

**AN ANALYSIS OF CODE SWITCHING USED
BY LECTURER IN TEACHING TRANSLATION
OF THE SIXTH SEMESTER IN ENGLISH
LANGUAGE EDUCATION OF IAIN
SURAKARTA**

THESIS PROPOSAL

Submitted as A Partial Requirements for Getting Under Graduate Degree in English
Language Education



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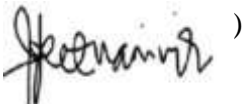
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DEDICATION

This thesis is dedicated to:

1. My beloved Mother (Mrs. Jumiye)
2. My beloved Grand Father and Grand Mother (Mr. Mrajak Marto Diharjo and Mrs. Mariyem Marto Diharjo)
3. My beloved Family
4. My beloved Friends
5. All my lecturers of IAIN Surakarta
6. All of my classmate "C" class.
7. My almamater IAIN Surakarta

MOTTOS

“If you don’t give up, you still have a chance. Giving up is the greatest failure”
(Jack Ma)

“No one knows, someone’s abilities before trying”
(Publilius Syrus)

“Wearing unbranded and cheap clothes doesn’t mean you are poor. Remember, you
have a family to feed not a community to impress”
(Emma Watson)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis Of Code Switching Used By Lecturer In Teaching Translation Of The Sixth Semester In English Language Education Of IAIN Surakarta” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is far from being perfect. The researcher hopes that this thesis is useful for the other in particular and the readers in general.

Surakarta, November 27. 2020

The Researcher,

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ABSTRACT

Sholikhatun Yusraini Khasanah. 2019. An Analysis Of Code Switching Used By Lecturer In Teaching Translation Of The Sixth Semester In English Language Education Of IAIN Surakarta. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor : Dr. Imroatus Sholikhah, M. Pd.,

Key words : Code switching, teaching translation process.

The objective of this research were 1) To find out the types of code switching used by lecturer in Teaching Translation Process of English Language Education of IAIN Surakarta, 2) To find out the reason of lecturer used code switching in Teaching Translation Process in English Language Education of IAIN Surakarta.

This research is qualitative research to analyze the data. The subject of this research is the lecturer of Interpreting Class. The data were collected by using observation, recording used camera and interview. The techniques of analysis data used Miles and Huberman theory. The techniques of collecting the data were 1) recording the lecturer utterance during the class, 2) collecting and coding the data, 3) identifying and analysing the data of code switching. The data of code switching were analyzed by transcribing, coding the data, categorize and classifying the data, analysis of the code switching used and finding out the types of the data. This research used method triangulation to get an appropriate data. This research took 3 meetings. The data coded into three meetings. This research took in Interpreting class and there is a lecturer in that class. The subject of this research is lecturer in Interpreting class.

The data were found 107 data. The research finding are Tag Switching are 63 data, Intersentential Switching 24 data, Intra-sentential Switching 10 data. From the data finding, it can be concluded that the highest number of code switching's usage that is used by the Lecturer is Tag Switching which attain 63

data, and the fewest number of code switching's usage is Intra-sentential Switching. The lecturer used code switching to avoid misunderstanding and make sure the students understand. The lecturer used English and switched her language in Indonesian or Javanese. In that class, there are 33 students and 2 students from Sumatra, but they know Javanese. So, the lecturer also switched her language into Javanese.

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CHAPTER I INTRODUCTION

A. Background of Study

Teaching-learning English at University still used Indonesian. It happened at Indonesian University. For example in Serang Raya University of Banten in thesis by Fachriyah “The Functions of Code Switching in an English Language Classroom”. The lecturer used Indonesian-English in teaching-learning English interaction. The lecturer used Indonesian-English to explain, clarify, and checking for understanding the students in the class. In Dharma Andalas University, thesis by Fhitri “Code Switching Used By English Lecturers During Teaching As Found In Padang State University”, the lecturers used Indonesian-English in teaching learning English. The lecturers used it to give a clearer explanation, the emphasis on the previous statement, etc. It also happened in IAIN Surakarta. The lecturer used Indonesian-English to teach at the sixth semester of English Department. It happened in teaching learning English.

According to Brown (Fatimatazzahrail, 2018: 13) states that learning is acquiring or getting of knowledge or skill of subject by study, experiences, or instruction. Scrivener (Setyani, 2017:25) state that learning is not simply a one-dimensional intellectual activity, but involved the whole person its consist of mental process such as thinking remembering, analysis, etc. Sciverner (Setyani ,2017:25) stated that categorize the process of learning into five process, there are: 1). Doing something 2). Recalling what happened 3). Reflection on that 4) Drawing conclusions from the reflection 5) using those conclusion to inform and prepare for future practical experience. Brown (Fatimatazzahrail, 2018: 13) states that teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand. Mulyasa (2006: 100) explains that teaching is an interaction process done by

students and the environment in order that the human/student behavior changes to be better. It means that teaching learning is an activity of talking or giving knowledge and instruction. Suhadi (2007: 2) states that teaching learning activity need several sources, media, tools, instruction and rules which will be used to increase teaching learning activities.

