

## ***“I Need More Practices”*: Exploring Difficulties Faced by EFL Students in Practicing Interpreting**

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### **Abstract**

As one of the branches in translation studies, interpreting is an interesting, yet a complex, spoken translation activities. The needs to master comprehensive skills leave challenges in studying interpreting even for students whose major is in English department. This is a qualitative case study research which aims at analyzing difficulties encountered by the students when practicing consecutive interpreting. The data were obtained through open-ended questionnaire which was distributed to 35 students taking Interpreting for the MICE Industry as an obligatory course. The data were analyzed through thematic analysis. It was found out that the students faced difficulties related to: (1) the students' views on the interpreters' job, (2) the speakers' speech, (3) the students' interpreting skill, and (4) the students' hesitation. This research also proposes alternatives for interpreting lecturers to cope with difficulties faced by the students when studying interpreting. Since problems are usually encountered by interpreting students when practicing consecutive interpreting, the findings of the research can be insightful resources for lecturers to develop more effective interpreting syllabus and media.

**Keywords:** consecutive interpreting, interpreting skills, teaching interpreting, interpreting difficulties

### **INTRODUCTION**

In the context of learning English as foreign language, teaching interpreting or oral translation at the higher education level for students under English department major, leaves challenges. Interpreting is considered as an advance course in foreign language studies as it is ideally taught after the students have fostered the abilities of perceiving discourse in a foreign language as well as producing texts in a foreign language that are grammatically precise (Sdobnikov,

2020). In fact, although the knowledges that underlie interpreting studies, such as English grammar, listening, speaking, and the basic knowledge of translations; have been taught in the prior semesters, there are still several problems encountered by the students, especially when carrying out the interpreting practices. This study was conducted in an English department major where interpreting is taught in which the aim of the course is to prepare the students to be professional interpreters. With the fact that interpreting is taught at the fifth semester, it

was expected that some basic skills of interpreting, i.e. language proficiency, listening, and speaking skills would not be the problematic drawbacks for the students. Therefore, it was also presumed that the other required skills, i.e. analyzing and memory or recalling skills would have plenty of time to develop. However, it turned out that some students still faced difficulties in mastering the basic English skills which made the chances for developing the other required skills were likewise hampered. The time allocation which has been provided for 3 credits or 150 minutes for each meeting with the total of 14 meetings for one semester do not seem enough to equip the students with all adequate interpreting skills.

Various researchers have proposed various methods for teaching interpreting. Kurz (2002) recommends the use of coordination and cooperation within language section. Ho (2015) introduces the instructional model for teaching interpreting by making use of instructional handbooks for students as well as lecturers and applying project-based learning. Meanwhile, Sdobnikov (2020) proposes structured interpreting activities by providing gradual activities from the easy to the advance ones. The problems arose when the lecturers had actually adopted these methods and adjusted them with the purposes and the duration of the course but the students still found barriers when practicing interpreting. One of the cases is when it came to consecutive interpreting practice, the lecturer would read an English text or play an English audio about self-introduction. It turned out that some of the students still find problems in the listening phase. As listening is the first phase in all interpreting process, it affected the following phases and resulted in an inaccurate interpretation. These facts left tasks for the lecturer to provide more

listening drills which could stimulate better comprehension in listening. Distributing plenty of materials within fourteen meetings was another challenge for the lecturers when the basic skills, such as listening and speaking must be repeated in the interpreting course. Listening and speaking skills in interpreting are indeed the development of the basic skills (Mayor, 2017; Skaaden, 2013). In order to meet the basic required skills in interpreting, the teaching learning activities in interpreting class must be in the form of process-based activities (Takeda, 2010). Furthermore, interpreting sometimes involves thematic speeches which contain a number of technical terms that would be another challenge for the students to increase their listening on specific subject matter.

