

## DEVELOPING WEBSITE FOR TEACHING SIMULTANEOUS AND CONSECUTIVE INTERPRETING

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### ABSTRACT

*The website is needed for the teaching and learning process; furthermore, the website is also an essential element in adding learning material, especially in online learning. In line with that, Rahman et al. (2016) revealed that website-based learning media can be used in the classroom as it can encourage students to do various activities in learning. This research aims to develop and validate the designed website and the material inside it. This study applied Research and Development by Sugiyono, which are (1) Planning; (2) Developing; (3) Validating; (4) Revising. This research involved three expert validators of media and three expert validators of material. In addition, forty-six students in the translation and interpreting class were the respondents in this research. The data were taken from observation, questionnaires distributed to students and expert validators, and interviews. The findings of this study show that the website should be developed based on the students' needs and suggestions. Aside from that, the validation results state that the web is feasible to use with a few revisions..*

**Keywords:** *developing website, simultaneous interpreting, consecutive interpreting, teaching interpreting*

ICT in language learning has an impact not only on language learners but also on learning environments. It allows students and teachers to search the information widely. Technology has assisted teachers in delivering the material, instruction, and learning experience (Shah, 2013). Moreover, the digital native students in this era should be facilitated well in class. Digital native students are those who have received digital input while they are growing up (Yong et al., 2016). The teacher should be aware of the change in students' characteristics so that they can do the teaching-learning process effectively. One of the characteristics of

digital native students is technologically literate. Therefore, technology is developed to help the teaching and learning process.

In line with technology development, interpreting classes' teaching and learning process should be integrated with technology. The technologies which can be used in interpreting class stated by (Degueldre & Angelelli, 2013) include Moodle, where the instructors upload materials, create activities and students record and upload their interpreting practice, Elluminate Live or a web conference program where the lecturers present the topic of the exercise, and then the

students interpret the material, Sound Studio that allows students to record their exercise, and Listentech Portable Equipment which allows students to listen to a speech presented by another student, a guest, or the instructor and record their interpreting directly on Sound. Moreover, Castillo (Castillo, 2019) urged that NICT-based interpreter training platforms can be used as media in interpreting training. NICT consists of audio/video repositories and spoken language corpora for interpreter training.

Interpreting is capturing the speaker's meaning and then conveying it according to the listener's language (Nolan, 2017). An interpreter should listen to messages conveyed orally in the source language and translate them directly consecutively or simultaneously in the target language. The role of an interpreter is like a bridge connecting two parties with different languages. There are three ways of interpreting activity; consecutive interpreting, simultaneous interpreting, and whisper interpreting or chuchotage (Machali, 2013). Consecutive interpretation is an interpretation that is carried out at specific intervals (non-simultaneous). The consecutive interpreter can take notes during the interpretation and is often found at international seminars and conferences. Consecutive interpretation takes a little longer, but it is possible to convey the message more accurately (Bhaktipertiwi, 2018).

Meanwhile, simultaneous interpretation is carried out without a time gap. The interpreter listens to the speaker and then immediately translates the message conveyed by the speaker. Simultaneous interpretation requires a complete booth or equipment so that this activity can run well. Simultaneous interpretation has advantages such as time effectiveness because it is real-time (Machali, 2013)

Many kinds of research have been done dealing with technology for teaching

interpreting. Tymczyńska (2009) researched integrating in-class and online learning activities in a healthcare interpreting course using Moodle. This research discussed the online resources for healthcare interpreting used in Moodle. Then, Corpas Pastor (2022) explained the development of VIP (Voice-text Integrated system for interPreters) for interpreting. This research showed the interpreters' perception of VIP and an R&D project on language technologies applied to interpreting. It is stated in this research that Interpreters demand the development of technology, and they are willing to use technology in their daily practice. Wulansari et al. (2021) portrayed the use of the *icatforlearning* website for teaching translation and interpreting and found the obstacles faced by students in using that website. Last, Wulansari et al. (2022) described the students' view of using *icatforlearning* website in interpreting class.