According to House (Artar, 2017:17), translation is defined as a process of replacing a text in one language by a text in another. So, translation is a process changing a text to another language without changing the meaning. Translation teaching is at least divided into two categories, i.e. real translation and pedagogic translation. Real translation teaching emphasizes on preparing the students to be translator. Pedagogic translation emphasizes on preparing the students to be a teacher of English as a foreign language who are aware of their students' L1 (Setyono, 2014:02). According to Klaudy (Setyono, 2014:02) pedagogic and real translation differ from each other on three counts: the function, the object, and the addressee of the translation. As regards function, pedagogic translation is an instrumental kind of translation, in which the translated text serves as a tool of improving the language learner's foreign language proficiency.

Learning a language and society is very interesting. According to Wardhaugh (Islamia, 2019:2), sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the language structure and the function of language in communication, the goal in the sociology of language is trying to discover how social structure can be better understood through the study of language. Sociolinguistics is part of linguistic. Trudgill (1974) stated sociolinguistic is part of linguistics which is concerned with language as a social and cultural phenomenon. Chomsky (Wijayanti, 2017:1) stated that sociolinguistics focuses on differences in the use of language in society so that an object can be the object language learning another language.

Learning a language in terms of teaching-learning also very interesting to arise for research. Students or teachers can learn and speak more than one language is bilingualism. Trudgill (1992:13) stated bilingualism is the ability of an individual to speak two or more languages. The phenomenon of bilingualism is code switching and code switching. According to Wardhaugh (in Islami, 2019:17), it has a result in the occurrence of code switching and code switching.

According to Wardhaugh (Setyani, 2017), code switching occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. According to Scotton (2006:239), code switching is the use of two language varieties in the same conversation. Code switching are usually used indirect speech in teaching-learning process.

Code switching is often used by teachers and students in English Class. It can be found in English Language Education because of some reasons, such as lack of vocabulary, avoid misunderstanding, etc. In the a result of previous study entitled “An Analysis Of Code Switching Used By The Lecturer In Teaching Learning Process On Translation class Of Second Semester In English Department Of IAIN Surakarta by Setyani. That research told about code switching in translation class by lecturer. That research told about kind of code switching and the result. The result of that research, the lecturer used code switching to avoid misunderstanding between students and lecturers during the class. An Analysis Of Code Switching In Arabic And English Language Used By The Teachers In Teaching Learning Process At Tazakka Islamic Modern Boarding School Academic Year 2017/2018 by Islamia (2019). The teacher used code switching to avoid misunderstanding and students’ lack of vocabulary.

Based on the observation in the translation class the researcher found lecturers using code switching to avoid misunderstanding. The example of lecturer’s language is uttered by the lecturer in teaching and

learning process in 6F of the translation class. At that time, the lecturer taught Interpreting subject and explained about simultaneous interpreting.

Example:

L: what is drainage? *Drainase, yok.* (drainage)

S: *penyaluran.* (drainage)

L: *nah, nah. Drainase means gorong-gorong, pengairan, penyaluran.* So, *gorong-gorong* will be in the whole of the skull and then you try to be an interpreter. (Drainage means culvert, irrigation, distribution. So, culvert will be in the whole of the skull and then you try to be an interpreter.

S: (all students laugh).

L: *anak-anak nanti ada gorong-gorongnya disana.* What happen to the mother or the daughter?. (Kids. There is culvert)

In the example the lecturer used Inter-sential code switching. She taught about “*gorong-gorong*” to the students in two languages. The lecturer switched the language in the same time. The lecturer used two languages when she wants to say in English then she switch into Indonesia language.

The reseacher conducted the observation in 6F of Translation Class on 13 February 2020 at P.2.3 in the building of Cultures and Languages Faculty. The lecturer is Mrs. L. She explained the example of simultaneous interpreting and ask the students to translate the sentence into Indonesian. She told about what is drainage in Indonesian and almost all of the students can not translate what is drainage. She explained the example and how to translate it correctly. She switched her language in the middle of her utterances. Sometimes she switched the languages to explain the material and avoid misunderstanding with students. All of the students translated drainage “*pembuangan air or got*”, but in the sentence means “*saluran*”. So, the lecturer used Indonesian to avoid misunderstanding with students. The students should have more knowledges in English than the other because it is translation class.