Indeed, the study of interpreting cannot be separated from translations. In translation, bilingual is an obligatory competence that must be owned by translators. Zinukova (2016) explains bilingual proficiency as an ability to communicate in two languages which is made up of the complex linguistic competences, including pragmatic, sociolinguistic, textual, grammatical and lexical knowledge in the two languages. In the context of interpreting, Skaaden (2013) highlights that the bilingual competence which is necessary for interpreting is the high level of bilingual proficiency. In her research, Skaaden (2013) explains the necessity of performing tests to measure the bilingual competence of the novice interpreters in a one-year program interpreting course. Though the goals of the interpreting course as explained in Skaaden's research (2013) and the one discussed in this research are different, it cannot be denied that language proficiency is the most influential skill which influences

the development of the other interpreting skills.

Apart from mastering bilingual proficiency, when dealing with the interpreting skills, there are at least four other skills that must be developed in interpreting, including listening skill, memory skill, analyzing skill, and speaking skill (Phelan, 2001). These basic comprehensions refer to the average skills that must be developed by an interpreter in order to be able to conduct interpreting activities in general context. Listening skill deals with the capability of understanding what the speaker says. This process requires an interpreter not only to hear the information as stated by the speakers, but also to fully understand and remember the received information. Therefore, the listening skill used in interpreting activity is active listening skill with the intention of reproducing the speaker's speech without changing the meaning (Wang, 2016).

As the continuation of the listening process, the recalling process takes the preceding step. It is then memory skill which is necessary used in the recalling step. This skill relies on the ability to manage the chunks of information heard from the speaker and retain it in the interpreter's memory. Roberts (2014) explains that short-term memory is used during the interpreting activity as the interpreter must keep the information delivered by the speaker in an actual short of time and produce it into the target language. The information kept in human's short-term memory skill, ranging from one until seven chunks of information will retain for fifteen until thirty, which is considered as ideal for reproducing the information in the target language (Roberts, 2014). Indeed, Ma (2013) uses the term recording skill to refer to memory skill which can be developed through various

techniques, including visualizing, outlining, reasoning, and chunking.

The kept messages are then analyzed in order to give meaning of the chunks of information gained from the speakers in the analyzing phase. The analyzing skill, also known as the decoding skill, is the interpreter's ability to analyze the speaker's speech, including the ability to grasp the intended meaning, understand the dialects and pronunciations, master a well-set vocabulary system, shift a smooth sentence structure, form a logical analysis, and apprehend extralinguistic knowledge (Ma, 2013). The analyzing skill refers to a complex process that must be handled in a quite short of time.

Unlike written translation, the speaking skill is used in delivering the target text and thus, an interpreter needs to perform a fluent speaking. The concept of fluent in interpreting covers a wide variety of elements, including the ability to paraphrase, reformulate, and even reconstruct the meaning in a smooth and acceptable sentences which are understandable for the hearers (Ma, 2013). Besides, interpreting is not merely producing the speech in the target language, it is an activity of reproducing the messages as the speaker intended the speech. Therefore, an interpreter must also be able to imitate the speaker's tone as different intonation may lead to different meaning. Furthermore, sometimes, the interpreter must also appear in front of the audiences, thus public speaking ability is also needed.

Research in interpreting pedagogy have been conducted by numerous researchers. Ho (2015) explores the use of instructional model for teaching interpreting by providing guidelines and extra activities for interpreting class. Mayor (2017) measures the L2 proficiency of some students as the predictor for developing interpreting

competence. Meanwhile, Takeda (2010) investigates the students' feedback in interpreting course to get insights about the problems faced by the students by examining students' proposal and reports during the teaching learning activities. Similarly, Hanh (2021) scrutinizes students' difficulties when joining English for Banking and Finance, for the students whose major is in translations and interpreting. Among the aforementioned researches, the former researchers have not comprehensively discussed the difficulties encountered by the students when practicing interpreting. It is true that the students have been familiar with the practices of written translation from the former courses, such as translation theories and practices, news translation, or legal translation; but practicing interpreting is a new experience for them. They were expected to be able to perform a complex process of interpreting and master the interpreting competences when, on the other hand, even the basic skill, such as listening and speaking, still become significant barriers for them. Indeed, reflecting on students' feedback by examining the difficulties they encountered would be advantageous for the preceding process of teaching interpreting as the lecturers would be able to find solutions for better teaching-learning activities.

