The Strategies of English Department Students of Universitas Negeri Padang in Interpreting English Short Speech into Bahasa Indonesia

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Abstract

This research aims to find out the strategies that were used by low, medium, and high-level students English Department of Universitas Negeri Padang in interpreting an English short speech into Bahasa Indonesia consecutively. The subject of this research was the third-year students of English Department who had taken English-Indonesia interpreting class. The sample was 23% were chosen out of 53 students by random sampling technique. The data were collected using an interpreting test consecutively via zoom meeting. The results show that the dominant strategy used by low-level students was the skipping strategy it was about 49 times used by the students during the test, it means (33.8%) out of the students used this strategy. Then, the dominant strategy was used by medium-level students was skipping 29 times used by the students during the test or (20.86%) out of the students. Last, students in high level dominant used explicitation strategy 41 times used by the students during the interpreting test or (28.87%) out of the students. It could be concluded that students find it difficult to comprehend the source language; it proves that students skip the SL 86 times during the interpreting test, which was about 20.67%. Students in the low and medium level tend to use the skipping strategy, but students in the high level tend to repair and make the interpretation clearly by using explicitation strategy.

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INTRODUCTION

Interpreting is enormous activity in resolving some background differences between cities and countries. According to Gentile, Ozolins, and Vasilakakos (1996), Harto (2014), interpreting can handle language differences and is not a barrier to communicating with people worldwide. In this globalization era, everyone must interact and communicate with each other despite the distance of geography, language, and culture. Namy (1978: 25) stated that the task in translation and interpreting is not only one of bridging linguistic gaps, but also, to a great extent, cultural gaps Interpreter is needed to solve all of those problems. It means that culture also has a primary role in interpreting.

According to Shuttleworth and Cowie (1997), interpreting is more challenging than translation because it is demanded to be skillful in oral communication. The translator has a relatively unlimited opportunity to make some alternations and improvements before submitting the final version. An interpreter must create a finished product in a limited time without the possibility of going back and making a revision. It means that the interpreter has little time to think or organize and manage the sentences or messages delivered to the listener. Furthermore, according to Ardi (2015), interpreting is part of translation; however, translation mostly refers to written translation activities and interpreting related to oral translation activities. Studies related to translation have done by some researchers, such as translating news Kurniati, Hamzah, Saun (2017), subtitling Ardi (2013), Ardi, Narius, Saun (2019), and Putriama (2014).

According to Pochhaker (2004:18), there are two primary forms or types of interpreting regarding the modes of rendering the message based on the pace of time. The classes are consecutive and simultaneous interpreting. Weber (1984: 3) proposed that interpreting can be done simultaneously, that is interpreting at the same time as the speech is given, and consecutively that is interpreting the speech after the speaker has finished a part of the totality of the speech.

Consecutive interpreting is defined as the process of interpreting that is carried out after the speaker completes one or more ideas in the source language, while the interpreter transmits the information. At the same time, simultaneous interpreting is defined as the process of interpreting into the target language at the same time as the interpreter is delivering the source language.

Consecutive interpreting is a kind of interpreting that the interpreter will convey the idea only after the speaker expresses one idea. In this activity, the interpreter has a little processing time to manage the message; it will make consecutive interpreting more accurate than simultaneous interpreting. This idea is supporting by Van Hoof (1962), Longly (1968), Weber (1989) stated that consecutive interpreting is more accurate and faithful than simultaneous interpreting.

In interpreting sometimes students fail and find it difficult to understand the source language caused by some problems. According to Chin (2010) purposed some difficulties in interpreting: nervousness, lack of practice, time pressure, speaking skills, classmates, lousy health, and the recorder's quality. Some of them are related. For example, students' nervousness in interpreting can be caused by lack of practice, which causes students to directly or indirectly lose their confidence.

Besides, in the interpreting performance or interpreting practice, students find inappropriate words meanings in the target language. Linguistics is not the only thing that is the most difficult in interpreting, but also non-linguistic, such as the differences of social culture and the background of culture between two languages. Referring to the difficulties above, the teacher, interpreter, and other professional workers must have a useful teaching strategy. Based on the condition and the problems above, this research was concern more on

this but very little evidence related to students' strategy in consecutive interpreting to produce a good result in interpreting.