Almost all the tasks either texts or videos are translated in two languages. So, she used code switching to teach students.

This research is about code switching. The researcher chose this topic because the lecturer at the sixth semester of translation class used code switching to teach the students. This research will focus on lecturer's utterance. She used English-Indonesian to teach translation in interpreting class. So, the researcher wants to know deeply about this phenomenon. The researcher is interested under the title "An Analysis Of Code Switching Used By Lecturer In Teaching Translation Of The Sixth Semester In English Language Education Of IAIN Surakarta".

B. Identification of Problem

1. The lecturer used English-Indonesian to teach the students.
2. There are some reasons for the lecturer using code switching to teach students in Translation class.

C. Limitation

This research focused on lecturer's utterance or spoken form in terms of code switching at the sixth semester of Interpreting class. Interpreting is part of Translation subject. There are two kinds of translation: oral translation and written translation. Interpreting is one of the oral translations. This research was conducted at 6F of Interpreting Class. This research focused on code switching during teaching translation. This research was conducted on 13 February 2020, taught about what is interpreting and games. The second meeting, on 5 March 2020, taught about simultaneous interpreting and examples. The third meeting, on 12 March 2020, taught about consecutive interpreting and examples in general. There is one class and a lecturer in Interpreting class. There are 33 students in Interpreting class.

D. Research Question

1. What are the types of of code switching used by lecturer in teaching translation process?
2. What are the reason of lecturer used code switching in teaching translation process?

E. The Objective Of The Study

1. To find out the types of code switching used by lecturer in teaching translation process.
2. To find out the reason of lecturer used code switching in teaching translation process.

F. Benefit Of The Study

The benefits of study are:

1. Theoretical benefits

The result of this study is added to be able to give theories development of the knowledge, an academic reference to conduct code switching study especially in Indonesian-English coding and particularly the sociolinguistic study.

2. Practical benefits**a. To the readers**

They will be got more knowledge about code switching.

b. To the Faculty

It can be the reference to improve student's skill and help the lecturer to upgrade their skill by workshop or other.

c. The other researcher

The finding of this research can be used as the reference for other researchers who want to conduct a research about code switching and code switching.

G. Definition Of Key Terms

1. Code Switching is the use of two language varieties in the same conversation (Scotton (2006:239)).
2. Sociolinguistic is part of linguistics which is concerned with language as a social and cultural phenomenon (Trudgill (1974)).
3. Learning is acquiring or getting of knowledge or skill of subject by study, experiences, or instruction (Brown in Fatimatazzahrail, 2018: 13).
4. Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand (Brown in Fatimatazzahrail, 2018: 13).
5. Suhadi (2007: 2) states teaching learning that activity need several sources, media, tools, instruction and rules which will be used to increase teaching learning activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Sociolinguistics

Sociolinguistics is the study of the relationship between language and society. Holmes (Saleh 2017:08) stated that sociolinguistics study the relationship between language and society. Wardhaugh (Hidayati, 2018:25) stated that Sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how languages function in a communication. According to Spolsky (Faizin, 2015:03) sociolinguistic is the study of the link between language and society, of language variation, and attitudes about language.

According to Nancy (Setyani, 2017:9) says that sociolinguistic is a developing subfield of linguistics which takes speech variation as it's focus, viewing variation or it social context. Sociolinguistic is concerned with the correlation between such social factor and linguistics variation. Ager (Nafisah, 2018:14) adds that sociolinguistics is mainly concerned with systematic measurable linguistic variation and its relationship to social group.

Sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context on the way language is used (Trudgill, 2000). According to Hudson (Faizin, 2015:03) says that sociolinguistics shows how groups in a given society are separated by certain social variables like ethnicity, religion, status, gender, age and level of education and how adherence to these variables is used to categorize individuals in social classes. According to M. Rasel Howlader (Faizin, 2015:08), there are several social factors that correlate to language teaching in sociolinguistics perspective as follows:

1) Ethnicity

Corder, S.P. (1967) and Selinker, L (1972) have identified a linguistic middle ground, labelled as “interlanguage”. According to Faizin (2015) The term “interlanguage” is used to describe the adaptation of the second language, with aspects of the speaker’s first language, until eventually the speaker becomes proficient in the second language.

2) Gender

Freeman and McElhinney (1996) point out that whatever linguistic skills are highly prized in society, society tends to perceive men as having them and women lacking them. Peter Trudgill (2000) points out, “languages do differ considerably in the extent to which sex differences are lexicalized.

