mm. jadi saya bisa improve vocab saya melalui kegiatan dikelas ini yang banyak jadi disitu ee kita diinterpretasi itu kita dilatih untuk menginterpret mm.. bisa nyampein apa yang dimaksud native melalui bahasa saya an maksud yang sama gitu.. atau apa namanya menterjemah bahasa-bahasa,ee jadi ya kalau seandainya oo.. ya juga.. mm.. ya **saya bisa berkomunikasi menggunakan bahasa inggris ataupun sebaliknya**."

(For example, uhm, when we learn the first interpretation, especially when we speak English, we are required to master vocabulary, mm. so I can improve my vocab through many activities in this class, so there we are interpreted, we are trained to interpret mm.. can convey what is meant by native through my language and the same meaning. so yes if if oo.. yes too.. mm.. yes I can communicate using English.)

The researcher did interview with informant 06. The informant said:

"Emm.. kalau interpretation itu membuat saya apa ya..kayak berpikir kritis gitu lo kann orang ngomong kan, jadi nggak mungkin lah kita menginterpret oo se original dari apa yang dibilang sama orang,jadi pas jadi interpreter itu membuat kita berpikir kritis gitu.. diman dengan ringkas,padat tapi sampai ketujuan yang harus kita sampaikan ke orang tidak mengerti bahasa inggris tadi .. di.. apa juga dibantu menjadi lebih baik,vocabulary juga ada peningkatan pokoknya banyak lah manfaat dari interpreter **finally kami bisa berkomunikasi use english ataupun indonesia saat di kelas**"

(Erm.. what if that interpretation makes me think critically. where it is concise, solid but to the point that we have to convey to people who don't understand English earlier .. in .. what also helps to be better, vocabulary also has an increase, basically there are many benefits from interpreters, finally we can communicate using English or Indonesian when in the classroom)

Based on the results of the interview above from informant I-1,I-2,I-3,I-4,I-5,I-6 the exchanging activities either as listeners or speakers during learning make students talk a lot and each student can convey information from what they listened from the learning media making them speak using the target language for audiences in the classroom.

6. **Building students confidence**

The researcher did interview with informant 01. The informant responded:

"Oke.. mm.. contribusinya yaitu mm.. kan dikelas ni ya.. kayak diganti tugas gitu dan kami maksudnya saya juga ditunjuk jadi speaker mm.. yakni dengarin native ngomong dari audio lalu nayampein apa yang saya dapat dari audio ke teman di kelas lalu juga juga jadi pendengar saat teman tadi tu ngomong sesuai apa yang iya oo.. dapat dari audio itu   **mm**.... **ya.. kegiatan ini**

menumbuhkan percaya diri, kami saat berbicara sama orang banyak gitu... karena ya.. dapat perlakuan yang sama di kelas ini gitu oo ya.."

(Okay.. mm.. the contribution is mm.. right in this class.. it's like being replaced with assignments and we mean that I am also appointed as a speaker mm.. i.e. listen to native speaking from audio and then show what I got from the audio to friends in class Then also be a listener when that friend said what he said yes oo.. got it from the audio, mm. the same treatment in this class oo huh.).

The researcher did interview with informant 02. The informant responded:

"e..To be honest iya..**karena kan kita disana juga ngomong didepan kelas gitu kan.. berbahasa inggris itu juga membantu percaya diri** dan ngomong didepan umum truss juga kita translate dari indonesia ke English, English ke indonesia automatically itu..bisa kayak ngeimprove cara kita bisa komunikasi dengan baik dengan menggunakan dua bahasa gitu.."

(e..To be honest yes..because we also speak there in front of the class, right.. speaking English also helps to be confident and when we speak in public, we also translate from Indonesian to English, English to Indonesian automatically..you can like improving the way we can communicate well by using two languages.)