Departing from these gaps, this research attempts at analyzing students' difficulties when practicing interpreting involving two languages, Indonesian and English. The students' experiences when practicing interpreting were obtained through open-ended questionnaire and interviews. Then, the data were analyzed qualitatively using thematic analysis. Since exploration of the students' reflection was utilized in this research, it is expected that the research may contribute to the development of interpreting

pedagogy by proposing solutions to a number of problems which probably often occur in other contexts of interpreting class.

Based on the background stated above, the research questions are composed as follows:

1. What are the difficulties faced by the students when practicing interpreting?
2. What are the solutions to overcome the difficulties faced by the students when practicing interpreting?

## **METHODOLOGY**

This descriptive qualitative research derived its data from open-ended questionnaires. The respondents are 35 students joining Interpreting for the MICE Industry class in English Literatures Department of UIN Raden Mas Said Surakarta. The data were obtained in December 2024 after the 14-meetings class had been completed. Interpreting for the MICE Industry is an obligatory course which is held in the fifth semester. The basic theories of English skills and translation had been taught in the former semesters. In Interpreting for the MICE Industry class, the students learn about the history as well as the theories of interpreting at the early meetings. They also practice several activities related to interpreting skills, such as active listening drill, recalling drill, and note-taking drill; and perform interpreting activities in various themes. As the project-based task, the students also need to perform consecutive interpretation with foreigners as the source language speakers, using English and Indonesian languages. After the students have experienced various practices of interpreting, in this case consecutive interpreting, the students were asked to answer an open-ended questionnaire covering the following questions:

- 1) What do you think about the job of an interpreter?

- 2) What were your difficulties when practicing interpreting?
- 3) How did you overcome those difficulties?
- 4) What do you think about the drills provided by the lecturer in developing interpreting competences?

Interviews were also conducted to some selected students. The interviews were conducted to explore more about the students' experiences when practicing interpreting.

Besides, the researcher also gained information about the strengths and weaknesses of the drills provided by the lecturers. This information was then developed to find conceptual model on the students' difficulties when performing interpreting activity and the solutions that can be applied by the lecturer in teaching interpreting.

The researcher employs thematic analysis in analyzing the data. The researcher applied six steps in thematic analysis as proposed by Naeem et al. (2023), including transcript creation and data familiarization, keyword identification, code selection, theme development, conceptualization, and the development of a conceptual model. The data gathered from the open-ended questionnaire and interviews were firstly analyzed by selecting answers that represent the objectives of the research. Then, the researcher conducted detailed examination on students' answers to identify frequently occurring words, phrases, and sentences identified as the keywords. In the code selection phase, the keywords were transformed into a theoretical form which were related to the students' experiences while conducting interpreting practices. These codes were then organized into meaningful thematic interpretation which categorized the difficulties encountered by

the students while performing interpreting. The researcher then defined the categories of the students' difficulties by utilizing conceptual model. Guided by the existing theories related to interpreting and interpreting pedagogy, the conceptual model was developed to find the study's contribution to the development of interpreting pedagogy.

## RESULT AND DISCUSSION

The thematic analysis shows the results of the students' difficulties when studying consecutive interpreting into four themes. The four themes are: (1) difficulties related to the students' views on the job of interpreters, (2) difficulties related to the speakers' speech, (3) difficulties related to the interpreting skills, and (4) difficulties related to the students' hesitation. This section also discusses the solutions of how to cope with the difficulties.

### **Difficulties related to the students' views on the job of interpreters**

The first theme found during the analysis is the students' views on the job of interpreters. After studying interpreting theories and practicing some drills on consecutive interpreting, the students were able to experience the process of interpreting in real life. Indeed, as they had completed a project task of conducting consecutive interpreting with English native speakers, they had undergone practices of how to apply the theories that had been learned in class while completing the interpreting activities. These activities lead to their notions on how interpreters work, which turned out to be very different from written translation.

Although, a number of students considered interpreting in a positive point of view, by saying it as a *cool, challenging, fun,*



*interesting*, and also *great* profession, it turns out that most of the students thought interpreting as a difficult job. The words and phrases which occur very often are *hard*, *difficult*, *risky*, *big responsibility*, *requires a lot of special skills*, *looks simple but tough*, *tiring*, *under pressure*, and *complicated*. Some students who thought interpreting as a *cool* or *fun* job also adds the “difficult” part of being an interpreter, for example: *very great, but it requires special skills; an impressive job, looks cool, but in fact it's difficult*.

