

IMPROVING INTERPRETING SKILLS OF FIFTH-SEMESTER STUDENTS AT UNMAS DENPASAR ENGLISH LITERATURE STUDY PROGRAM THROUGH VIDEO ON YOUTUBE

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Abstract

This research was classroom action research conducted to improve the interpreting skills of fifth-semester students in one class of the English Literature Study Program at Mahasaraswati University Denpasar. This research involved a group of students who were the subjects of action. The research cycle included action planning, implementing learning using YouTube video media, observing students' interpreting skills, and reflecting. The results of observations of students' interpreting abilities after implementing the action were used to evaluate the impact of using YouTube videos in learning in one class. The result showed that the use of YouTube videos was a great medium for improving students' skills, especially for interpreting. The video helped the student from the perspective of audio-visual because by having good audio visual, the students were able to receive information better compared to just listening.

Keywords - *interpreting skills, students, English literature, YouTube*

Introduction

Interpreting is one of the English subjects given to students at Universitas Mahasaraswati Denpasar, especially in the English Literature Department. This subject prepares students to be oral translators or interpreters. According to Pöchhacker (2004), the concept of interpreting refers to a specific type of translation activity and is thus simultaneously included in the more general notion of translation and distinguished by its distinctive features. It meant that this kind of activity is done simultaneously by translating a speech from one language to another language.

Based on the pre-observation, the interpreting class was conducted by having one student as an interpreter, and one student will read a chunk of English or Indonesian speech. Then the interpreter will interpret the message that has been uttered by the reader. The speech length was about 3-5 sentences talking about culture in Bali. This drill kept rolling until all the students got a chance as an interpreter. The text source was from English to Indonesian or vice versa.

The problem started when the text reader (students) had a problem with pronouncing a particular word, spoke too fast or slow, and had incorrect pauses during the reading process. Those problems were affecting the interpreter, because not all students had similar skills in English. In addition, student interpreters would also face several obstacles such as linguistic barriers, topic, and cultural familiarity (Pratiwi, 2016; Gile, 2009; Baranyai, 2011, Sri, 2020).

As a result, students had a low score on the mid-test. The average score was below 60. In addition, several participants were interviewed, and it was discovered that traditional teaching techniques were less engaging. As a result, students wanted more engaging activities, which they believed would boost their enthusiasm for learning and make the course more enjoyable.

Thus, to tackle those challenges, the researcher would propose a solution for the students by using video on the YouTube platform as a media to improve students interpreting skills. In this research YouTube platform would be a learning media that provided a video to be interpreted by the student. Video is a great source for practice because it has a certain volume, tone, clear pronunciation, and can be paused or played back. This would help the student have a better learning experience in interpreting class.

Learning media is something essential in the class that could give a great impact on the students, especially on learning output to improve speaking skills for interpreting (Borman et al., 2018; Lestari & Wahyudin, 2020; Tiku Ali & Patombongi, 2016, Wahyuni & Utami, 2021). It meant that bringing a YouTube video to the interpreting class would be a great solution for improving interpreting skills. The video would be more varied in terms of topic and genre. These also could improve students' knowledge to make them familiar with many topics. In addition, students also could catch the expression of the speaker when watching a video compared to just listening to someone reading a text.

Using YouTube videos for teaching media had been used by many researchers. One of them was Hariyono (2020) researched teaching vocabulary to young learners using videos on YouTube. The result showed that the majority of young students were actively involved in the vocabulary-building process when the YouTube video was being used. Additionally, they responded well to the learning exercise and said that watching YouTube videos was their preferred method of acquiring vocabulary in English.

Furthermore, Meinawati (2020) also conducted similar research using YouTube to improve speaking skills. The result showed that students were able to communicate more confidently and expressively as a result of utilizing YouTube, which made the outcome incredibly successful. They also did not hesitate to choose words while communicating because they could observe how foreigners speak English appropriately and accurately.

Even there were many research has been done about this topic, but not many research found for classroom action research to improve college students especially for specific skill or course (Interpreting). Thus, the result of this study would broaden the linguistic and education field. The purpose of this research was to help the student improve their interpreting skill through the application of YouTube videos. In addition, this research also benefits anyone who works in the education field especially teaching English and could be a reference in the teaching and learning process.

Methods

To find out the effectiveness of using YouTube videos for improving the interpreting skills of college students, a qualitative approach namely Classroom Action Research (CAR) was used in this research. This approach was used to renew the teaching methodology so that can improve the students' interpreting skills. This research was conducted at Mahasaraswati

Denpasar University, Faculty of Foreign Language, on English Literature Study. The subjects of this research were students in the fifth semester, this class consisted of 20 students. There were 4 main steps of conducting CAR namely planning, action, observing, and reflecting (Kemmis, McTaggart, and Nixon, 2014).