The researcher did interview with informant 03. The informant explained:

"Untuk keterampilan berbicara itu **kita lebih cepat tanggap gitu loh memahami apa yang dimaksud orang gituu**,mm dan **saya bisa membuat lawan bicara saya bisa ngerti dengan apa yang saya sampaikan use english begitupun bahasa indonesia** di

dalam kelas"

(For speaking skills, we are more responsive, so we understand what people mean, mm and I can make my interlocutor understand what I say, use English as well as Indonesian in class)

The researcher did interview with informant 07. The informant explained:

"Mm.. kalau manfaatnya bagi diri saya sendiri pertama tu saya ee.. lebih apa ya.. **lebih aa percaya diri,kemudian lebih tidak malu-malu lagi untuk menyampaikan my opinion gituu."**
(Mm.. if it's beneficial for myself, first of all, I'm ee.. what's more, I'm more confident, then I'm not shy anymore to give my opinion like that.)

Based on the results of the interview above, informant I-1,I-2,I-3,I-7 said that Lecturer activities exemplify being an interpreter, make student confidence to practice being an interpreter and also share pairs activities to talk and exchange to interpret the topics discussed as well make students confidence when speaking in class.

7. **Improving students critical thinking**

The researcher did interview with informant 01. Informant answered

"Tentunya ada ya,dikelas ini saya bisa banyak ngomgong dari english to Indonesia ataupun sebaliknya,mm,so that.. saya bisa nyampein apa yang saya dapat dari native lewat audioo atau video ke teman-teman dikelas ya..**juga membuat saya berpikir cepat gituu ya.**.dan vocab juga terimprove."
(Of course there are yes, in this class I can talk a lot from English to Indonesian or vice versa, mm, so that.. I can convey what I get from native via audio or video to my friends in class.. It also makes

me think fast. yes..and the vocab is also improved.)

The researcher did interview with informant 02. Informant answered:

"Keterampilan **berbicara itu..kalau misalanya dari indonesia ke inggris tu biasanya nggak seluruh bahasa diartikan jadi lebih menghemat bicara tapi isinya sama gitu.**. jadi tidak membuang-buang waktulah, ketika ngomong didepan umum kalau kita pandai memposisikan kalimatnya jadi itu lebih simpel gitu...
("Speaking skills... if for example from Indonesian to English, usually not all languages are interpreted so it's more economical to talk but the content is the same... so don't waste time, when speaking in public if we are good at positioning sentences, it's simpler that way. ..)

The researcher did interview with informant 03. The nformant said:
"Untuk keterampilan berbicara itu **kita lebih cepat tanggap gitu loh memahami apa yang dimaksud orang gituu**,mm dan saya bisa membuat lawan bicara saya bisa ngerti dengan apa yang saya sampaikan di dalam kelas."
(For speaking skills, we are more responsive, so we understand what people mean, mm and I can make my interlocutor understand what I say in class.)

The researcher did interview with informant 04. The informant responded:

"Yang pertama untuk keterampilan pembicara a.. berbicara kita mendapatkan manfaat yaitu bagaimana cara menerjemahkan tidak dengan satu perkata tapi perkalimat apa yang dimaksud orang

tersebut,mm lebih tepatnya saya bisa mengkomunikasikan menggunakan bahasa inggris sesuai apa yang saya dapat dari media pembeljaran ke audience yang ada di dalam kelas.. kemudian o.. dari apa yang dibicarakan oleh speaker kita harus mampu menangkap ide –ide pokoknya e.. **dan itu mebuat kita juga akan berpikir secara cepat bagaimana juga cara menyampaikannya kembali apa yang dimaksud speaker itu."**

(*The first is for speaker skills a.. speaking we get benefits, namely how to translate not in one word but in what sentence the person means, mm more precisely, I can communicate using English according to what I get from the learning media to the audience in the audience. in class.. then o.. from what the speaker is talking about we must be able to capture the main ideas e.. and that makes us think quickly how to convey what the speaker means…)*

The researcher did interview with informant 06. The informant responded:

Emm.. kalau interpretation itu membuat saya apa ya..kayak berpikir kritis gitu lo kan orang ngomong kan, jadi nggak mungkin lah kita menginterpret oo se original dari apa yang dibilang sama orang,**jadi pas jadi interpreter itu membuat kita berpikir kritis gitu.. dimana dengan ringkas,padat tapi sampai ketujuan** yang harus kita sampaikan ke orang tidak mengerti bahasa Inggris tadi .. di.. apa juga dibantu menjadi lebih baik,vocabulary juga ada peningkatan pokoknya banyak lah manfaat dari interpreter finally kami bisa berkomunikasi use English ataupun Indonesia saat di kelas."

