A JOB TRAINING REPORT

TECHNIQUES AND ROLES OF CONSECUTIVE INTERPRETING IN CULTURAL EXCHANGE OF FOREIGN STUDENTS AT AIRLANGGA GLOBAL ENGAGEMENT

Presented in partial fulfillment of the requirement for the Diploma Degree in

English Language

By

Widya Mela Ameliyah

Student Number: 151611813035

Major: Business Communication

ENGLISH DIPLOMA PROGRAM

FACULTY OF VOCATIONAL EDUCATION

UNIVERSITAS AIRLANGGA

2019

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ADVISOR'S APPROVAL PAGE

A FINAL REPORT

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By

Widya Mela Ameliyah

Student Number: 15161813035

Approved to be examined.

Surabaya, 5 December 2019

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2019

EXAMINER'S APPROVAL PAGE

This is to certify the final report of

Widya Mela Ameliyah

has met the Final Report requirements of Faculty of Vocational Studies

Universitas Airlangga

Surabaya, 17 December 2019

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STATEMENT OF ORIGINALITY

I, Widya Mela Ameliyah (151611813035) honestly declare that the final report I wrote does not contain the works or parts of the works of other people, except those cited in the quotation and the references, as a scientific paper should.

Surabaya, 26 December 2019

Widya Mela Ameliyah
151611813035

I dedicated this final report to my family

TABLE OF CONTENT

List of Table

Table of Figures

ix

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CHAPTER I

INTRODUCTION

1.1. Background of the Report

In order to develop a global partnership, the university needs to communicate with international academicians in their native language as good as possible. This may involve the interpretation of your content, translation, or both. As closely related linguistic fields, the two processes are often cited interchangeably but each has a distinct role to play in certain situations.

At first glance, the difference between translation and interpretation lies in each service's medium. Interpreter translate spoke language orally, while translators translate the written word. The two professions also have similarities, such as deep cultural and linguistic understanding, expert knowledge of the subject matter, and ability to communicate clearly.

Interpreting is an activity that consists of establishing oral or manual communication between two or more speakers who are not speaking the same language. Furthermore, in this globalization era, everyone is required to interact and communicate with each other despite the distance of geographic, language, and culture, interpreting is needed to solve the distance.

The demand for the interpreter is rising in modern society due to the essential services that the interpreter provides to the community. The role of the interpreter has expanded and their services are now imperative in fields such as

1

education, medicine, law, and business. Interpreting helps people in the process of exchanging thoughts and information, not only for communication between two people in different languages but also to deliver the information. The majority of Interpreters work for professional and educational services, conference and event settings, courtrooms, and hospitals. The Bureau of Labor Statistics estimates that the field will grow roughly 29 percent over the next ten years, much faster than average.

The role of the interpreter is to help establish direct communication between the professionals in education, social worker, healthcare professional, and lawyer with the person who is limited English proficiency. For the communication to be truly direct, the interpreter serves strictly as a communication conduit, always interpreting in the first person. The interpreter's code of ethics demands that an interpreter should be accurate, impartial, and confident when delivering his or her services.

During the internship in Airlangga Global egagment (AGE), the writer help foreign students to completing their tasks to communicate with the local citizens at Indonesia Diversity at Airlangga (INDIAIR) and AMERTA X program. In INDIAIR program Universitas Airlangga has a purpose to introduce Indonesian culture, especially in Surabaya. Besides, foreign students can discuss the current issue by comparing the experiences what they have had while traveling around Surabaya and presenting the results of the discussion. While AMERTA X

is a 6-month student exchange program created by Universitas Airlangga that aims to learn Indonesian culture for foreign students.

One of the recent studies was carried out by Chinch (2010) who found out that the poor preparation and lack of background knowledge make students nervous, directly or indirectly loses students' confidence and decrease the quality of the student's interpreting practice. The INDIAIR program had already started a day before the writer started the internship. Therefore the writer has some difficulties to know about the schedule of activities for the participants, understand the concept and purpose of the program, and adapt to foreign students. Besides, the writer found problems arise when the writer did not listen clearly and hard to get the point of what the foreign students said including their accents. Hence, the techniques stated by Jones (1998) and roles by Roy (2000) can give an influence which the writer used to decrease the misinterpreting that would make an ambiguity.

1.2.   Statement of the Problem

1.2.1. What are the techniques of consecutive interpreting used in cultural exchange at Airlangga Global Engagement?

1.2.2. What are the roles of liaison interpreter in consecutive interpretation in cultural exchange at Airlangga Global Engagement?

1.3.   Purpose of the Report

1.3.1. To identify the techniques that are commonly used in consecutive interpreting in cultural exchange area.

1.3.2. To understand the role of interpreter in cultural exchange.

1.4. Significance of the Report

1.4.1. For writer

a. The writer is able to understand the consecutive interpretation method and techniques.

b. The writer is able to develop her writing and analytical skill.

c. The writer can implement the skill in English writing which has been taught before.