From the research results above, it can be concluded that using web-based teaching materials can positively impact students' learning process. Moreover, website is crucial currently as many classes integrated with technology. Teaching interpreting which integrated with technology such as website will ease the lecturer for giving the exercise. In addition, students are able to practice doing simultaneous and consecutive interpreting autonomously. The difference between this research and previous research is that previous research used the available web such as moodle and VIP. However, this paper is the continuation of previous research by (Wulansari et al., 2021, 2022) about website in translation and interpreting class. Thus, this study aims to develop a website for online learning media of simultaneous and consecutive interpreting.

## METHOD

Research and Development is used in this research as this research develops the existed media for teaching Interpreting. R&D is a

series of actions to design, develop, and validate the educational product (Anwari, 2017). The data of this research was obtained from 76 students of Translation and Interpreting, three material expert validators, and three media expert validators. The data were collected from questionnaires and interview to see the students' perception and experts' validation. The questionnaire for material experts consists of 10 questions; meanwhile, it provides 15 questions for media experts to assess the developed design. Those questionnaires apply the Likert scale with four scales ranging from strongly agree to strongly disagree. The questionnaire for media experts used in this research was adapted from (Thahir et al., 2018) (Rhomadhoni & Sulaikho, 2019). This research adopted Research and Development (R&D) from Sugiyono: (1) Planning; (2) Developing; (3) Validating; (4) Revising (Sugiyono, 2009). The general procedure is described as follows: (1) Planning to investigate the students' needs through the interview; (2) Developing an educational product in the form of the website based on students' perceptions; (3) Validating which involved three experts for material validation and three experts for media assessment to score the developed product; and (4) Revised the developed product based on the experts' suggestions.

## RESULTS AND DISCUSSION

### 3.1. Students' Need Analysis

The result of the need analysis reflected that almost all students needed the technology in interpreting class to help them learn independently. Moreover, technology can help them to develop their skill. Below are the data from the students' interviews:

*...technology will help me to improve my skill in interpreting (S2)*

*Technology helps me to get more material in studying interpreting (S8)*

*...it will support the subject, and the students will learn material easily (S25)*

*I need technology to learn interpreting. So I can study anywhere.(S32)*

*Technology makes us easier in practice interpreting (S65)*

*... technology will help us to get many examples of how to do interpreting and to find the native speaker to practice interpreting (S75)*

On the other hand, students in interpreting class also stated the activity they need to study interpreting. The students said that watching a video, watching a movie, listening to many kinds of speech and music, practicing conversation with the lecture, training outside and practicing as an interpreter, such as interpreting other students' stories, will be helpful for them in improving their interpreting skill.

The result of these students' needs is the basis for developing the media for teaching simultaneous and consecutive interpreting. The finding of this need analysis supports the use of technology in language teaching by (Mofareh A, 2019). It is stated that technology has a vital role in teaching English. Technology enhances students' understanding and enables students to learn material efficiently. The result of students' need analysis is also in line with (Corpas Pastor, 2022) that interpreters need to view technology as an asset since it is part of their life in this digital era.

### 3.2. Website Development Process

#### 3.2.1. Product Design

The website is developed based on students' need analysis by accommodating video for practising simultaneous and consecutive interpreting. The website can be accessed at <http://www.learnicat.id/>. In designing the website, we discussed and collected materials, pictures, audio, and video suitable for the website. The website

developed is still in the form of a prototype since it needs further revision. The design of the website is illustrated as follows.



Figure 1. the home page of the website



Figure 2. home for students



Figure 3. home for lecturers

The website provides a different home for lecturers to upload the material and students to access the material given by lecturers. Moreover, this website accommodates the students' need to practice consecutive and simultaneous interpreting independently by adding the record button and video. Students can act as interpreters and upload the result to their homepage so their friends can see and comment.