3) Geography

Some languages experience such strong regional variation (Northern and Bavarian German, for example) as to make comprehension a real issue. It is important to distinguish between regional variation known as “dialect” which refers to lexical and grammatical variations to standard language and “accent” which refers to the pronunciation pattern.

4) Social Class

The language used by professional classes is labelled as “correct” and promoted by government, education and the media as the “standard” form. In contrast, other forms of the language are, therefore, labelled as “incorrect” and considered substandard.

5) Occupation and Role

It has been found that there are obvious variations in the use of language used by people belonging to varieties of occupations. This is also an experience that language teaching are significantly affected owing to practical variations. People of various occupations need diverse language knowledge and linguistic training and orientation.

These differences should not be seen as limited to professions with formal or technical variations, like law or science but rather as encompassing every area of life. The influence of role is evident in the language of groups of builders, school children and shop assistants as well as politicians and sports commentators.

1. Code Switching

Fischer (1972) suggests that code switching or inter-sentential code-alternation occurs when a bilingual speaker uses more than one language in a single utterance above the clause level to appropriately convey his/her intents. Patterns of code switching are found to be different from one another because of several distinct processes such as ‘insertion’, ‘alternation’ and ‘congruent lexicalization’. These three processes correspond to dominant models, and approaches (Muysken, 2000:3).

Jendra (Nurliana, 2017: 43)) states that case code switching can be classified in accordance with two different classification, i.e. Grammatical and contextual classification. Holmes states that the switches are often very short and they are made primarily for the social reasons-to signal the speaker's ethnic identity and solidarity with the address (Maghfiroh, 2018: 3).

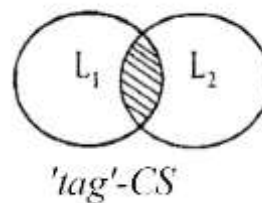
According to Poplack (in Setyani, 2017 : 30) code switching is three types of code switching: inter-sentential switches, intra-sentential switches, and tag switches. Poplack (Nurhayati, 2014:01) states typological framework to the phenomenon of code-switching covers inter-sentential switching, intra-sentential switching and tag-switching. Inter-sentential switching occurs between the sentence. The switch occurs at clause or sentence boundaries where the “switched clause or sentence” has different language from the language in the sentence. Intra-sentential occurs within the clauses or sentences. This type of code-switching is also known as code-mixing. Tag-switching occurs

when someone put a tag phrases from one language into an utterance from another language. Poplack (Bhatti, 2018:03) identified three types of code-switching: Tag-switching (insertion of a tag phrase from one language into an utterance of another language), Inter-sentential switching (insertion at a clause or sentence boundary) and Intra-sentential switching (insertion within the clause or sentence).

1) Types of Code-switching

a) Tag code-switching

Tag-switching involves the insertion of a tag in one language into an utterance that is basically spoken in other language. Tags are subject to minimal syntatic restrictions. Therefore the insertion into a monolingual utterance does not syntatic rules (Romain :1995). Holmes (Maghfiroh, 2018:39) states that Tag switching occurs when bilingual puts short expression (tag) at the end of utterance in a different language. According to Poplack exclamation or text which is serving as an emblem of bilingual charachter (Rahmaniah, 2016:12).



Example:

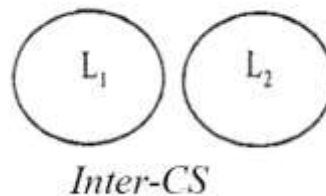
Saya kurang paham masalahnya, you know?

This is the example of tag switching. There is an expression “you know”, it showed the tag switching.

b) Inter-sentential code-switching

According to Scotton Inter-sentential switching “involves switches form one language to other between sentence ; a whole sentence or more than one sentence is produced entirely in one

language before there is a switch to other language (Shogren 2002:23). Inter –sentential switching according to Romain (1995:123) requires speaker to have greater fluency in both language than say merely to have an ability to tag-switching, because the major portion of utterance has to conform to the rule of both language. According to Hoffman (Hidayati, 2019 : 32) inter-sentential switching is the switch from one language into another language that occurs between sentences or speech acts.

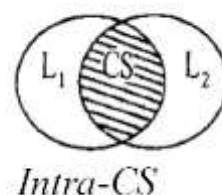


Example:

“Ini lagu lama tahun 60 an. It oldies but goodies, they said. Tapi masih enak didengerin”

c) Intra- sentential code-switching

This type is most frequently kind of code switching that found in bilingual conversation. Intra-sentential switching occurs within the same sentence or sentence fragment (Scotton in Shogren, 2002:23). This type include switch whole sentence or more than one sentence produced in one language into other language in the conversation. Hoffman (Hidayati, 2019 : 31) that is the switch that occurs within a sentence.