1.4.2. For Alma mater

a. Universitas Airlangga can increase the number of scientific works of students .

b. Universitas Airlangga's students could join the volunteering program in Airlangga Global Engagement.

1.4.3. For Company/institution

a. Airlangga Global Engagement can use this final report as reference for advancing the communication with the international students.

b. Airlangga Global Engagement can apply some techniques that the writer use during the internship.

1.4.4. For other interns

a. Other interns can prepare themselves when they are asked to be an interpreter in Airlangga Global Engagement in the internship period.

b. Other interns can get the references in the same subject of final report.

1.5. Review of Related Literature

1.5.1. Methods of interpretation

Gile (2000) classifies oral translation based on ways of translating, they are simultaneous, consecutive, whispering, and sight translation. On the other hand, Gentile, et al (1996) also classify oral translation based on modes or methods of interpretation, they are simultaneous and consecutive interpretations.

a. Simultaneous interpretation

Simultaneous interpretation is delivered at the time of the interpreter listening to the source language. Simultaneous interpretation is often done by the interpreter sitting in a soundproof booth listening to the speaker through the headset and translating it into the target language using the microphone while still listening. Speakers and interpreters speak almost at the same time in different languages (Gile, 2000).

b. Consecutive interpretation

Consecutive interpretation is carried out successively with the speaker. According to Gile in consecutive interpretation, the interpreter listens to the segments of ideas conveyed by the speaker for several minutes and takes notes, then the interpreter re-expresses the idea in the target language, while the speaker silent (Gile, 2000). The time-lapse between the speech and its interpretations vary for practical purpose, two types of consecutive interpretation are considered sentence by sentence interpretation and summarising the whole speech.

c. Whispering interpretation

Whispered interpretation is a whispering oral translation activity. The process is done by whispering information to the listener. When the speaker is talking, the interpreting process can be done simultaneously. Particular characteristics of the interpreter are whispering the message from the source language to target language to the participant's ear so that he or she can understand the intention of the speaker (Gentile et al., 1996).

d. Sight translation

Sight translation is a form of translation from written and translated text into an oral form. The interpreter interprets a legal document orally on the spot as part of an interpreting assignment (Gile,1995).

1.5.2. Techniques of interpreting

Jones (1998) explains seven techniques that can be used in interpreting, they are;

a. Reformulation

The first technique that needs to be known in oral translation is reformulation. This technique is very helpful if the oral translator faces a word or concept of the source language that has no translation in the target language (Jones, 1998). Jones also said that this problem was not related to the cultural or institutional problems of a country or language

b. Cutting

The fact that the interpreter is always related to oral translation, it is very possible if the speaker speaks using a very long and complex sentence structure.

For this reason, a specific strategy or technique is needed to deal with these conditions. Jones (1998) called the technique the cutting technique by dividing the one long sentence up into a number of shorter ones.

c. Generalization

Jones (1998, p.112) explains that this technique is more appropriate to be used by interviewers with the aim of saving time, especially if the native speaker tells a number of technical terms that can be found in its general form. For example, when native speakers mention the 'fridge, freezer, dish-washer, and washing machine,' the translator can replace them with 'all household electrical appliances.'

d. Omission

This omission technique is usually carried out by the interpreter when he or she faces the native speaker speaks too fast. In the context of oral translation, the focus is not on removing word-to-word elements, but on source speech messages that are not found in the target speech. This is related to the concept of oral translation which focuses on 'sense transcoding' instead of 'linguistics transcoding'.

e. Summarizing and Recapitulation

Jones emphasized that what is meant by summarizing is not to provide a summary of the whole text delivered by native speakers. The summary here is an additional provided by the interpreter as additional information which of course still refers to the subject matter being discussed by the main speaker. In general,

this summary is derived from interpreters' interpretations of issues raised by speakers of the source language (Jones, 1998). This technique can also be called 'an addition.'

f.   Explanation

In the process of oral translation that bridges two languages with two different cultures, translation is often faced with various cultural terms or institutional references that require translators to provide explanations so that the audience understands their intentions. However, Jones stated that if the interpreter was not able to explain it or because of limited time then he did not need to add an explanation.

g.   Anticipation

This technique provides an opportunity for an interpreter to prepare everything needed before starting to interpret. According to Jones, there are several things that can be prepared by an oral translation, the context of the meeting, speech patterns and rhetorical structures, considering these two things are different for each languages that exist, if the interpreter is sure of the end a sentence, then the interpreter can anticipate by using his or her own language. If it is seen from the three points raised by Jones above, then anticipation can be made before the oral translation process is carried out and when the oral translation process takes place.