There have been many researchers who have analyzed interpreting, such as, Hairuo (2015) talked about Error Analysis in Consecutive Interpreting of Students with Chinese and English Language Pairs, however, they only focused on errors in the interpretation of numbers, and proposals for potential improvement on this point were given. Similarly, Pratiwi (2016) discussed common errors and problems encountered by students in English to Indonesian consecutive interpreting. However, they focused on the common errors and the students' problems without the students' strategy in consecutive interpreting. In fact, in the learning process, an institution needs strategies to improve the interpreting competence and to solve the problems that face in the interpreting process.

Other studies Ribas (2012) talked about Problems and Strategies in Consecutive Interpreting. However, he analyzed problems and strategies between two stages of Interpreter Training, which are a beginner and advanced. However, this research analyzed the students' strategy in interpreting courses by the third-year students to interpret short-motivation speech English into Indonesia consecutively. Some researchers have also studied strategy in interpreting entitled Acquisition of Interpreting Strategies by student interpreters by Dong, Li, and Zhao (2019); moreover, they only focused on how to acquire the interpreting strategies without strategy use in complete the task performance is given.

Students tend to find out the strategy by themselves to solve the problems or difficulties that are faced in interpreting performance without knowing the specific strategy in interpreting. Even though they already know interpreting strategy a little but they still confuse about using it. Due to the explanation above, the researcher is concerned more about this, but very little evidence related to students' strategy in interpreting.

METHOD

In this research, the researcher used descriptive method. According to Gay (1987), stated that something would be reported and determined as they are. Then Kumar (2011) said that descriptive research reflects an issue, circumstance, assistance, experience, and reflect a perception of the issue. It can be concluded that descriptive research is to describe something as they are in the present. The researcher was chosen as the research design because this study was expected to describe the strategy were used by the students in interpreting English short speech consecutively by the third-year students in English Department. The population of this research was the third year students of the English Department at Universitas Negeri Padang who have taken English to Indonesian Interpretation class. Sugiyono (2016) explains that population is a group of people who have particular aspects and characteristic as a subject and object. Sugiyono (2010: 118) stated that sample is part of the number and characteristics owned by the population, which means a sample is a small number of populations taken according to specific procedures so that they can represent the population. There are two classes of third-year English Department students who have taken the English-Indonesia Interpretation class. Class A consists of 37 students, and class B consists of 16 students. The researcher randomly took six students from each class, two in high level, two in medium level, and two in low-level, it was about 23% out of 53 students.

The type of sampling in this research was Simple Random Sampling. Every individual in the population has the same probability of being selected. The selection of one individual in no way affects another individual, so this research is more reliable. This research involved 12 students because of the limitation of time in research processing, and the process was carried out a maximum of 5 times.

To collect the data researcher used an interpretation test. The use of the interpretation test was to know the process of students' interpretation a short motivation speech into Bahasa Indonesia through remote interpreting. The test was only once to interpret a short motivation speech by jack Ma**.**

RESULT AND DISCUSSION
Research Finding
The interpreting strategy used by the students of English Department Universitas Negeri Padang.

a. Addition

Table1. The implementation of addition strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L4/p23	and I think next to 30 years because of the technology, the life science is gonna change a lot	dan saya pikir 30 tahun ke depan karena teknologi, ilmu pengetahuan akan banyak berubah	Dan saya pikir 30 tahun yang akan datang karena teknologi dan karena ilmu pengetahuan <u>orang akan lebih rajin dan hebat</u>	Addition
M4/P5	be the first one to overcome the difficulties	Jadilah yang pertama mengatasi kesulitan	menyelesaikan kesulitan dan tantangan yang dihadapi <u>untuk memperbaiki diri</u>	Addition
H1/P1	Don't try to be the best	Jangan mencoba menjadi yang terbaik	Jangan <u>pernah</u> mencoba untuk menjadi yang terbaik	Addition

Table 1. Shows that student L4 added the words *orang akan lebih rajin dan hebat* which is not included in the SL. and student in medium level added the words *untuk memprebaiki diri* which is not included in the SL. Then student in high level added the word *pernah*, this word also not included in the SL. It means that the students have implemented addition strategy. And this strategy is done by only a few students, 1 in low level, 5 by medium, and 6 by high level.