(*Emm.. what if that interpretation makes me think critically, right, people say that, right, so it's impossible for us to interpret what people say is original, so when we become interpreters, it makes us*

think critically.. where it is concise, solid but to the point that we have to convey to people who don't understand English earlier .. in .. what also helps to be better, vocabulary also has an increase, basically there are many benefits from interpreters, finally we can communicate using English or Indonesian when in the classroom.)

Based on the results of the interviews above, informant I-1,I-2,I-3,I-4,I-6, activities during class such as; students take turns being an interpreter of audio, video, and oral lecturers and exchange roles during the learning process sometimes a student becomes a speaker and also a listener during the learning, then playing English or Indonesian audio, makes students think quickly got information because hearing the audio during learning makes students think quickly in understood the information they listened.

8. **Making students be able to be good interpreter.**

The researcher did interview with informant 04, The informant responded:

"Banyak sih... ya saya bisa cepat nangkap karena sering dengar informasi dari bahasa inggris lalu bisa artiin nya ke bahasa indonesia gitu..,lalu mm**..saya bisa mengkomunikasikan apa yang saya dengar, ke orang banyak sesuai apa yang saya pahami terhadap oo.. informasi yang saya dengar** tadi.. dan juga dikelas ini ya..saya bisa ngimprove vocab juga barangkali**..** gitu kontribusi kegiatan dikelas ini oo.. ya bagi skill bicara saya.."

(There's a lot... yes, I can catch it quickly because I often hear information from English and then I can translate it into Indonesian..., then mm... I can communicate what I hear, to many people according to what I understand. oo.. the information I heard earlier.. and also in this class, yes.. I can improve vocab as well maybe.. that's the contribution of activities in this class oo.. yes for my speaking skills..)

The researcher did interview with informant 04. The informant responded:

Pada saat menutup pembelajaran biasanya kami disuruh jadi ineterpreter mm.. **disini saya merasa bisa berbicara atau berkomunikasi sesuai apa yang saya dapat mm.. menggunakan bahasa saya gitu**...”
(When we close the lesson, we are usually told to be interpreters, mm.. here I feel like I can speak or communicate according to what I can mm.)

The interview between the researcher with the informant 05. The informant answered:

“Ee contoh ehm ketika kita belajar interpertasi yang pertama apalagi kita dibahasa Inggris ini oo dituntuk untuk menguasai vocabulary,mm. jadi saya bisa improve vocab saya melalui kegiatan dikelas ini yang banyak jadi disitu ee kita diinterpretasi itu kita dilatih untuk menginterpret **mm.. bias nyampein apa yang dimaksud native melalui bahasa saya an maksud yang sama gitu..** atau apa namanya menterjemah bahasa-bahasa,ee jadi ya kalau seandainya oo.. ya juga.. mm.. ya saya bisa berkomunikasi menggunakan bahasa inggris ataupun sebaliknya kepada lawan bicara saya.”
(For example, uhm, when we learn the first interpretation, especially in English, we are required to master vocabulary, mm. so I can improve my vocab through many activities in this class, so there we are interpreted, we are trained to interpret mm.. can convey what is meant by native through my language and the same meaning. so yes if if oo.. yes too.. mm.. yes I can communicate using English.)

Based on the theory above from informant, I-1, I-4, I-5 the activity of listening to audio in the classroom makes students capture information to become material to be conveyed to the audience, the activity of alternating roles provides opportunities for students to become an interpreter who can convey ideas to the audience and activities to become interpreters before closing, learning makes students trained to become good interpreter in the class.

B. Discussion

Based on the result of the data analysis, it shows that there are six students positive opinion toward Interpretation Class activities they were; 1) cope with strees and self control , 4) improving students vocabulary, 5) helping students be able to communicate concepts from a source language, 6) building students confidence , 7) improving students critical thinking, 8) making students be able to be good interpreter. Then there are two students' negative opinion toward Interpretation Class activities they were; , 2) differences in the perception of words, 3) difficult in using grammatical redudancies.