1.5.3. Roles of Interpreter

Roy (2002) has listed the following roles as an interpreter:

a. Translator and Communication-facilitator

The interpreter plays a role as a translator and also a communication-facilitator for both parties. It is because the speaker and the listener also have different languages which will make it difficult for them to communicate.

b. Mediator

In addition in being a translator, the interpreter also has the responsibility of being a mediator. The interpreter can provide advice or information for the clients. Besides, the interpreter also studies cultural differences so that they can provide advice to his/her clients.

c. Bilingual and Bicultural specialist

The interpreters must be sensitive to the fact that they are communicating across cultures as well as across languages. Descriptions of cultural sensitivity include awareness of regional/dialectal differences in languages, nonverbal differences, different attitudes towards time, different forms of personal address, etc.

d. Specialty Knowledge

The specificity of each field of work such as medical, business, and law that uses a lot of terms, registers, vocabulary, procedures, and certain contexts that

are different from one another, thus requiring professional translation for each field of work.

1.6 Methods of the report

1.6.1. Location and Participant

The writer conducted this case study at Universitas Airlangga's international office called AGE (Airlangga Global Engagement) for a month started from January to February. The writer was assigned as an Outbound Mobility staff, this division has a responsibility to engage with partner of universities to conduct the international program's collaborations, and also to promote the programs that AGE offers in scholarly website, manage and help the administration process of local students who want to apply for an exchange or scholarship program. For instance, helping them to fill the visa making requirements needs, coordinate with the institution where the students involved and giving them pre-departure orientation. Besides, the writer helped the supervisor become a liaison in INDIAIR program that the participant would have an experience in understanding Indonesian culture and make a presentation in the class.

1.6.2. Data Collection

a. Observation

The observation process is interviewing the committee that the writer worked with. Furthermore, the writer took notes and made transcripts about what the speaker said, the conversation and question of the participant of the program

with the local citizen. While in the process of the observation, the writer did some research on some online platform, such as YouTube, to find the process of interpreting by the experts.

b. Theories

The writer use theories as a part of data collection from books and international journals that the writer has collected to solve her obstacle and implement the theories during her internship.

c. Note-taking

Speed and accuracy are one of the skills that are needed for an interpreter to reduce the impact of misinterpretation. Therefore, the writer used the note-taking strategy to record what the speaker said. The notes are labeled based on the first day the writer starts her case study until the last day. The labeled notes is written by the writer as follows:

- 1st note (16 January 2019)
- 2nd note (17 January 2019)
- 3rd note (21 January 2019)
- 4th note (25 January 2019)
- 5th note (5 February 2019)

1.6.3. Data Analysis

To analyze the data, the writer uses the triangulation theory of data collection to answer the statement of problems which included observations,

Unit of Analysis	Data Colllection Techniques
The techniques of consecutive interpreting are used in cultural exchange at Airlangga Global Engagement	Observation, theories, and note-taking
The roles of liaison interpreter in consecutive interpretation are used in cultural exchange at Airlangga Global Engagement	Observation, theories, and note-taking

theories, and note-taking. The triangulation theory of data collection as follows:

Table 1. Triangulation Theory of Data Collection

Based on table 1, the writer did observations about AGE and the services offered to foreign and local students, about the work as an interpreter that will be faced by the writer. Observation results made the writer can find out the interpreting theories that needed in writing the final report and practiced it during the internship period. When practiced interpreting theories the writer always note-taking to produce transcripts to make a final report.