b. Skipping

Table 2 The implementation of skipping strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L1/P24	but we can live longer it does not necessarily, live healthier	tapi hidup lebih lama tidak terlalu penting, yang penting hiduplah lebih sehat	-	Skipping

| M4/P20 | So the day when you leave the world and say I'm happy in my life my, healthty in this life | Jadi hari ketika kamu meninggalkan dunia dan mengatakan saya bahagia dalam hidup saya, dan sehat | - | Skipping |
| H3/P16 | if you can solve the challenge you will be successful | jika kamu dapat menyelesaikan tantangan yang kamu miliki, maka kamu akan berhasil. | - | Skipping |

The table shows that students did not understand the SL and skip it. This case was found in each level, 49 times by low students, 29 times by medium students, 8 times by high students.

c. Compression

Table 3 The implementation of compression strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L1/P18	I think life is a journey,	Saya pikir hidup adalah sebuah perjalanan	Hidup adalah perjalanan	Compression
M4/P25	So if you're not healthy, how can you be happy?	Jadi jika kamu tidak sehat, bagaimana kamu bisa bahagia?	jika tidak sehat bagaimana bisa bahagia?	Compression
H4/P8	I believe it because you are so unique, everybody's unique, be yourself is always the key	Saya percaya itu karena kamu sangat unik, setiap orang unik, kunci utamanya adalah menjadi diri sendiri.	Percaya lah setiap orang itu unik, kuncinya adalah percaya diri.	Compression

The table shows that the participants make the interpretation more concise and tell the point of SL. This strategy did 13 times by low level students, 16 times by medium level students, and 12 times by high level students.

d. Guessing

Table 4 The implementation of guessing strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L1/P13	Young people say there's no opportunity.	Orang muda mengatakan tidak ada kesempatan	anak muda...mempunyai tantangan	Guessing
M2/P15	but I think opportunity always lies in the challenges, always lies in the complaints	Tetapi saya pikir peluang selalu terletak pada tantangan, selalu terletak pada keluhan	Saya berpikir bahwa peluang itu selalu ada pada orang yang menantangnya, selalu …	Guessing
H3/P9	This world today is a full of challenges and opportunities	Dunia saat ini penuh dengan tantangan dan peluang.	dunia ini…harus penuh dengan tantangan dan penuh kesempatan	Guessing

The table shows that the participants cannot understand the meaning of SL and leave the unfinished sentence and guess the SL. This strategy did 15 times by low level students, 8 times by medium level students, and 7 times by high level students

e. Established Equivalence

Table 5. The implementation of establish equivalence strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L4/P24	So if you're not healthy, how can you be happy?	Jika kamu tidak sehat ,bagaimana kamu bisa bahagia?	Jika kamu tidak sehat bagaimana kamu bisa bahagia?	Established Equivalence
M1/P4	be the first to take the challenge	jadi yang pertama untuk mengambil tantangan	jadi yang pertama untuk mengambil tantangan	Established Equivalence
H4/P17	The big challenge you solve the big opportunity you have.	Semakin besar masalah yang kamu atasi maka semakin besar peluang yang kamu miliki.	semakin besar tantangan yang kamu pecahkan maka semakin besar juga peluang yang kamu dapatkan	Established Equivalence

The table above shows that the participants interpret the SL or describe the same situation. All of level students did this strategy, 11 times by low level students, 14 times by medium level students, and 12 times by high-level students.

f. Stalling

Table 6. The implementation of stalling strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L3/P17	The big challenge you solve the big opportunity you have	Semakin besar masalah yang kamu atasi maka semakin besar peluang yang kamu miliki	Semakin besar...tantangan yang kita selesaikan semakin besar kesempatan kita untuk sukses	Stalling
M4/P22	so I believe happy and healthy are the things the human being always looking for	jadi saya percaya bahagia dan sehat adalah hal-hal yang selalu dicari oleh manusia	Saya percaya kebahagiaan...dan kesehatan adalah hal yang dicari oleh manusia	Stalling
H2/P26	but we can live longer it does not necessarily, live healthier	jika kamu hidup lebih lama dan kamu tidak bahagia mengapa kamu hidup di dunia ini?	jika kamu tid… hidup lebih lama tetapi kamu tidak sehat...bagaimana kamu bisa hidup	Stalling