1. Planning

In this stage, a lesson plan would be created for the lecturer to be delivered in interpreting class. The lesson was the guideline for the lecturer to teach the students. In addition, the lecturer had been instructed to apply the lesson plan. The activity would be rich of activity involving YouTube videos that can be used as media for practicing interpreting from English-Indonesian or vice versa.

2. Acting

In this stage, the researcher explained how the class was conducted to the lecturer and then the lecturer performed what had been instructed by the researcher.

3. Observing

In this stage, the researcher would be in the class to do direct observation during the teaching and learning process. Note-taking was also involved here to note anything important during the process.

4. Reflecting

Reflecting would be conducted after the lesson had been delivered by the lecturer. Some students would be asked about their impression of the class, asked how they felt, gave them performance test after the lesson, and recorded their scores to see the result.

Finding and Discussion

Cycle One

The researcher designed the lesson plan into several activities:

- a. Greeting and brainstorming with the students by giving some questions related to the previous meeting or practice.
- b. Explaining how the class would be conducted using media from YouTube.
- c. After that the students would be given a short video from YouTube about travel vlogs from the English language (opened subtitle).
- d. The video would be played twice for the students (English-Indonesian).
- e. The students were instructed to make a note if they found an unfamiliar word and then asked to find the translation of the target language (TL) in the Indonesian language.
- f. The third time, students would be asked to interpret what had been uttered by the travel vlogger in the video from English to Indonesia. The length of the video was about 2-3 sentences, then paused, interpreted by the student, and then played again.
- g. The performance was done by calling out student's names from numbers 1-20.
- h. The lecturer gave direct feedback after the student's performance.

From the first cycle, it was found that there were advantages and disadvantages:

Advantages:

1. The students could interpret the video much better. It was seen that the message from the source language could be transferred very well into the target language.
2. The students had enough time to understand the context of the video because it had been played twice before the interpretation.
3. The students had a chance to find some unfamiliar words before interpreting.
4. The students felt less nervous because they had enough preparation.

Disadvantages:

1. This kind of activity took a very long time because there were 20 students.
2. An unstable internet connection could break the student's focus.
3. Lights out could be a main problem because the class rely on electricity.
4. The students at the back were having problems listening to the audio through the speaker.

Cycle Two

Based on the first cycle, the researcher did a reflection and betterment for the next cycle. On the second cycle, the video only played once. The students had a very limited time to understand the video, look up the dictionary, and they should perform interpretation. In the second cycle, the step would be explained below:

- a. The video had been downloaded from YouTube (Indonesian-English).
- b. The video was sent to the students' devices (mobile phones or laptops)
- c. Then the students played the video through their device.
- d. Listen to the audio through headphones or headset.
- e. The students were given a chance to watch the video once and look up the dictionary.
- f. During the practice session, students were called based on their present list.
- g. Students played the video and paused anytime they wanted. After that, the students interpreted what they heard on their headphones or headsets from English to Indonesia or vice versa.
- h. At the same time the lecturer was only focused on the interpretation to be able to give an assessment based on the student's performance.

Advantages:

1. Students became more focused on training because they wore headphones or headsets.
2. The students were more fluent when interpreting the video
3. The students gained more confidence

Disadvantages:

1. It was hard to monitor all students because they were on their gadget
2. Some students had bad equipment
3. Students were get distracted easily

Cycle Three

Based on the second cycle was found that students had improvement in terms of score. However, the improvement was still under the minimum score. The majority of student was still below the minimum score. Thus, in cycle three the researcher made some modifications in the class as follows:

- a. The video was given a day before the class (Indonesian-English). The students had plenty of time to study the video.
- b. Students were given a long video (5 minutes)
- c. In the classroom, the student was isolated alone in the class to do the test.
- d. The rest of the students were waiting outside the class.
- e. Then the video was played on the lecturer's laptop and the student was given a headphone or headset.
- f. The student was given control to play and pause the video anywhere she or he wanted to stop without showing the subtitle.

Advantages:

1. The students performed confidently
2. Less distraction
3. High achievement

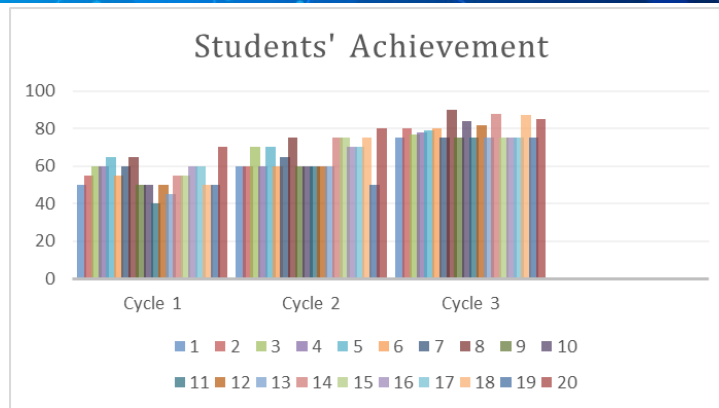
Disadvantages:

1. It took a lot of time to do one by one in isolation room
2. Less challenge

Student's response to the application of YouTube video during interpreting class

Based on the direct observation in the class, this activity was effective to be applied for interpreting class. It was also expressed by one participant number 06 "I feel more confident when the interpreting source using a video, because the voice was clear, and stable phase". In this case, the students gained more confidence compared to the previous meeting. By having high confidence, the students could perform smoothly and deliver the message correctly. Participant 14 said, "It was much easier for me to interpret a speech when I could see the expression from the speaker". It meant that the visual also contributed to the process of learning because when the students missed a certain word or concept during the listening phase, it could be covered up by seeing how was the expression of the speaker on the video. Participant 30 said, "Preparation was very important, I don't think I can do well without preparation and knowing the context before interpreting". It showed that the playback video before the interpreting would have a significant impact on the students.

The researcher conducted an assessment on the first and second cycles as follows;



The diagram above explains the students' achievement in interpreting class. 20 students were observed. They were represented by different colors of chart. The first cycle showed that the average score was under 60. It happened because the first time they applied YouTube videos to their class. Some students were still confused following the phase of the activity because they were asked to watch and note unfamiliar words on the video. The second cycle showed better achievement. The majority of students had an average score about 60. However, this achievement was still under the minimum standard of the university. The third cycle showed better a result. It could be seen that on the third cycle, the majority of students could pass the passing grade of 75. It meant that the use of YouTube videos was effective in improving interpreting skills for college students.

The result of these findings showed that there was a significant increase in student achievement. It could be seen form the performance that the students showed during the treatment. When the learning process occurred, there were many challenges such as internet connection, speaker, visual, and focus.

The internet was a big challenge because this treatment relied on the internet. When the internet was in trouble, it was the moment the students lost their focus and it would be very hard to gain back their focus. The lecturer should have a backup plan to solve this kind of problem quickly.

Having a good speaker was important too. On the first cycle, the speaker was using Bluetooth. In several moments, it kept reconnected by itself. Thus, it was really annoying moment. However, after the speaker had been changed into plug-in speaker. There was no more problem and the volume could be adjusted higher than the Bluetooth speaker. It meant that a facility should also be taken care of to make sure the treatment process runs smoothly.

The visual also played an important role in the treatment. In the first cycle, initially the video was played without subtitles. Then the researcher found that the students were having problems watching the video without subtitles. Thus, the subtitle was opened and students showed a good response because they could note the unfamiliar word correctly and find the meaning in the dictionary quickly rather than just watching without subtitles.

Cycle two was the moment the students gained the confidence to interpret the video correctly. They showed less hesitation, even though some of them were still making mistakes, skipping some words, or even leaving a chunk of the message behind. Students kept trying to complete the video. In this cycle, the students started to find the learning pattern. They were

getting fast to note and find the unfamiliar words. Thus, they could achieve better scores in this cycle. In addition, in the second cycle, there were not many technical problems occurred, because in this cycle the students used their gadgets and their internet.

The third cycle was conducted differently by giving video earlier to the students. They had plenty of time to prepare a day before the class. When the class started the students came one by one and were tested in an isolated room. In this stage, the students only performed once and were scored. Surprisingly, all students in the class could achieve the passing grade that was given by the university which was 75. There were no technical problems in the third cycle at all. The test ran smoothly. However, to conduct this kind of scenario took a lot of time with 20 students.

Improving interpreting skills through video YouTube was effective for the fifth-semester student in English Literature Study, Mahasaraswati Denpasar University. The students could learn more effectively. By watching a video and well delivery they were not only practising interpreting but also learning new vocabulary, grammar, structure, and pronunciation through the videos. This was in line with the previous research done by Anggraini (2021) states that audio-visual media could help students to enrich their pronunciation and vocabulary. In addition, the video was rich in information, and a variety of topics, and presented many kinds of accents when learning from English videos.

Conclusion

The use of YouTube videos was a great medium for improving students' skills, especially for interpreting. The video helped the student from the perspective of audio-visual because by having good audio visual, the students were able to receive information better compared to just listening. The use of subtitles during the video was a game-changer for the students. The subtitle helped students to learn the structure, form, and sentence quickly through watching it. Thus, the process of receiving the information and restructuring it into the target language would be effortless.

Several points should be aware of when using YouTube Video as teaching media such as; internet connectivity, speaker, visual (projector), and electricity. Those are the main components of conducting this kind of learning activity.

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