1.7.   Framework   of   the   Report

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┌─────────────────────────────────────┐
│ Problems:                            │
│                                      │
│ 1.     What   are   the  techniques  of │
│        consecutive  interpreting  used  in │
│        cultural exchange in Airlangga Global │
│        Engagement?                   │
│                                      │
│ 2.     What   are   the  roles   of  liaison │
│        interpreter    in    consecutive │
│        interpretation in cultural exchange at │
└─────────────────────────────────────┘
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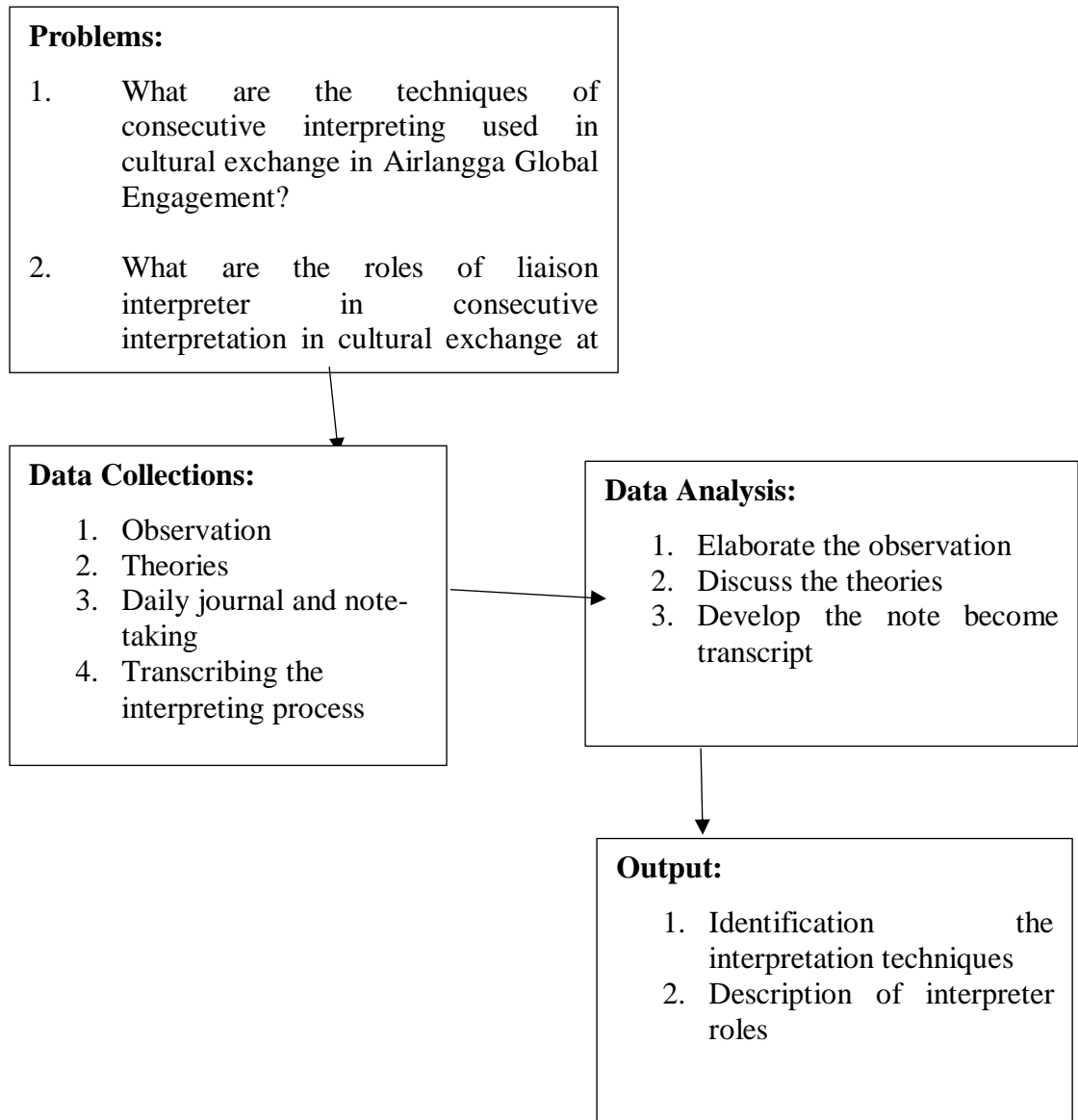
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┌─────────────────────────────────────┐      ┌─────────────────────────────────────┐
│ Data Collections:                    │      │ Data Analysis:                       │
│                                      │      │                                      │
│     1. Observation                   │ ───► │     1. Elaborate the observation     │
│     2. Theories                      │      │     2. Discuss the theories          │
│     3. Daily journal and note-       │      │     3. Develop  the  note  become    │
│        taking                        │      │        transcript                    │
│     4. Transcribing the              │      │                                      │
│        interpreting process          │      │                                      │
└─────────────────────────────────────┘      └─────────────────────────────────────┘
```

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                                              ┌─────────────────────────────────────┐
                                              │ Output:                              │
                                              │                                      │
                                              │     1. Identification          the   │
                                              │        interpretation techniques     │
                                              │     2. Description of interpreter     │
                                              │        roles                         │
                                              └─────────────────────────────────────┘
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CHAPTER II

COMPANY PROFILE

2.1. Institution History and Description

Airlangga Global Engagement (AGE) is a bridge for international partnerships with Universitas Airlangga. It was established in 2010 as the International Office and Partnership (IOP). The purpose of this institution was founded to support Universitas Airlangga in pursuing a 500 World Class University ranking.

Starting from June 2017 the International Office and Partnership (IOP) changed its name to Airlangga Global Engagement (AGE). AGE has a new vision and mission. Its vision is to create a Global Academic Community through the development of innovative, extraordinary and autonomous international activities. The first mission is to initiate, facilitate, develop corporation and international networking in education, research and community service. The second mission is to develop and manage international program at Universitas Airlangga and foreign institution. The third mission is to organize immigration/stay permit, hospitality-welfare services for international academician, and managing administration for business travel permit for academician of Universitas Airlangga. The fourth mission is to initiate, facilitate, develop corporation in research between Universitas Airlangga and university or foreign institution. The fifth mission is to develop and manage Indonesian culture outside of country and international culture at Universitas Airlangga (Naskah Akademik AGE, 2019). In short, this institution has a major role in supporting the growth of internationalization at Universitas Airlangga.

14

2.2. Organization Charts
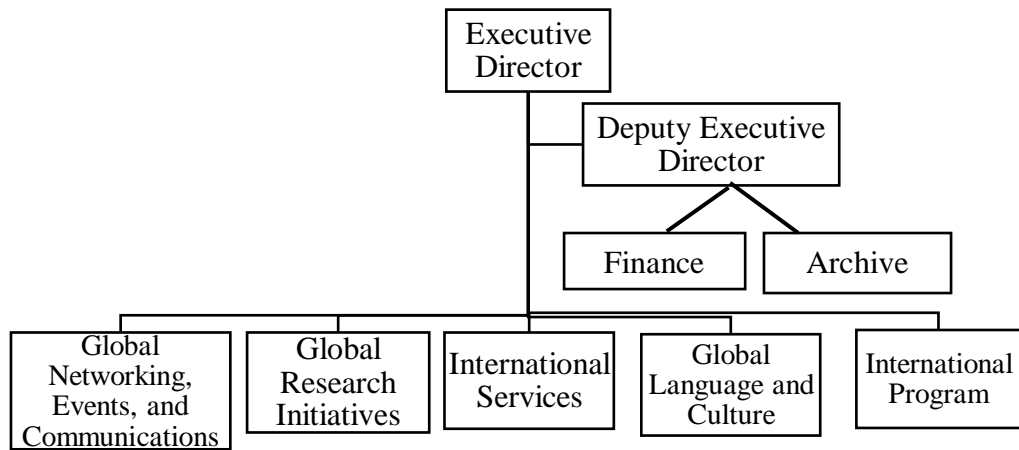
2.2.1. Airlangga Global Engagement Organization Chart

Chart 1 Airlangga Global Engagement Organization Charts
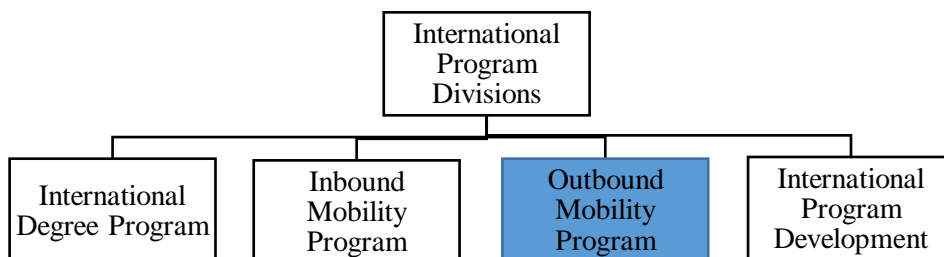
2.2.2. International Program Organization Chart

Chart 2 International Program Organization

2.2.3. Job and Responsibility

AGE has 7 main divisions including Global Networking, Events, and Communications division, Global Research Initiatives, International Service, Global Language and Culture, International Program, Finance, and Archive.

1. Executive Director

A person who leads the institution and has responsibilities in managing all of the internationalization activity, representing Universitas Airlangga in international activity inside and outside the country, and coordinating with ministries or governmental/countries related to internationalization.

2. Deputy Executive Director

Deputy Executive Director is responsible for managing all implementation activity of internationalization in Universitas Airlangga at the command of Executive Director.