Some of the students thought that being an interpreter is hard as it requires a lot of practices and a long training. Most of the students underlined about the interpreting skills, such as listening and recalling skills, these two skills are the skills that they thought they have not mastered yet. Other students considered about the encoding process, the process translating the speaker's speech orally, which must be done in seconds, as a high level of expertise. Besides, some students also highlighted about the interpreting process which required them to focus on some important skill all at once, for example: they needed to listen to the speaker, kept the speech in their memory, and analyzed it at once; as a complicated process which needed long trainings.

### **3.1. Difficulties related to the speakers' speech**

The data analysis reveals that the students encountered difficulties while listening to the speakers' speech. Several factors related to the speaker's speaking style creates problems for the students. The students mentioned about the speakers' accents which were various and seemed different from those which were played during the drills in class. Some keyword

which occurs in the answers mentioned by the students are *unfamiliar accents*, *unclear accents* and also *accents which disrupted the flow of concentrations*. Another problem related to the speakers is the speakers who spoke too long. Consecutive interpreting needs pauses within several chunks of information so that it gives time for the interpreter to translate the speech orally. As all the speeches are stored in the interpreter's short-term memory, the speaker must realize this kind of procedure in consecutive interpreting. However, it turns out that some speakers often forgot to pause while giving time for the interpreter to translate their speech. This is a serious problem even for the professional interpreters. Students said that they actually had learned about how to interject the speaker's speech when the speaker talks too long. However, when they wanted to apply this strategy, they still felt nervous to cut the speakers' speech. Consequently, they let the speaker spoke continuously and this caused another problem as they found it difficult to recall what the speaker was saying. The other barrier related to the speakers' speech is the speakers' speech rate. There are speakers who speak English with a given speech rate which are considered as fast for the non-native speakers. The students also experienced problems when they thought that the speakers spoke with fast speed. Speech rate may trigger their listening skill and, as a consequence, influences the quality of the interpretation.

Considering the aforementioned factors related to the speakers' speech, Bidoli (2002) and Pöchhacker (2004) mention about *prosody*, a term refers to one of the factors which influence the quality of any modes of interpreting. Among the elements of prosody are accent and speech rate. When an interpreter finds the speaker speaks with

strong or unfamiliar accent and fast speed, the interpreter would find it difficult to get the meaning of the speech. Although clarifying can be one of the solutions to overcome these problems in consecutive interpreting, as had been applied by the students as well, it would influence the flow of the communication, the professionalism of the interpreter, and the quality of the interpretation.

### **Difficulties related to the interpreting skills mastery**

It cannot be denied that interpreting skills or interpreting competences are a complex set of interdependent skill which must be developed gradually through organized trainings. These set of skills are obligatory materials to be taught in interpreting course. Due to limited time allocation for the course and the varied competences of the students, there are problems arose when the students performed the interpreting activities. The data analysis shows six types of difficulties which are related to interpreting skills mastery, including: language proficiency, listening skill, memory skill, analyzing skill, speaking skill, and note-taking skill.

#### ***Language proficiency***

Some of the students experienced problems when dealing with vocabularies, specifically the students mentioned about *unfamiliar terms, unfamiliar vocabularies, unknown idioms, and cultural-specific terms*. Furthermore, as the interpreting activities must be continued, they tried to clarify the speaker's word by asking for repetition. However, this effort also created problems as clarifying should not be done quite often. Though many students shared about difficulties in understanding unfamiliar vocabularies, surprisingly, there

were no students stated about grammatical difficulties in answering the questionnaire. Thus, interview was conducted to gain more information about whether different language structures between the source and target languages also caused problems. It turned out that some students also found obstacles when composing sentences especially when interpreting into English. It is because they needed to think about the correct English grammar first before delivering it orally.