Example:

“Translate the first paragraph, *cukup* the first sentence and the second sentence.”

2) The factors of code switching

Setyaningsih (in Fian, 2012) states there are three major factors why people using code switching.

a) Social Factors

In social factors there are five aspects. Obiter's: participant, topic of conversation, situation, domain, and setting of conversation. Djwandono (Setyono, 2014:01) states that the current sociolinguistic situation in Indonesia implies that Indonesian is facing a threat from English language in its status as a symbol of national pride, particularly among the young generations. Holmes (Hutauruk, 2016: 03) says that there are four social factors which influence one's language choice such as: participants, setting or social context of the interaction, topic of the discussion, and function (why they are speaking). Romaine (Eunhee, 2006:10) states that a social situation is a very important factor to explain the reasons and motivations for code-switching and code-mixing. Milroy and Wei (Bili, 2017:05) point out that social network can create the patterns of code switching and language choice. Social factors influence pattern of code switching and language choice.

Social factor's by Holmes (Inuwa, 2014:2) *The participants*: are the speakers or language users, who involve in particular interactions or conversation which consist of who is/are speaking, and who are they speaking to? Therefore, choice of a particular code rather than another is determine by the participants involve in the course of a particular interaction. *Social Context*: Context is another determinant factor in language choice (Wardhaugh, 2011). The context here refers to

any social setting or background where the interaction is taking place between the participants. This covers where they (participants) are speaking at the moment of the conversation, which can be in or outside a classroom, office or official meeting, or at home. *The Topic*: Topic here refers to the subject matter that is being spoken about or discussed in the very moment of the conversation between the participants. A topic may be a religious sermon, formal speech, news casting, or exchange of pleasantries between peers. Thus, selection of a code is mostly determined by the topic of discussion. *The purposes*: This denotes interactive goals that the individual participants aim at achieving during or after the conversation. The purpose of any communicating exchange between speakers is the expression of oneself socially.

b) Cultural Factors

Saville-troike (in Setyaningsih, 2006:21) states that the code switching from Javanese into Indonesian by certain people in the speech community viewed from cultural side is considered valuable as it seems like a sign of genius.

b) Individual Factors

According to Saville-troike in Setyaningsih individual factors is related to individual preference and skill. In other hand Setyaningsih (2006:21) in reality, humans are different one and other. Milroy and Gordon (Bili, 2017:05) claim that these factors are speaker's competence in each variety, their social network and relationship, attitudes and ideologies. Duran (Bili, 2017:05) explains that speaker's competence alludes to the degree of language competence in two languages. So, individual factors focused on language speaker's competence or ability.

2. Code Switching in ELT Classroom

Hall and Cook (in Adriosh, 2019) Teacher reported that learners found L1 use easier to clarify ambiguous vocabulary and grammar. Teaching learning used L1 to help the lecturer or teacher in teaching learning English. Using CS in the FL classroom as a means of discourse strategy, methodologists have offered ways of L1 application in the FL classroom as teaching aids (Cook in Rathert, 2012:05). According to Skiba (in Sert, 2005:05) suggests that in the circumstances where code switching is used due to an inability of expression, it serves for continuity in speech instead of presenting interference in language.

Code-switching in an EFL classrooms recently have become a debatable issue in teaching and language method. According to Jingxia there are opposing issues related the role of L1 and target language, they are the target language exclusivity and its opposition (Nurhayati, 2014). One of the reasons target language exclusivity forbid the use of native language since nowadays many teachers overuse the implementation of code-switching. The research conducted by Kalanzadeh, Hemati, & Shahivad (Nurhayati, 2014) found that the overuse of native language in English classes will demotivate the students. So, using code switching in teaching learning process can help the students.

B. Previous Study

One of the researchers related to code switching, first research conducted by Setyani (2017) “Code Switching Used by The Lecturer in Teaching and Tearning Process on Translation class of Second Semester in English Department of IAIN Surakarta.” This study used Poplack’s theory to analyzed the data. This research was conducted on Translation class of Second Semester in English Department of IAIN Surakarta. The research finding are TagSwitching are 33 data, Inter-sentential Switching 25 data, Intra-sentential Switching 74 data.

Second research conducted by Nurhayati (2014) “Teacher’s Code-Switching To L1 In An English As A Foreign Language Classroom In A Senior High School In Banten”. This study used Poplack’s theory to analyzed the data. The data are obtained from classroom observations from a class consisting 30 students and a teacher’s interview. The subject in this reseach is teacher. There are three types of code-switching, there are six functions of code-switching and there are seven conditions where the teacher can do code-switching. The findings of the study are expected to contribute to the efforts in the teaching and learning area as an alternative way in teaching English by implementing code-switching and to change the teachers’ paradigm about the use of L1. The findings are also expected to be beneficial for researchers who want to conduct similar research.