3. Finance

A division which has responsibilities in managing finance budget and making financial report.

4. Archive

A division which has responsibilities in managing and arranging letter correspondence to AGE.

5. Global Network and Communication Division (GNC)

This division has responsibilities in managing social media and AGE website, conducting education exhibition and info sessions, responsible for international university/faculty level agreement, and strategic meeting and networking. There are four subdivisions in this division namely: Network Manager of Europe-America, Asia-Pacific, Events and Communication, and Website and Design.

6. Global Research Initiative Division (GRI)

This division has responsibilities in arranging research agreements, conducting the strategic meetings, and managing activities in the consortium.

7. International Program Division (IPro)

This division is responsible for the arrangement of international student activity and creating short programs or scholarships. There are four subdivisions in this division including:

a. International Degree

This sub-division is responsible for the arrangement of the KNB Program, Airlangga Development Scholarship and International Degree Program in Universitas Airlangga.

b. Inbound

This sub-division is responsible for international inbound program arrangements such as semester exchange, short visit and visiting professor programs such as AMERTA, Summer Program, and CERIA.

    c. Outbound (the writer's position)

This sub-division is responsible for international outbound program arrangements such as semester exchange, short visit, and academic exchange program.

    d. International Development.

This sub-division is responsible for creating and managing short programs and tailor-made programs.

8.   International Services Division (IS)

This division is responsible to provide assistance for international students and staff regarding their academic activity. International Services Division has 3 sub-division include: Immigration/Stay Permit, Hospitality-Welfare, and Official Business Travel Permit.

9.   Global Language and Culture

This division is responsible for arranging the establishment of the cultural corners in Universitas Airlangga collaboration between Universitas Airlangga and its international partners.

2.3. Location

Airlangga Global Engagement is located in 206-208 Amerta Bld. 2nd Floor, Kantor Manajemen Universitas Airlangga Kampus C Mulyorejo Surabaya, Jawa Timur. Below is detailed information:

- Office: 206-208 Amerta Bld. 2nd Floor, Kantor Manajemen Universitas Airlangga Kampus C Mulyorejo Surabaya

- Websites: http://international.unair.ac.id/

- Phone: +62 (31) 596 6864

- Zipcode: 60115

2.4. Program offered

1. AMERTA (Academic Mobility Exchange for Undergraduate at Universitas Airlangga)

2. AMERTA for Master (Academic Mobility Exchange for Master at Universitas Airlangga)

3. Airlangga Summer Program

4. CERIA (Community Outreach Program for both local and international students of Universitas Airlangga)

5. Airventure

6. Summer in Sura-Bali

7. In Herit: Indonesian Heritage Course

8. Airlangga Mobility

2.5. Facilities

There are many facilities in AGE office to support job performance. In AGE the facilities are known as "Our Best friend." The facilities are listed as follow:

a. Internet connection

AGE provides internet connections namely: AGE Wireless, AGE Lounge, and AGE Hotspot.

b. Computers

Every computer is connected to a computer network so that the information can be accessed through all parts of the business.

c. Printers

The printers are located in each unit room to create hard copies of documents.

d. Scanner

AGE provides a scanner and it is located in every unit room to create soft file documents.

e. Photocopier

The photocopier machine is to support the need to create a copy of documents in the hard file.

f. Shredder

The shredder machine is to destroy the documents after its using.

g. Table and Chair

The table and chair are also provided by AGE in all staff rooms and in the service area to give services.

h. Air conditioner

The air conditioners are located in every unit room.

i. Fax and telephone

There are fax and telephone to communicate inside and outside of the institution.

j. Prayer room

There is a prayer room in AGE office, but this room is only for the staff.

2.6. Customer

The customers are international and domestic academicians who will get involved in international program activities.

CHAPTER III

DISCUSSION

3.1. Description

In this chapter, the writer would explain the answer from statement of problems that are written in chapter 1 including, (1) What are the techniques of consecutive interpreting used in cultural exchange in Airlangga Global Engagement and (2) What are the roles of liaison interpreter in consecutive interpretation used in cultural exchange at Airlangga Global Engagement.

3.1.1. Techniques of consecutive interpreting used in cultural exchange at Airlangga Global Engagement