Indeed, language proficiency both in source and target languages is an obligatory competence for interpreters. The language or linguistic factor in interpreting skill covers the ability of mastering the systems of the source and target languages as well as comprehending old and new knowledges related to various subject matters (Mead, 2002; Niska, 2002; Pöchhacker, 2004). In the context of undergraduate students, even those majoring in English department, this skill requires long process of learning. As stated by (Skaaden, 2013), the language proficiency required in interpreting refers to the high level of language mastery. Thus, it is actually reasonable if the students of the fifth semester still encountered problems in language proficiency when performing consecutive interpreting.

#### ***Listening skill***

Another barrier in performing interpreting is the listening skill. The students thought that their listening skill had not been adequate to meet the required skill of interpreter. Indeed, listening is the very first process which is very crucial in interpreting. The students said *listening skill was tricky, bad listening skill, and difficult to hear the speaker's words*. They also realized that the failures in listening skill leads to a complete failure in the whole process of

interpreting by saying *I have not mastered listening so it becomes more difficult*.

As the English language learners, it cannot be denied that the demand of perfect listening ability is quite hard to achieve. In order to develop students' listening skill, lecturers should be able to facilitate students with listening drills focusing on shifting from passive listening to active listening. Several research can be used as references to compose the drills. For example, Wang (2016) who also found students' problems with active listening skill in interpreting class suggests an assessment on active listening skill using six indicators: make inference based upon the given information, understand the general message despite of unknown words, make summary without distortion of the message, sort out the implicit logic, make explanatory translation, and add introductory or conclusion sentences. Meanwhile, Mayor (2017) in his quantitative research found correlation between students' consecutive interpreting aptitude with students' listening comprehension. He suggests that listening comprehension should be included in interpreting curriculum as one of the required skills to be developed.

### **Memory skill**

One of the distinctive competences in interpreting compared to translation is the need to master memory or recalling skill. In fact, the results show that most of the students said memory skill became one of their difficulties in conducting interpreting. The students said that *memory skill was tough, it's difficult to remember the speakers' speech, and I easily forget the speakers' utterances*. Even for students who actually experienced no problems with listening skill, they still found it difficult to translate orally since they forgot everything they had heard. In order to overcome the

recalling problems, the students attempted to apply several techniques, such as visualization, various types of shadowing, and even note-taking. Ma (2013) states that memory skill is a combination of mental and written skills. Thus, the problems with memory can be reduced by applying note-taking technique.

### **Analyzing skill**

Several students said that when the listening phase was completed smoothly, they could actually understand what the speaker said. However, when they needed to transfer it to the target language, it was difficult to construct sentences to convey the precise meaning. One student said *when I had no problem with listening, it was good, but then it was difficult to deliver the meaning into other language*. The other students said *choosing precise terms is difficult, finding suitable equivalence is hard*.

The skill to analyze the source text then transfer it to the target text is needed both in translation and interpreting. The students have experienced the transfer process in written translation classes. However, analyzing skill in interpreting is way more challenging as it is strongly related to recalling skill. In written translation, translators do not need to store the source message in their short-term memory. Thus, the analysis process can be done by reading the source text, probably if the translators find problem when grabbing the meaning of the source text, they still have chances to reread the source text many times (Nida & Taber, 1974). Furthermore, the if there are problems when finding equivalences, translators are still able to consult any types of dictionaries, glossaries, as well as find information via internet. In short, the analysis process in translation activity can be



done in longer time. Meanwhile, in interpreting the step of analysis must be conducted in a second. Ma (2013) explains about decoding and encoding process in interpreting in which analysis skill is needed in both steps. Decoding process refers to the identification of the linguistic and non-linguistic elements to extract the meaning of the source text. In conducting encoding process, the interpreter needs to combine the knowledges of linguistic and the subject matter. On the other hand, encoding process leads to the activation of the target language structure to convey the meaning. The smoothness of former process would determine the success of the encoding process. Thus, it is natural when there was a student who said, *I easily forgot the source text then I could not analyze it well.*

#### **Note-taking skill**

Based on the analysis, the students some students conducted note-taking technique in order to overcome the problems with the recalling skill. However, it turned out that the note-taking skill created another problem. Some students explained that *note-taking was another struggle; I did note-taking to overcome bad recalling skill but it was difficult to listen while taking notes at the same time; my note-taking was ineffective.* The students have actually understood the purpose of conducting note-taking technique. However, it is true that note-taking in interpreting requires skills. There are some ways in creating effective note-taking techniques, such as using common symbols and abbreviations, taking notes of keywords, and developing any shortcuts to take notes (Phelan, 2001).

