CHAPTER I

INTRODUCTION

This chapter introduces the underlying principles toward this study including background, statement of the problems, purpose of the study, scope of study, significance of the study, clarification of key terms and the organization of the paper.

1.1. Background

In the global context of conference interpreting, simultaneous interpreting (henceforth SI) has crucial role in the process of transferring the message in the source language to target language. Simultaneous interpreting requires the interpreter to listen and speak at the same time. According to Lee and Buzo (2009), in simultaneous interpreting, the message of source language is rendered into target language by the interpreters while the speaker is still talking. Furthermore, Hale (2007, p. 8) states that the interpreters have to "deal with oral text as it is presented to them".

Since simultaneous interpreting happens simultaneously, it is a "cognitively challenging task" (Christoffels & Groot, 2004). It is a challenging task to do since it involves the competence to understand the speaker's message in source language and the performance to produce accurate translation in target language. In fact, it is even more challenging because simultaneous interpreting involves a complex and difficult language processing where many processes have to be performed simultaneously (Köpke & Signorelli, 2011). Therefore, simultaneous interpreting is considered as a difficult skill to learn among students. In addition, Christoffels and Groot (2004, p. 227) point out that in simultaneous interpreting, "the interpreter must both comprehend another person's speech and produce their own speech at the same time".

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The interpreters may have difficulties in the process of interpreting. Hale (2007, p.14) states that there are three steps in the process of interpreting: "comprehension, conversion and delivery". In comprehension stage, the interpreters need to understand the different languages that are involved before doing the interpreting process to avoid misunderstanding. In conversion stage, the interpreters need to decide the strategy to convey the accurate rendition in the target language. The last stage is deliver "the verbal output after the previous two phases have been completed" (p. 21). In the delivery stage, the interpreters aim to produce accurate and coherent rendition in the target language. Since simultaneous interpreting is a cognitively challenging task, the interpreters may "paraphrase and omit non-content discourse" (p. 24). During delivery stage, the errors of translation can occur as final product of interpreting. The errors can have an impact toward the result of the interpreting in terms of accuracy and fidelity. It can be said that by knowing the types of errors in simultaneous interpreting, the interpreter can avoid the errors in their interpreting work. Therefore, this study focuses on the errors of translation in the delivery stage of interpreting process.

One of the ways to minimize errors in the process of interpreting is by understanding the types of errors of translation that occur in simultaneous interpretation. Barik (1971) classifies errors of translation in simultaneous interpretation in the form of omissions, additions and substitutions. Omission occurs as a result of miscomprehension which can lead to inaccuracy in the product of interpreting. However, omission can also be treated as a conscious decision made by the interpreter as stated by Pym (2008). According to Jones (2002) omission is one of the techniques in simultaneous interpreting which is used by interpreter when the speaker speaks too fast. The interpreter will omit some materials in order to keep the messages flow. Meanwhile, addition occurs as the interpreters attempt to give additional information to the message or to emphasize the message in target language (Barik, 1971). On the other hand, Barik

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(1971) describes substitution as the material in source language that is substituted by the interpreter which affects the meaning in the target language.

Many studies investigating simultaneous interpreting on omission and addition have been conducted. For instance, Pym (2008) conducted the study with the participation of professional interpreter. The result showed that omission as an effort in simultaneous interpreting is categorized as high risk and low risk omission. The high risk omission involves the omission of text that affects the meaning and damages the communication between the speaker and the audience. On the other hand, the low risk omission is the omission of part of the text that does not influence the meaning. The finding indicated that the interpreter mostly performed low risk omission to manager the time in interpreting process. Another study was conducted by Ziobro-Strzępek (2014) in Polish context which focused on identifying the types of additions found in female and male simultaneous interpretation products based on general classification of addition proposed by Barik (1971). The results showed that Barik's classifications of additions were presented in the female and male interpretations products. In addition, the findings also revealed that female professional interpreters performed more additions than the male interpreters. They used the additions as part of the interpreting strategy.

Those previous studies were conducted in Europe context which commonly involve trainees and professional interpreters. Moreover, they also focused on examining the omissions and additions in SI. In Indonesian context, the study of simultaneous interpreting which investigates errors of translation in simultaneous interpreting covering omissions, additions and substitutions is rarely found. Therefore, this study aims at identifying the types of errors of translation in SI which cover omissions, additions and substitutions based on Barik's general classification of types of errors in simultaneous interpretation (1971). Besides, the common errors of translation in students' simultaneous interpretation are also identified. The data employed in this study are Ban Ki-moon's speech renditions

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from English to Bahasa Indonesia and Tanri Abeng's speech renditions from Bahasa Indonesia to English.

1.2. Statement of Problems

This study is conducted to answer these following questions:

1. What types of error translation are found in students' simultaneous interpretation products?
2. What common errors are evidenced in students' simultaneous interpretation products?

1.3. Aims of the Study

This study aims to (1) identify the types of errors of translation in students' simultaneous interpretation products; (2) examine the common types of errors in students' simultaneous interpretation products.

1.4. Scope of the Study

This study focuses on the types of errors in students' simultaneous interpretation products. Specifically, the study analyzes the type of omissions, additions and substitutions of translation in students' simultaneous interpretation products. Besides that, the study also identifies the common errors that are encountered in students' simultaneous interpretation products.

1.5. Significance of the Study

This study is significant theoretically and practically. Theoretically, the findings are expected to have a significant impact to the enrichment of interpreting theory mainly which related to the types of errors of translation in simultaneous interpretation. Practically, this study is expected to give benefits for the teacher,

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students of English college and everyone who are interested in learning English. The findings are expected to reveal the information that error analysis in simultaneous interpreting is important to be learned to help students to be more accountable for their work.

1.6. Clarification of Key Terms

To avoid misunderstanding and misconception, several terms used in this study need to be clarified, they are as follows:

a. **Simultaneous Interpreting** is an activity of rendering message in source language to target language in which the interpreter renders the message while the speaker is still talking. (Lee & Buzo, 2009).
b. **Omission** is the items in source language that are left out in target language by the interpreters (Barik, 1971).
c. **Addition** is the items added in target language that are not presented in source language (Barik, 1971).
d. **Substitution** is the material in source language which is substituted by the interpreter in the target language for something said by the speaker which affect the meaning (Barik, 1971).

1.7. Organization of the Paper

This paper is organized into five chapters with specific function and organization elaborated as follows.

The first chapter is introduction. This section gives the readers an overview to the study by providing background of the study, statement of problems, purpose of the study, significance of the study, scope of the study, clarification of key terms used in the study, and organization of the paper.

The second chapter is theoretical framework. This chapter elaborates the literature relevant to this study.

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The third chapter is research methodology. This chapter focuses on the methodological aspects of this study. It covers four main aspects: research design, research site and participants, data collection and data analysis.

The fourth chapter is findings and discussions. This section presents and discusses the result of the study. Furthermore, the interpretation of findings is also found in this chapter.

The last chapter is conclusion. This chapter presents the conclusion and suggestion of this study. This chapter is divided into two: conclusion and suggestion. The conclusion section presents the conclusions of the study. Meanwhile, the suggestion section provides the suggestion for further research.

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