There are two consecutive interpreting techniques that are used in cultural exchange programs at Airlangga Global Engagement. These techniques are included cutting and summarizing and recapitulation.

The first is cutting technique. An interpreter is always related to oral translations, some interpreters would face the speaker who spoke using complex sentence structures. Therefore, the interpreter will eliminate unimportant parts to be more effective (Jones, 1998). In the translation process, an interpreter has to prioritize the meaning rather than translate the whole conversation (name). For example is when the writer interpreted the speaker's speech on how to introduce himself and mention the name of the student exchange program.

22

Source language:

> *"Sebelumnya saya perkenalkan dulu kami UKF PAKARSAJEN. Saya ucapkan selamat datang untuk mahasiswa yang hadir. Hari ini teman – teman peserta INDIAIR akan belajar Gamelan salah satu music tradisional Indonesia."* (1st note; 1)

Target language:

> *"Welcome to UKF PAKARSAJEN. Today, we are going to learn Gamelan which seems traditional music of Indonesia."*

In Indonesian culture, people start the conversation with small talk. In contrast, foreign students are more outspoken. Instead of interpreting the whole speech, the writer interpreted, "Sebelumnya saya perkenalkan dulu kami UKF PAKARSAJEN. Saya ucapkan selamat datang untuk mahasiswa yang hadir" into "Welcome to UKF PAKARSAJEN."

The writer proposed that there was no need to interpret the name of the student exchange program because participants who will learn gamelan are from the same program. Instead of interpret "Today, the participants of INDIAIR program" the writer said, "We are".

In another example, the writer used cutting techniques when she interpreted the introduction of the speaker and the history of Sanggar Dewi Saraswati Batik.

Source language:

> *"Selamat datang di Sanggar Dewi Saraswati Batik. Perkenalkan nama saya Putu Sulistiana pemilik sanggar batik ini. Sanggar ini berdiri sejak tahun 2004 berawal karena hobi menggambar dan ingin melestarikan budaya Indonesia akhirnya tercetuslah ide untuk membuat sanggar batik ini"* (3[rd] note; 3)

Target language:

> *"Welcome to Sanggar Dewi Saraswati Batik. I am Putu Sulistiana the owner. This studio was founded in 2004. It started out as a hobby of drawing and a desire to preserve Indonesian culture."*

The writer interpreted "Perkenalkan nama saya" to "I am" because it was shorther than "Let me introduce myself." Besides, the writer did not interpret the sentence "Akhirnya tercetuslah ide untuk membuat sanggar batik ini." Because of looking for the action of the moment the participants can understand that the owner built this studio because of his hobby without interpreting the last sentence.

The second technique is summarizing and recapitulation. This technique is used to provide additional information that still related to the subject matter spoken by the speaker. There are some examples of summarizing and recapitulation technique that the writer did at UKF PAKARSAJEN and Sanggar Dewi Saraswati Batik which are the activities of the INDIAIR program.

Source language:

"Hari ini teman – teman peserta INDIAIR akan belajar Gamelan salah satu music tradisional Indonesia. Disini kami gak hanya main gamelan, kita juga belajar berkidung dan menari.."(1st note; 1)

Target language:

"Today we are going to learn Gamelan which seems traditional music of Indonesia. Gamelan was also found in several regions such as Bali, Java and Sunda, which makes it different is the rhythm. Here, we also learn kidung and traditional dance. Kidung is Javanese language which means singing"

The writer gave information that she knew about gamelan which is not only found in Java but also in Bali and Sunda. In addition, the speaker only mentioned *kidung*. According to KBBI, *kidung* means 'singing', thus, the writer explained to foreign students that *kidung* has the same meaning as singing. The writer showed the YouTube video of *kidung* in Java and Sunda.

Figure 1 Meaning of Kidung on Online KBBI

Source language:

"Kain Batik adalah salah satu warisan budaya Indonesia, kain batik ini banyak sekali macam nya setiap daerah punya ciri khasnya masing – masing. Di sanggar ini, kami memproduksi batik khas Jawa Timuran" (3rd note; 3)

Target language:

"Batik is one of Indonesia's cultural heritage, it has various kinds, each region has its own characteristics. We produce batik especially from East Java, for example, Madura, Sidoarjo, Pacitan, Banyuwangi, etc"

The speaker only mentioned that batik is found in many regions and has different characteristics. Therefore, the writer added information that East Java there are various types of batik such as Madura, Sidoarjo, Pacitan, and

Banyuwangi. The writer also showed the picture of batik from each region. For example, Madura has a characteristic to focus on flora and fauna. While Sidoarjo has characteristics of a peacock with a small dot like sprinkling of rice scattered.