Figure 4. record audio menu

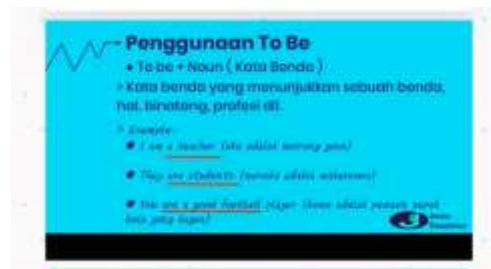


Figure 5. comment menu

The record menu records students' voices when they practice consecutive and simultaneous interpreting. Students can observe their mistakes and correct them by listening to their voices. In addition, feedback from friends will aid them in being better. According to Akbari et al., (2017), the online resource allows the students to give corrective feedback and positively influences their learning. (Sandrelli, 2015) stated that feedback session after interpreting practice is useful for the assessment. Therefore, this website answers the students' demand that technology will help them in practicing interpreting and help them to improve their interpreting skills. Furthermore, web-based interpreting media help students to be autonomous learners, which is one of the 21st-century skills (Suryatiningsih, 2017).

### 3.2.2. Design validation

The questionnaire is given to the media experts to assess the website's design and suggest whether the website is feasible to be used in the classroom or not. It involved a

teacher, lecturer, and practitioner from information and technology and three material experts who involved lecturers and practitioners in assessing the material

provided on the website. Table 2 below shows the result from the media expert.

Table 1. The Result of Media Expert Validation

NO	Aspect	Means	Category
1	The menus on the web are easy to understand	4	Valid
2	The text on the learning website can be read clearly	3	Valid
3	The selected menu can show the page quickly	3	Valid
4	Learning websites can be accessed easily.	4	Valid
6	The website address is easy to remember by students	4	Valid
7	The website contents are informative	3	Valid
8	Information on the website is up to date	3	Valid
9	The navigation buttons are consistent	3	Valid
10	Web design is simple and easy to understand	4	Valid
11	Web colour selection is good in general	4	Valid
12	Layout: the placement and arrangement of visual elements are well controlled, and the hierarchy of menus is clear, consistent and proportional	4	Valid
13	Communicative: visual and audio elements support the teaching material so that students easily understand it	3	Valid
14	Creative: Visualization is expected to be presented in a unique and not clichéd (often used) in order to attract attention	3	Valid
15	Unity: using visual and audio language that is harmonious and intact so that the teaching material is perceived as a whole (comprehensive)	3	Valid

As shown in table 1, the means score of several aspects ranges from 4 to 3, which means that the media is valid and can be used as teaching media with some revisions. The means score of 3 becomes the critical point for further revision. Furthermore, the experts provide suggestions for improving the website as teaching media. The first expert suggested adding the material related to interpreting, such as videos for practicing or written material for learning interpreting. The second and third experts advised that

website should be bilingual since English department students will use it.

Moreover, material experts evaluate the depth of material presented on the website. The questionnaire for the material expert was adapted from (Sriadhi, 2018) as follows.

Table 3. The result of Material Expert Validation

A. Relevance	Means	Category
1. The material is relevant to the competencies that	4	Decent

students must master		
2. Website is relevant to the competencies that student must master	4	Decent
3. Material completeness is suitable for the level of students' development	3	Decent
4. The material is sufficient to meet the demands of the curriculum and era	3	Decent
5. Media illustration is compatible with the student's development level	4	Decent
B. Accuracy		
1. The material presented is following scientific truth	4	Decent
2. The material presented is suitable for the latest development	4	Decent
3. Material presented corresponds with learning outcome	4	Decent
4. The material presented in the website is compatible with the scientific approach concerned	2	Less eligible
5. Completeness and quality of study aid materials	2	Less eligible

The table illustrates that the website is feasible for consecutive and simultaneous interpreting classes. According to the material expert validators, this website complies with the learning outcome for Interpreting courses. This website helps students practice consecutive and simultaneous interpreting, and it is suitable as an alternative website in the digital era. The validator also added that students could be autonomous learners by interpreting tasks independently through this website. It is in line with (Lee, 2014) that computer-assisted interpreting training can help students detect their own errors and try to revise them.