From the table above it could be seen that the participants slowing down the speech rate to recall the SL messages. And this strategy is done 9 times by low level students, 4 times by medium level students, and 7 times by high level students.

g. Substituting

Table 7. The implementation of substituting strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L1/P12	somebody look at this challenge as opportunity	seseorang memandang tantangan ini sebagai peluang.	beberpa orang memperhatikan beberapa tantangan ini	Substituting
M2/P8	I believe it because you are so unique, everybody's unique, be	Saya percaya itu karena kamu sangat unik, setiap orang unik, kunci	Percayalah setiap orang mempunyai ciri-ciri nya tersendiri, jadilah diri sendiri	Substituting

Student code/datum	SL	TL	Students' Interpreting	Strategy
	yourself is always the key	utamanya adalah menjadi diri sendiri.		
H2/P15	but I think opportunity always lies in the challenges, always lies in the complaints	tetapi saya pikir peluang selalu terletak pada tantangan, Selalu terletak pada keluhan	Tapi saya pikir kesempatan selalu berada bersama tantangan, selalu ada bersama kritikan	Substituting

From the table above it could be seen that the participant substitutes the word *seseorang* into *beberapa, memandang* into *memperhatikan* and change the word *everybody's uniq* into *setiap orang mempunyai ciri-ciri nya tersendiri.* It means that the participants did the substituting strategy. This strategy did 13 times by low level students, 23 times by medium level students, and 21 times by high level students.

h. Transformation

Table 8. The implementation of transformation strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L3/P22	So I believe happy and healthy are the things the human being always looking for	Jadi saya percaya bahagia dan sehat adalah hal-hal yang selalu dicari oleh manusia	dan saya percaya kebahagiaan dan kesehatan adalah hal yang manusia cari.	Transformation
M3/P26	if you live longer, if you're not happy why you live there?	jika kamu hidup lebih lama dan kamu tidak bahagia mengapa kamu hidup di dunia ini?	Mengapa kamu hidup didunia jika kamu tidak bahagia dan umurmu panjang.	Transformation
H3/P21	because if you're not healthy you will not be happy	karena jika kamu tidak sehat kamu tidak akan bahagia	karena kamu tidak bisa bahagia jika kamu tidak sehat.	Transformation

The table shows that the participants express the meaning of the SL with a different word structure. It means that participants did the transformation strategy. The use of this strategy 9 times by low level students, 18 times by medium level students, and 18 level students.

i. Reproduction

Table 9. The implementation of reproduction strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L4/P14	I complain a lot when I was young because I think Bill Gates took odd opportunities for the Microsoft,	Saya banyak mengeluh ketika saya masih muda, karena saya pikir Bill Gates mengambil kesempatan luar biasa untuk Microsoft,	Saya sering mengeluh ketika saya kecil, saya pikir Bill Gates mengambil semua kesempatan seperti <u>Microsoft</u>	Reproduction
M1/P14	I complain a lot when I was young because I think Bill Gates took odd opportunities for the Microsoft, the Steve Jobs all these guys there's no job, there's no great big stuff left for us	Saya banyak mengeluh ketika saya masih muda, karena saya pikir Bill Gates mengambil kesempatan luar biasa untuk Microsoft,	saya banyak komplain ketika saya muda, karena saya pikir Bill Gates mengambil semua kesempatan untuk <u>microsoft</u>	Reproduction
H1/P14	I complain a lot when I was young because I think Bill Gates took odd opportunities for the Microsoft,	Saya banyak mengeluh ketika saya masih muda, karena saya pikir Bill Gates mengambil kesempatan luar biasa untuk Microsoft	Ketika saya muda saya banyak berprotes, memprotes, saya pikir Bill Gates mengambil semua kesempatan yang ada, baik <u>Microsoft</u>	Reproduction

The table shows that the participant using SL expressions directly in the TL for example the word Microsoft. This strategy did 1 time by low level student, 2 times by medium level students, and 2 times by high level students.