3.1.2. Roles of liaison interpreter in consecutive interpretation used in cultural exchange at Airlangga Global Engagement

Roy (2002) states that there are four interpreter roles that are commonly used including translators and communication facilitators, mediators, bilingual and bicultural specialists, and specialty knowledge.

First, the interpreter' role as translators and communication facilitators. People in different countries have difficulties to communicate because of the limitations of language differences, that is why it is difficult to start a conversation. Because of this reason, an interpreter has to translate that conversation for both parties. The writer found an example of the translation and communication-facilitator role when the writer helped a foreign student who applied for AMERTA X, she asked the writer for helping her to communicate with a technician about the accommodation facilities where she lived was broken. The writer interpreted English and Indonesian and vice versa.

Source language:

> *"I have problem with the air conditioner and the sink. The air conditioner takes a long time to get cold and the sink is clogged up if I turn on the tap, the water cannot go down and the worms come out the tap"* (5th note; 5)

Target language:

> *"Jadi begini pak, yang bermasalah ini AC sama westafelnya. AC nya lama banget dinginnya, kalo westafelnnya kayaknya kesumbat soalnya airnya gak lama turunnya, waktu kerannya diputar ada kayak cacing yang keluar bareng sama airnya."*

After checking the problem of the accommodation, the technician replied:

> *"Untuk AC nya bisa mbak diperbaiki hari ini tapi kalau yang westafel butuh waktu lama soalnya saluran air jadi satu, jadi kalo diperbaiki harus matikan aliran air satu gedung. Kalau diperbaiki kita harus ijin dulu ke apartemen atas sama bawah untuk bongkar pipanya dan biaya perbaikannya mahal mbak."*

This course helps the writer decide where to put the focus on when listening to the speaker said during the interpreting process to get the exact meaning.

> *"They can fix the air-con today. For the sink, it will take a long time, because the water conduit becomes one. If it's repaired, we need to turn off the water flow in one building also need permission from the apartment above and below to relieve the pipe. It cost expensive."*

The writer interpreted using Indonesian that is non-standard but it is easy to be understood by the technician, who is also an Indonesian. In the writer's opinion, the use of Indonesian when writing and speaking are quite different. Therefore, the writer is more comfortable using non-standard language in

communicating. Besides, the use of standard language in speaking is used in formal situations.

Second, the interpreter's role as mediator, that means an interpreter can provide advice or information to their clients who are involved in making decisions. For example, when the foreign students of the INDIAIR program have to do an observation about Galaxy Mall 1 and 2. They asked the writer to give some advice about the assignment of interviewing the shop attendants in English at Galaxy Mall 1 and 2.

"Your task is interviewing the shop attendants in English. Before you start, I will explain. This is the main lobby if you go the left side that is Galaxy Mall 1 for the high-class peeps and the right side is Galaxy Mall 2 for mid-low class peeps. I suggest you interview with the Sephora's shop attendants first and move on to Centro's."

(2nd note; 2)

The writer gave information about the differences between the Galaxy Mall 1 and 2 because of the differences in brand class. Therefore, foreign students can find out the reason they have to do an interview to measure the ability of shop attendants. The writer suggested a conducting interview in Sephora and Centro because most of the students are women and they would like cosmetics.

Another example is when the writer accompanied Indian students to find accommodation and obtain Subscriber Identity Module (SIM) cards.

"With your budget you have now, I suggest you to use a boarding house that has already had facilities to suit your daily needs for six months. For sim card, I recommend Telkomsel provider because it has a fairly wide network and easy internet access. You can get it at Grapari on Jalan Kayoon. After we finish, I'll take you there by Grab." (4[th] note; 4)

Indian students stated that they had a certain budget, they targeted accommodation that fit their budget, and allowing three students to stay, even household facilities. Therefore, the writer suggested them to stay at the boarding house to adjust the requirements they proposed. Besides, the writer chose *Telkomsel* as a wireless network provider because the SIM card is the most widely used by the Indonesian

The third is a bilingual and bicultural specialist. An interpreter must communicate across languages and cultures. Therefore an interpreter is obliged to consider things such as cultural awareness, accent differences, etc. In this case, the writer did some research regarding foreign student countries. Starting from the similarities and differences in culture and their accent to speak in English, so the writer can avoid some mistakes that might be happening in the process of listening and interpreting.