On the other hand, the validators said that the material on the website is incomplete and video or material related to interpreting needs to be added to improve the quality of

study aid materials. The expert suggested adding more videos so students can practice consecutive and simultaneous interpreting. According to (Lee, 2014), video for interpreting training enables students to experience the assist students to understand the meaning of conversion and gradually overcome their tendency to translate word-for-word. Thus, it will help to increase their skill in interpreting. Although the current website has been proper enough to be used, revision is necessary for a better result. Therefore, the website is revised based on the validators' suggestion by adding the video and complete the material.

## DISCUSSION

The results of this study illustrates that the development of media for teaching interpreting is needed in this era since technology is crucial and become part of the human life. Using technologies for interpreting in the form of web has been done since the emerging of the web in 1990. The interpreters tried to find the material and speciali term before they come to the real events (Fantinuoli, 2018). Other researches revealed that Computer Assisted Interpreting (CAI) enhances the students' learning in interpreting (Djafri & Wahidati, 2022; Sandrelli, 2015; Tripepi Winteringham, 2011; Wang & Wang, 2019). CAI tools include terminology aids like computers, notebooks, portable PDAs (Personal Digital Assistants), or other devices with Internet connection that could make interpreters' jobs easier. CAI primarily serves as tools for creating glossaries, which help interpreters prepare more effectively by facilitating better and faster information acquisition and glossary construction. Hence, providing technology in practicing interpreting is helpful for students.

Furthermore, the advancement of technology in interpreting force us to be technology literate. The future interpreters should prepare themselves to meet the difficulties and seize the opportunities

presented by the emerging of technologies (Liu, 2022). In addition, Chouc (2010) mentioned that technology support the activities in translation and interpreting class. Therefore, the development of website as one of the technologies to help students in practicing interpreting can aid them to face the future.

This developed website will facilitate students in practicing consecutive and simultaneous interpreting. Consecutive interpreting is one type of interpretation known as sequential interpreting occurs when the speaker stops speaking the source language and the interpreters begin to interpret the complete message. Meanwhile, simultaneous interpreting is defined as the process of interpreting into the target language at the same time as the source language is being delivered (Russell, 2005). By using the developed website, the students are able to practice simultaneous and consecutive interpreting. They can lay the video, listen to it, stop the video and practice the consecutive interpreting. In vice versa, the students can directly play and listen to the video while recording their simultaneous interpreting.

Nevertheless, developing website is demanding for the lecturers. By applying research and development, the lecturers are able to follow the steps in developing the media for teaching. Lecturers have to observe their students' need so that the website equips the students for their future. Need analysis is used to observe the students' opinion towards the material, students' difficulties, and skill they needed in certain lesson (Alhaq & Wirza, 2022). Besides, students' need analysis is pivotal to examine the learning topic for students, to find out the students' wants and needs at class, to decide learning activities and to know the lack of previous materials or medias used in the classroom previously (Destianingsih & Satria, 2017; Kosimov, 2021). In short, before developing the technology in interpreting class, analyze the students' need is beneficial to get the aims of the learning outcome.

Knowing the students' wants in the interpreting class will help the lecturers to design the product as they have already got the prior knowledge of students' opinion related to the activity required in interpreting practice.

Expert validation has an important role in research and development. It is used to know whether the technology developed is feasible or not according to the media and material experts. The validators' suggestions for the improvement of the application are valuable. The researchers should consider the suggestion in revising the media in research and development.

## CONCLUSION

The aims of this study are to know the students' need in interpreting practice and to explain the development of the website based on the students' need in interpreting. The result of this research showed that the website developed is suitable and proper to be used in interpreting class. The scoring for the aspects of material and media explained that the website is feasible for use. The process of designing and developing website requires the lecturers to collaborate with the experts in Information Technology to get the better result of the product.

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