j. Offering an alternative translation in a parallel structure
Table 10. The implementation of Offering an alternative translation in a parallel structure strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L1/P19	you come to this world is to enjoy the life to be happy and healthy	kamu datang ke dunia ini untuk menikmati kehidupan, bahagia dan sehat	dan kamu harus <u>enjoy atau menikmati</u> hidup dan sehat	Offering an alternative translation in a parallel structure
M4/P23	people is gonna live longer.	orang-orang akan hidup lebih lama	Manusia akan mampu <u>hidup lebih lama atau berumur panjang</u>	Offering an alternative translation in a parallel structure
H4/P13	Young people say there's no opportunity.	Orang muda mengatakan tidak ada kesempatan	dan ketika anak muda berkata bahwa sekarang itu tidak ada <u>peluang atau kesempatan</u>	Offering an alternative translation in a parallel structure

The table shows that the participants give more than one interpretation in parallel structure, for example the word *hidup lebih lama atau berumur panjang, peluang atau kesempatan.* Low level students did this strategy 3 times, medium level 2 times, and 3 times by high level students.

k. Not repairing information unless it is critical

Table 11. The implementation of Not repairing information unless it is critical strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L2/P9	This world today is a full of challenges and opportunities	Dunia saat ini penuh dengan tantangan dan peluang.	Dunia ini...pada zaman sekarang <u>banyak</u> tantangan, <u>penuh</u> dengan tantangan	Not repairing information unless it is critical
M1/P24	but we can live longer it does not necessarily, live healthier	tapi hidup lebih lama tidak terlalu penting, yang penting hiduplah lebih sehat	tetapi hidup panjang <u>tidak berat</u>, tidak berarti tanpa hidup sehat	Not repairing information unless it is critical
H2/P26	if you live longer, if you're not happy why you live there?	jika kamu hidup lebih lama dan kamu tidak bahagia mengapa kamu hidup di dunia ini?	<u>jika kamu tid…</u> hidup lebih lama tetapi kamu tidak sehat...bagaimana kamu bisa hidup	Not repairing information unless it is critical

The table shows that participants did the repairing interpretation when it was critical, for example the word *banyak tantangan* change into *penuh dengan tantangan.* Students with low level did this strategy 4 times during the interpretation, 2 times by medium level students, and 4 times by high level students.

l. Explication

Table12. The implementation of explicitation strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L1/P1	Don't try to be the best	Jangan mencoba menjadi yang terbaik	Jangan mencoba <u>untuk</u> menjadi yang terbaik	Explicitation
M4/P10	Two thousand years ago full of challenges and opportunities,	Dua ribu tahun yang lalu penuh dengan tantangan dan peluang	2000 tahun yang lalu <u>hidup</u> penuh dengan tantangan dan kesempatan	Explicitation
H1/P4	be the first to take the challenge	jadilah yang pertama mengambil tantangan	jadilah yang pertama untuk menghadapi <u>segala</u> tantangan	Explicitation

The table shows that participants made the interpretation explicit to give more detail about the main point in the SL. This strategy did 16 times by low level students, 16 times by medium level students, and 41 times by high level students.

m. Informing the client of an interpreting problem

Table 13. The implementation of informing the client of an interpreting problem strategy

Student code/datum	SL	TL	Students' Interpreting	Strategy
L1/P22	So I believe happy and healthy are the things the human being always looking for	Jadi saya percaya bahagia dan sehat adalah hal-hal yang selalu dicari oleh manusia	Dan kesehatan dan bahagia adalah beberpa hal yang harus kamu... perhatikan.	Informing the client of an interpreting problem

From the table above it could be seen that only one participant did this strategy that was implemented by low level group.

a. Strategy used by low level students

Based on the analysis it found the details of strategy are used by low level students.

Table 15. Low level students' strategy

No		Low		
		Strategy		

	Students	Addition	Skipping	Compression	Guessing	Established Equivalence	Stalling	Substituting	Transformation	Reproduction	Offering an alternative in parallel structure	Not repairing information unless it is critical	Explicitation	Informing the client of an interpreting problem
1	L1	0	13	8	5	0	2	4	2	0	1	0	1	1
2	L2	0	21	2	4	1	3	2	0	0	0	1	8	0
3	L3	0	14	1	2	3	1	2	5	0	0	2	1	0
4	L4	1	1	2	4	7	0	6	2	1	2	1	6	0
Total		1	49	13	15	11	9	13	9	1	3	4	16	1

Based on the table above, it could be seen that the highest strategy from the students' use is skipping which are 49 times did by the students during the interpreting. It means that the students find it challenging to catch the meaning of SL. Moreover, the low-level students rarely used addition, reproduction, and informing the client of an interpreting problem strategy during the interpreting and tend to use skipping strategy. The table shows that the lowest strategy used by the students are addition, reproduction, and informing the client of an interpreting problem which is only 1 student used each strategies out of 4 students in low level.

b. Strategy used by medium level students

Based on the analysis it found the details of strategy are used by middle level students.