The first finding is students' can cope stress and self control in Interpretation Class acitivities in line with (Shekha, Hassan, & Othman, 2013), reports that Quran recitation produced a significant relaxation which may be due to that Quran has specific effect on human heart which lead to effect some hormone and chemical are responsible for relaxation, based on the theory above reciting holy Al-Quran in the interpretation class can cope students stress and self control during learning process   the students opinion cope with stress.

The second finding is the student had differences in the preception of words in Interpretation Class acitivities it is related to Gile in Aisyah (2017:24) some problems that could be faced by interpreters, differences in

the perception of words. Content words, that is, mostly nouns, verbs, adjectives and adverbs. Are important carries of information in language. An interpreter can be confused in distinguishing content words.

The third finding is the students is difficult in using grammatical redudancies in Interpretation Class acitivities in line with Gile in Aisyah (2017:24)some problems that could be faced by interpreters, grammatical redundancies. Grammatical redundancies decrease the information density of language and may offer a second, third, or fourth chance to recover information lost during its initial oral presentation.

The fourth finding is improving students vocabulary redudancies in Interpretation Class acitivities in line with Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. Harmer (2001), explained that speaking has two main categories: accuracy, which involves the correct use of vocabulary, grammar and pronunciation. Speaking will make students in the class say new words and like in the interpretation class speaking during the learning process can improve their vocabulary.

The fifth finding is helping students be able to communicate concepts from a source language in Interpretation Class activities it is also supported by previous theory by in Zulfahmi (2015:20). about qualification to be a good and proffesional interpreter. the purpose of an interpreter is to make listeners understand what a native is saying, from mother tongue to target language, and in interpretation class activities such as, students often listen to natives speak through video or audio, this makes students able to communicate from source language to language that listeners understand.

The sixth finding is building students confidence in Interpretation Class activities it is related to (lauster 2003) the caharacteristic of people self-confidence is believing in one's own abilties, act independently in making decisions have a positive sense of self,and be brave exxpress opnion, based

on the theory above someone who speaks in front of a many people is a person who has confidence.

The seventh finding is improving students critical thinking in Interpretation Class activities in line with Facione (2007), There are mental and cognitive abilities and skills which can be put at the core of critical thinking including: interpretation, analysis, evaluation, inference, explanation, and self-regulation. Nunan in(Kayi:2006) speaking as using the language quickly and confidently wth few unnatural pauses, which is called fluency. Based on the theory above Interpretation in class includes the ability to translate information and this activity allows students to think critically when communicating because in the interpretation class there is video playback, talking to friends and listening to friends, so that this acitivity help students' to think critically.

The eighth finding is making students be able to be good interpreter in Interpretation Class activities it is also supported another statement also defines that the real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom (Davies and Pearse, 2000: 24), speaking in the interpretation class of course makes students able to become translators who communicate using the language they understand.

Based on the results of the discussion above, it can be concluded that Activities in the classroom for all interpretations basically aim to make all students active in speaking during the learning process in class, although there are problems faced by students during the process of learning interpretation subject at IAIN Batusangkar.

CHAPTER V
CONCLUSSION AND SUGGESTION

A. Conclussion

Based on the result of the data analisys, it be shows that there are six students' opinion toward Interpretation Class activities at IAIN Batusangkar. The opinion were; 1) cope with stress and self control, 2) differences in the perception of words, 3) grammatical redundancies, 4) improving students vocabulary,5) helping students communicate concepts from a source language, 6) building students confidence, 7) improving students critical thinking, 8) making students be able to be good interpreter.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. students

   Based on the result of the researcher, The researcher hopes all activities in the interpretation class are intended so that students can play an active role in speaking and communicating about the information discussed during learning, therefore students participate in all learning activities in the interpretation class well, so that the objectives of this interpretation class are achieved.

2. Interpretation Lecturer

   Based on the result of the researcher, activities designed by lecturers make students play an active role in learning activities such as lecturers who divide groups of students, divide students into pairs, ask students to speak in front of the class, and others. So in the future the lecturers will continue to maintain learning activities in classes like this.

3. Other Reseracher

   Based on the the result of the researcher, the researcher hopes that this study can motivate the next researcher to continue to research

students' difficulties in Interprettation Class activities.

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