For example, when the writer met Chinese students, the writer will avoid the topic of the differences between China, Taiwan, and Hong Kong because it might be impolite. The writer also introduced using Chinese and asked the foreign

student to teach the writer some vocabularies and pronounce it clearly. The writer also listened to the accent of Indian using English, because the writer went through a difficulty when listening to the non-native English speakers.

Fourth, there was a specialty knowledge role. Each field such as medical and law have specificities in the use of certain vocabulary terms, procedures, and contexts that are different from one another. In this case, the work specialty role that the writer used is about culture.

In the culture of art, there are specifications in different terms or contexts. Because of this reason an expert interpreter is needed in their fields. Although the writer is still far from the description of work specialty that is explained by Roy (2000), the writer still tried to search for cultural terms and language context that will be delivered to minimize the mistaken results of the interpretation. For example, *kidung* that the writer has already mentioned in Figure 1.

3.2. Obstacles

The writer found obstacles when she was communicating with Chinese students, especially the Chinese female speaker. Some of them have a passive personality which made the writer has difficulty to start a conversation. The writer found the fact that their English speaking skills were not fluent enough. The writer avoided a topic of discussion that did not refer to academics or programs organized by Universitas Airlangga but the writer asked about music and films that they like or their opinion about Indonesia. Because of this discussion, the

writer and the foreign student becomes more intimate and maintaining each other on social media. The writer also found other difficulties to communicate with Indian students. Beside the accents, Indians tend to speak fast thus the writer always asked them to speak slowly in order the writer can understand their speaking.

3.3. Added Values

3.3.1. Added value in identifying the interpreting techniques

The writer can practice the use of techniques of interpretation, especially cutting, summarizing and recapitulation, and anticipation. Therefore, by searching and observing, the writer can apply techniques to serve foreign students to follow the theories that have been mentioned. In short, the writer can solve the problems encountered based on the theories and previous literatures.

3.3.2. Added value in applying the roles of interpreter

In performing the roles of an interpreter, the writer combined the theories that she discovered with the material obtained in the courses. Such as interpreting practice and cross-cultural understanding (CCU). The writer combined translation and communication-facilitator theory with the interpreting practice course in oral translation. In the CCU course, the writer is taught about cultural differences and how to deal with it including tolerance, this has similarities with bi-cultural theory. In the internship, the writer has experience in working as an interpreter, able to work in a team and individual and become more friendly and a talkative person.

3.4. Related Course

3.4.1. Interpreting Practice

This course related to the writer's work in internship because she should interpret two languages at the same time. She also learnt what kind of technique that were used in her internship.

3.4.2. Speaking

This course supports the writer during her internship to communicate with the international students. Since, her position involve many interactions with international students.

3.4.3. Bahasa Indonesia

The writer interprets Indonesian into English and vice versa. Therefore, this subject really helps the writer in a communication process with local citizens in a certain degree in term of standart and non-standart language.

3.4.4. Cross-Cultural Understanding

During her internship the writer met the international students who came from several countries with different background. By studying this course the writer knows how to understand and adapt herself to communicate with international students.

3.4.5. Psychology of Services (*Psikologi Pelayanan*)

This material helps the writer in performing services as an interpreter of foreign students. The service include giving some advices and informative communication.

3.4.6. Listening

This course helps the writer decide where to put the focus on when listening to the speaker said during the interpreting process to get the exact meaning.

3.4.7. Pronounciation

This course is used when the writer needs to talk in English to avoid translation errors. The writer also used clear pronunciation so that participants can understand what the speaker is talking about.