Table 16. Medium level students' strategy

No	Students	Medium												
		Strategy												
		Addition	Skipping	Compression	Guessing	Established Equivalence	Stalling	Substituting	Transformation	Reproduction	Offering an alternative in parallel structure	Not repairing information unless it is critical	Explicitation	Informing the client of an interpreting problem
1	M1	0	2	8	1	7	1	3	4	1	0	1	4	0
2	M2	1	8	2	3	5	1	4	6	1	0	0	1	0
3	M3	2	13	3	2	0	0	8	4	0	0	1	5	0
4	M4	2	6	3	2	2	3	9	4	0	2	0	6	0
Total		5	29	16	8	14	4	24	18	2	2	2	16	0

From the table above it could be seen the highest strategy are used by the students is skipping strategy which is 29 times used by the students during interpreting; it means that students in medium level still find it difficult to catch the meaning of SL. Then the table shows that the lowest strategy are used by the student is informing the client of an interpreting problem; no one student used this strategy.

c. Strategy used by high level students

Based on the analysis it found the details of strategy are used by high level students.

Table 17. Students' strategy in high level

No	Students	High												
		Strategy												
		Addition	Skipping	Compression	Guessing	Established Equivalence	Stalling	Substituting	Transformation	Reproduction	Offering an alternative in parallel structure	Not repairing information unless it is critical	Explicitation	Informing the client of an interpreting problem
1	H1	3	2	2	2	2	3	4	7	2	2	3	9	0

2	H2	1	0	1	0	2	4	7	5	0	0	1	14	0
3	H3	0	4	2	5	4	0	6	2	0	0	0	12	0
4	H4	2	2	7	0	4	0	4	4	0	1	0	6	0
Total		6	8	12	7	12	7	21	18	2	3	4	41	0

Based on the table, it could be seen that the highest strategy used by the students is explicitation strategy which is 41 times used by the students. And students in high level did not tend to skip the interpreting. And the lowest strategy used by the students is reproduction, which is only 2 times used by the student. No one used the informing the client of an interpreting problem strategy during interpreting.

d. Comparison of Strategy used by low, middle, and high level students

Moreover, if it is compared the strategies used by low, medium, and high level students can be seen in following table.

Table18. **The percentage of students' strategy low, medium and, high level**

No	Students level	Strategy												
		Addition	Skipping	Compression	Guessing	Established Equivalence	Stalling	Substituting	Transformation	Reproduction	Offering an alternative in parallel structure	Not repairing information unless it is critical	Explicitation	Informing the client of an interpreting problem
1	L	1	49	13	15	11	9	13	9	1	3	4	16	1
		0.69%	33.8%	8.97%	10.34%	7.59%	6.21%	8.97%	6.21%	0.69%	2.06%	2.76%	11.03%	0.69%
2	M	5	29	16	8	14	4	23	18	2	2	2	16	0
		3.6%	20.86%	11.51%	5.75%	10.07%	2.88%	16.55%	12.95%	1.44%	1.44%	1.44%	11.51%	0%
3	H	6	8	12	7	12	7	22	18	2	3	4	41	0
		4.23%	5.63%	8.45%	4.93%	8.45%	4.93%	15.49%	12.68%	1.41%	2.11%	2.82%	28.87%	0%
Total		12	86	41	30	37	17	51	45	5	8	10	73	1
Percentage		2.88%	20.67%	9.86%	7.21%	8.89%	4.09%	12.26%	10.82%	1.21%	1.92%	2.4%	17.55%	0.24%

From the table above it could be seen that 2.88% of the students who use addition strategy during the interpretation. There are 20.67% of students who use skipping strategy. There are 9.86% of students who use compression strategy 7.21%. There are 8.89% of students who use established equivalence strategy. There are 4.09% of students who use stalling strategy. There are 12.26% of students who use substituting strategy. There are 10.82% of students who use transformation strategy. There are 1.21% of students who use reproduction strategy. There are 1.92% of students who use offering an alternative in parallel structure strategy. There are 2.4% of students who use not repairing information unless it is critical strategy. There are 17.55% of students who use explicitation strategy. And there are 0.24% of students who use informing the client of an interpreting problem strategy.