#### **Difficulties related to the students' hesitation**

Despite all the difficulties related to the interpreting skills or competences, the students also mentioned about problems beyond the linguistic factors. The students felt *under pressure* and *nervous* during interpreting activity as they had to translate everything in a real time. Besides due to limited time factor, students also considered interpreting as a new experience which is very different from written translation. They hesitated that their translation would not be accurate and their performances were not good or failed. This situation created nervousness which made them difficult to focus on the speakers' speech.

Indeed, in interpreting context, Mead (2002) underlines the non-linguistic skills as important prerequisites of fluency in interpreting. One of the non-linguistic skills is nervousness which may leads to disfluency in transferring the messages. Similarly, Bidoli (2002) categorizes nervousness as one of the mental factors that may influence the quality of the interpretation. The students said that overcoming nervousness was quite complicated as in real-time translation. They thought that they would probably become better in handling nervousness when they practice more.

#### **Coping with the students' difficulties in teaching interpreting**

The questionnaire and interviews also obtain information about the students' opinions on the drills provided by the lecturer in interpreting class. All of the students gave positive opinions on the drills, by saying *it's good, I can get the point; the activities here are great; the activities help me to increase my knowledge; it gives us a real insight on how interpreting works.* Indeed, the students also shared their suggestion on the kinds of drills they need

more, for example the needs to provide more structured listening audios ranging from easy to advance ones, and the addition of practical activities compared to theoretical explanation given by the lecturer.

Indeed, the above findings clearly shown that the problems encountered by the students were usually occurred due to four factors: the students' perspectives on interpreting job, the way the speakers speak, the students' mastery on the interpreting skills, and the students' mental readiness. These four factors can be used as the benchmarks to develop the materials and media used during the interpreting course.

Although the three last factors related closely to tactical solutions, it is important for the lecturers to give **theoretical understanding** on interpreting in the beginning of the meetings to give students the appropriate perspectives on what interpreting is and how interpreters work. This may include the history and the development of interpreting, the correlation between translation and interpreting and how they differ each other, the modes, and the types of interpreting (Phelan, 2001; Pöchhacker, 2004). When it comes to the modes and types of interpreting, students may feel unfamiliar with the modes and types due to their lack of knowledge on interpreting or because the modes and types are rarely found in their environment. Audiovisual media in the form of videos portraying the practices of each mode and type can be shown as the complimentary media in addition to the explanation given by the lecturers. Audiovisual media in the form of videos describing the practice of each mode and type can be displayed as complementary media in addition to the explanation given by the lecturer.

The problems of interpreting may also come from the speakers. It cannot be denied

that accent and speech tempo can be problematical. These reasons are actually very related to listening skill. Therefore, **composing audios with various accent and speech rate** can be used as the media to familiarize the students with speakers' speaking style. The accent and speech rate used as the media should be arranged from the easy to the more advance ones. For example, as the early listening activities, the lecturer can use his or her own voice speaking in English with slow tempo. The audios are then gradually changed into those originated from English native speakers ranging from normal to faster speech tempo. The lecturer may also introduce some other accents, for example Indian or Chinese accents in which the interpreting audio practices can be found easily in Youtube. Meanwhile, to overcome the problem of speaker who speaks too long, interjecting the speakers' speech according to the appropriate chunks of information can be taught as one of the interpreting strategies. This material can be taught along with other **interpreting strategies** which are applied by professional interpreting to avoid problems before the interpreting starts and while the interpreting runs.

The interpreting skills can be taught based on the process, i.e. perception, decoding, recording, encoding, and expressing procedures (Ma, 2013). In the perception process, the students can be trained with **various listening audios**, i.e. listening for riddles, familiarizing students with accents and tempo, and listening for details. In selecting the audios for drilling interpreting, the lecturers may focus on shifting the students' habit from passive listening to active listening by making use of four practices: (1) the practice of awareness of background information and world knowledge, (2) summary practices, (3)

paraphrase practices, (4) the practice of identification of logic and making inferences based on logic (Wang, 2016).