Third research conducted by Nafisah (2018) “*A Descriptive Analysis Of Using Code Switching In English-Arabic Daily Conversation Of Students Islamic Boarding School (Case Study At Pondok Pesantren Mahasiswa Darussalam, Kartasura, Central Java)*”. The subject are students’ conversation in Islamic Boarding school. This research analyzed code switching in English-Arabic. This research used Hudson’s theory to analyze tyhe dartaThe findings of this research showed that there are 42 data of code switching, 2 data which are classified as metaphorical code switching, 36 data which are classified as conversational code switching, 4 data which are classified as situational code switching. According to interview with 8 students, the researcher found 5 reasons from students perspective the most dominant reason they switched their language: lack of vocabulary, make her friends understand, forgetting the English words, thinking about grammar, and not being fluent to speak in English.

Fourt research conducted by Fhitri (2017) “Code Switching Used By English Lecturers During Teaching As Found In Padang State University”. This research used Wardaugh’s theory and Gumperz’s theory. The lecturer used code switching to avoid misunderstanding and

give a clearer explanation to the students. This research took in the third year students of English Department of Padang State University. The researcher took four lecturers who teach different subject to represent the data. There are seven reasons why the lecturer used of code switching in teaching and learning, namely the influence of students who first use the Indonesian language, ignorance of the students to the lecturers' explanation, the emphasis on the previous statement, search the attention of the students because they make noise in the classroom, liquefaction the tense atmosphere with a little joke, forgetfulness some of the terms in English, and no equivalent word in English when giving an example of a lesson.

Fifth research conducted by Mujiono, Soepomo Poedjosoedarmo, Edi Subroto and Tri Wiratno (2013) "Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities". The findings of the study revealed that the English lecturers used English, Indonesian, Arabic, interchangeably. This research used Holmes' theory. The English lectures made switching for (1) linguistics factor, (2) to continue speaker's pronouncement, (3) addressee specification, (4) information clarification, (5) intimacy, (6) affected with the addressee, (7) unpleasant feeling, (8) to create humor, (9) repetition used for clarification reiteration of a message, (10) to strengthen request or command, (11) to make questions, (12) to give advice, (13) to balance the addressee's language competence, (14) to make it easier to convey speaker's message, (15) discourse marker.

Sixth research conducted by Shartiely (2016) "Code-switching in university classroom interaction: A case study of the University of Dar es Salaam". The findings indicated that lecturers used inter- and intra-sentential code-switching to engage with students, to translate concepts, to explain, to manage students' behaviour, and to advise or encourage students. The data were found, intra-sentential code-switching occurred 70

times (70%), whereas inter-sentential code-switching occurred 30 times (30%).

Seventh research conducted by Fachriyah (2017) “The Functions of Code Switching in an English Language Classroom”. Based on data analysis, the use of code switching in the ESL classroom was used to facilitate interactions when learning was taking place. Based on the analysis, the functions of code switching of the lecturer when interacting with her in the class are: (1) clarification, (2) reiteration or repetition, (3) explanation, (4) asking, (5) translation, (6) checking for understanding, (7) emphasizing a language element, (8) making inferences, (9) developing vocabulary, (10) class discussions of student tasks, (11) giving feedback, (12) aiding memorization, (13) class management and (14) entertainment and general communications. The result of this research is expected to be useful especially for teachers in the field of language to understand the functions and the effectiveness of code switching in the classroom. This research was conducted at one of the campuses in Serang Banten. This qualitative research used the methods for ethnography of communication. The techniques and procedures for data collection used observation, recordings and transcriptions. The subject is the lecturer who teaches in English subject. This research used Hymes theory and was further developed by Saville-Troike (2003) with a pragmatic approach.

From those previous studies there are similarity and differences part of this research. The difference is this research describes lecturer’s switching code in teaching translation at the sixth semester of English Language Education in IAIN Surakarta. This research took in interpreting class. The similarities are used same method to collecting the data and Poplack’s theory for analyzing the data. The subject is lecturer of interpreting class.

CHAPTER III

RESEARCH METHODOLOGY

In the chapter the researcher presented all the data that have been found in the Translation class, the class are one class and two subjects.

A. Research Design

This research is descriptive qualitative research in classroom based research. The researcher chose this research because this research is described the result of this research. According to Sugiyono (2014: 1) states that qualitative method is a research method which is used to observe natural object situation. In this chapter tells about data , technique of collecting data, and analysis the data.