Discussion

Based on the result, it is found that students in low-level dominant use skipping strategy. It is about 33.8% of students use this strategy during the interpretation, which makes the students' interpretation not good enough. It means that students in low level find it difficult to comprehend the SL. Then students in medium level also tend to use skipping strategy it is about 20.86% of students. It means that students in medium level still find it difficult to comprehend the SL, but not as much as low level students. And students in high level dominate using the explicitation strategy it is about 28.87%. According to Ardi, Nababan, Djatmika, and

Santosa (2018) stated that explicitation has the main role to keep the accuracy and acceptability of literal translation. It means that explicitation strategy makes the interpretation clearer. This case proves this finding support this fact that students in high level actually tend and are able to use explicitation strategy well, so the result of students' interpretation better than others. In general, students tend to skip the interpretation is caused by the audio and the internet connection qualities, so the students cannot hear the SL.

From the result, it could be seen that the dominant strategy used is skipping and explicitation. Students in low level tend to use skipping strategy during the interpretation test, which led to the bad results in interpreting. It means that skipping strategy is not a good strategy to use in interpreting. Students in the medium level also tend and often use skipping strategy that makes the result of interpretation not good enough. On the other hand, high-level students tend to use explicitation strategy, which led to a good result in interpreting. It means that this strategy is good enough to use during the interpretation, to get the best interpreting result.

Besides, this research finding is different from the research conducted by Dong, et.al (2019). The highest strategy used by the students was explicitation strategy. This strategy increased at stage 1 to stage 2. The frequency of explicitation strategy increased from 11.14 at stage 1 to 22.46 at stage 2, while at stage 1 to stage 2 the frequency of compression strategy dropped significantly from 2.70 at stage 1 to 0.74 at stage 2. It means that students in interpreter also tend to use explicitation strategy during the interpretation, and avoid to use compression strategy because this strategy possibly eliminates the originally of SL.

Other research by Arumí (2012) entitled "Problems and Strategies in Consecutive Interpreting: A Pilot Study at Two Different Stages of Interpreter Training ", between two stages student which are novice and advanced, this study has similarity to this finding. The dominated strategy use by the students is generalization and omission. The highest strategy used by the novice stage in the listening to phase is to generalize, after that followed by omission and using common sense. The highest strategy used by the advanced stage is omission. Furthermore, this finding also similar to the study found by Ketut (2013) entitled Strategies Applied in Simultaneous Interpreting At the 2013 Apec Summit Conference. It shows that from ten simultaneous strategies, the interpreter tends to use omission due to low tone from the speaker.

In sequence, Kuswoyo, Yeza (2020) entitled Consecutive Interpreting Strategies on A Court Setting: A study of English into Indonesia Interpretation found that the most frequent strategy used is skipping strategy. It was because the interpreter could not get the meaning of SL and then skip it in order to follow the next utterance. Other study conducted by Gede (2017) entitled Simultaneous Interpreting Strategies For Presidential Speech found that the best strategy to get the better interpretation is understanding the main ideas of the SL.

From the result, the highest percentage strategy used in interpreting by the third year students English Department is skipping strategy, which is 20.67% of students did this strategy during the interpretation. And also students tend to use explicitation strategy, which is 17.55% of students used this strategy.

CONCLUSION

Based on the findings and discussions of this study it could be concluded that the dominant strategy are used by low level student was skipping strategy. It indicated that students find it difficult to catch and comprehend the English short speech. And they find it difficult to convey what is exactly in their mind. The highest strategy are used by medium level students is skipping, but not as much as used by low level students. It means that students in medium level still find it difficult to comprehend the SL, then students in high level dominant used explicitation strategy. It indicated that students tend to repair that make the interpretation clearly and easy to understand. High level student tend to use the strategy that

have a positive impact such as explicitation strategy, but students in medium and low level tend to use strategy that have negative impact such as skipping. The use of strategy in interpreting will affect the result of interpreting.

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