The decoding process makes use of quick analysis on the linguistic and extra-linguistic elements. Thus, the students need to practice **quick spoken translation** started from audio text with simple vocabularies and gradually moved to those containing specific terms. The recording process related to memory or recalling skill which can be developed through various activities, such as **shadowing**, **visualization**, and **note-taking** (Roberts, 2014). Shadowing activity starts with repeating the lecturer's utterances which is divided into chunks of information. The repetition may start within the same language and the same words as the lecturer. The lecturer may also ask the students to paraphrase the lecturer's utterances, this is called as freer shadowing, which leads to the overview whether the students are able to recall the information they heard while understanding the core meaning or not. Visualization can be applied by asking the students to imagine the speech they heard into a kind of short movie in their mind. The visualization would be a good solution especially for the students who tend to be visual learners. Note-taking technique is also one of the most essential materials to be taught in interpreting. The lecturer may introduce the students, especially those having problems with memory skill, about how to create effective note-taking by making use of symbols, abbreviation, and taking keywords for every chunks of information (Phelan, 2001).

The encoding process make uses of analysis skill by activating the students' knowledge of target language structures. The practices of encoding process can be conducted with asking the students to **directly translate the chunks of**

**information they heard** into the target language. The interpretation results may be discussed in class by asking the other students to give comments on the accuracy. Besides, several techniques can be conducted to strengthen the analysis or transfer skill, for examples: **adding information**, **reconstructing information**, and **paraphrasing information** (Ma, 2013). The last process of interpreting is expressing procedure which requires the ability of speaking. This phase is closely related to the four former phases indicating that the smooth of the previous phases would result on the subtle expressing procedure, and vice versa. Clarity and fluency are the most significant factors in the last phase. The training can be done through various **public speaking activities** or simply asking the students to **perform interpreting individually** in front of the other students.

Meanwhile, the last category of difficulty found in this research is related to the students' hesitation. The researcher asked some students in an interview about their feeling while conducting consecutive interpreting. The results show that all students experienced nervousness before completing the consecutive interpreting practice. Avoiding nervousness need a longer process in interpreting. It cannot be done only within a couple days. The lecturer may provide chances for the students to **perform interpreting individually in each meeting**. This activity is aimed to get the students into interpreting activity so that students' hesitation would finally reduce.

The phenomena of difficulties faced by students in learning interpreting as discussed in this study shows that the lecturers must aware and understand about the nature challenges faced by the students. EFL students, especially discussed in this research are students from the fifth semester

majoring in English department, are still considered as learners. Therefore, it is suggested that the lecturer should focus more on the process-oriented instruction rather than focus on the error-correction (Takeda, 2010). It is then unsuitable for treating interpreting students as professional interpreters who focus more on accuracy, clarity, and fluency. Providing students with similar interpreting environment would be a more valuable learning experience for the students, for example inviting an English native speaker in class or conducting project-based task by practicing two-direction interpreting with foreigners who can speak English.

Overall, the solutions proposed in this research are based on the findings on the students' difficulties in a particular class. The phenomena of difficulties encountered by interpreting students may be varied in other settings. However, as also stated in other similar researches, it is clear that interpreting is a complex process which requires complex skills. Beside the diversity of the students' competence in one class, the time allocation to learn interpreting would probably becomes another challenge for the lecturer. It is then important to prepare systematic lesson plan which is suitable with the context of the class.

## CONCLUSION

As an advance course of translations, it is actually reasonable that the students taking interpreting course experienced difficulties in various aspects. The findings become obvious as the students are English language learners who are still in the process of developing English competence. The findings revealed that the difficulties are influenced by several aspects, including: students' views on the job of interpreters, students' interpreting skills, and students'

hesitation. The students' reflections on the drills given by the lecturer can also be insights for better syllabus of interpreting course. Solutions related to the drilling activities according to each skill as well as various media can be used to overcome the problems.

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