B. Research Setting

a. Research Place

This research conducted in IAIN Surakarta. It is located at Jalan Pandawa Pucangan Kartasura - Sukoharjo, Jawa Tengah. This research took at the sixth semester of the translation class at P2.3 in English Language Education, Cultures and Languages Faculty.

b. Research Time

The researcher did the research at the sixth semester in English Language Education. The researcher did the observation every week on Thursday at 14.40 p.m. First meeting, on 13 February 2020 taught about whispering game, what is interpreting and little bit simultaneous interpreting. The second meeting, on 5 March 2020 taught about simultaneous interpreting and the example. Third meeting, on 12 March 2020 taught about consecutive interpreting and the example in general.

Table 2.2
 Research Schedule of Observation at The Sixth Semester of The
 Translation Class In IAIN Surakarta

Activities	September				February				March				April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Submitting The Title Of Thesis Proposal																
Conducting Pre-Research																
Collecting The Data																
Writing The Thesis Proposal																
Proposal Draft Seminar																
Seminar Proposal																

Continuing the table of Research Schedule of Observation at The Sixth Semester of Translation Class In IAIN Surakarta

Activities	May				June				September			
	1	2	3	4	1	2	3	4	1	2	3	4
Submitting The Title Of Thesis Proposal												
Conducting Pre-Research												
Collecting The Data												
Writing The Thesis Proposal												
Proposal Draft Seminar												
Seminar Proposal												

Continuing the table of Research Schedule of Observation at The Sixth Semester of Translation Class In IAIN Surakarta

Activities	October				November				December				January			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Revising Of Thesis Proposal																
Analyzing The Data																
Writing The Report																
Submitting The Document																

C. Subject of Research

The subject is the lecturer who teaches at the sixth semester in English Language Education of Cultures and Language Faculty of IAIN Surakarta in the Academic Year 2020/2021. There is a lecturer in that class and Mrs. L is the lecturer of Interpreting class. The materials of

Interpreting class are kinds of interpreting and game, simultaneous interpreting and the example, and consecutive interpreting and the example in general.

D. Technique of Data Collection

In this research used four kinds of techniques:

1. Observation

Observation is a data collection technique that is required. The researcher has conducted an observation before taking the data. The researcher came to observe in Interpreting class. The researcher observed and recorded lecturer's utterance in the same time. The researcher used a voice recorder and camera handphone to get the data. The researcher made some notes during in the class. The notes contains of the situation during the class, how many students in the class, interviewing's note, and some questions from students. The researcher did the observation in three meetings. First meeting, on 13 February 2020 taught about whispering game, what is interpreting and little bit simultaneous interpreting. The second meeting, on 5 March 2020 taught about simultaneous interpreting and the example. Third meeting, on 12 March 2020 taught about consecutive interpreting and the example in general.

The data is the utterance by the lecturer and the utterance will transcribe in the document. This observation is non-participant observation, it means the researcher does not use observation sheets but carefully takes audio from every meeting and directly observes in general. The researcher does not active or join teaching-learning process.

2. Interview

The researcher also used interview to collect the data. Interview conducted with the lecturer and students to gain deeper information about the using of code switching during teaching learning process in

Interpreting class. Lecturer's interview did after teaching learning process and student's interview after interviewing lecturer or by chat.

The researcher asked to lecturer about what is the reason of lecturer use Indonesian-English to teach students ? Are students choose the lecturer to use Indonesian-English to teach? What is percentage used English? What is learning contract for using English-Indonesian in that class?

The reseacher asked to the students about what is precentage of students' understanding in English by lecturer? Whether students prefer lectrer used Indonesia or English? Did students like when the lecturer uses full English? What are the difficulties faced by students when lecturer uses full English?

3. Transcript Document

In this research, the researcher wrote down lecturer utterance from the camera video or voice recorder. The researcher wrote the transcript into word or document. The transcript contains of three meetings. The research field transcribed into document. The researcher made coding for the transcript.

E. Technique of Data Analysis

The researcher analyzed the sentences, phrase, clause, baster, reduplication, idiomatic expression form and word by the lecturers in the class that include code switching as the data. The utterance and the reason of the lecturer is analyzed. The lecturers used code switching and code switching that use as a real data.

The source of data of this research consists of oral and written data. The oral data are gotten from the lecturers utterance and observation, the researcher watched and recorded the speech event that happened in the daily communication between the lecturers and students. Besides, the oral data are from conversation in class and the interview. And the written data, the researcher will transcribe the interview and the lecturers' utterance into document, and to ensure that the data are valid.

The researcher did some steps of analyzing the data. First, the researcher records the voice in Interpreting class. Then, the researcher will transcribe the utterances of lecturers that contain of code switching. It will help to classify the form of code switching, and its reason that causing lecturers code switching. The researcher will analyze code switching data use the steps proposed by Miles and Huberman (1994:10), as follow:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified. The reseacher reduced the data that useless to be analyzed based on the types code switching.

2. Data Display

After reducing the data, the research organized and managed the data so they be able to analyzed. The researcher used coding as the way in analysing the data. The reseacher gave code each datum based on the number of data, the types of code switching, and the meeting as below:

a. Coding for analysis of Code Switching:

Datum 1 refers to the number of data

- 1) CS : refers to types of code switching
- 2) IN: Inter-sentential switching
- 3) IS: Intra-sentential switching
- 4) TS: Tag switching
- 5) M : refers to the meeting
- 6) M1: first meeting
- 7) M2: second meeting
- 8) 1,2,3 : number of data

In this step, the data will organize and arrange to make it easier to analyzed. The data that analyzed were suitable with the research question in order to make the description about the data

based on the types of code switching and code switching used by the lecturers in Interpreting class.

3. Conclusion Drawing and Verivication

After dispalying the data, the reseacher will answer the research question of this reseach. The researcher made the conclusion based on the finding results of code switching code switching. Therefore, the reseacher make the conclusion that be able to verified for its credibility.

F. Trustworthiness of Data

Norman Denzin in Hales in Linda Eka Wijayanti (2017: 34) stated that triangulation has four types as follow:

1. Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

2. Methods triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficien-cies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data collected for different programmes, locations, populations, etc.

3. Investigator triangulation is the ability to confirm findings across investigators, without prior discussion or collaboration between the, can significantly enhance the credibility of the findings. Investigator

triangulation is particularly important for decreasing bias in gathering, reporting and/or analysing study data.

4. Theory triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation or phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns.

From those types of triangulation, the researcher used methods triangulation. In this research, the researcher used interview, observation, videos and document. The researcher got the data from interviewed students and prove the data with observation, interview the lecturer and documentation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding

This reserach took in Interpreting Class at sixth semester of English Language Education. Interpreting is part of translation. Interpreting is how to translate oral or spoken translation, so all of the task are translated oral sentence. There are 33 students and one lecturer. There are two students came from Sumatra and Jambi. They can speak *Ngoko* and undestand when the lecturer used Javanese. The lecturer used English-Indonesian for teaching and sometimes used Javanese.

In the beginning of the class, the lecturer always calls the students' name one by one. The lecturer used LCD to explain or show the material. Every single day the lecturer showed video and text material. After gave the material, the lecturer asked the students to translate the video or text. The lecturer gave the example and asked all the students to translate it. Before class end, the lecturer gave information about task or next meeting on Monday.

This research took in three meetings. On Thursday, the lecturer gave the material and on Monday, students practiced it one by one. On 13 February 2020, the material about what is interpreting and games. In the begining of the class, the lecturer played games. The games is whispering games or memorizing games. The lecturer gave that games because it can help the students to learn interpreting. During the class, the lecturer explained and gave the example to the students how to translate text correctly. The lecturer gave medical text and slangs text, then the students translated it by themselves. In the end of the class, the lecturer asked the students to learn and listen more video and try to translate it. The lecturer gave some videos references from Youtube and Instagram to the students for practicing at home.

On 5 March 2020, the lecturer explained about simultaneous interpreting. The lecturer gave the example and asked the students to practice it. During the

class the lecturer gave some videos. The first video is in Javanese. The lecturer asked the students to translate Javanese into English. The lecturer gave that video for 12 students. They can not translate the video correctly, so the lecturer changed into American native speaker video. The lecturer changed the video again because the students did not understand what the native speaker said. The lecturer changed Jack Ma's video. The lecturer asked the students to translate it and they translated it well. Ten minutes before class end, the lecturer asked the students to practice Jack Ma's video at home. The lecturer asked the students to practice it for exam next Monday.

On 12 March 2020, the lecturer will be explained about consecutive interpreting and common mistakes in interpreting. Because some of the students did not come in the class, the lecturer gave the example of consecutive interpreting next two weeks. The lecturer explained showed the video of consecutive interpreting in general. The lecturer explained and showed the video of common mistakes in interpreting. The lecturer gave task for students to find a video and practiced it on Monday.

The data in this research classified based on the the types of code Switching by Poplack's Theory. In this research the data were analyzed based on the data classification. The observation was conducted three times with duration of each observation is 60-70 minutes. The recording session did not have any interference with the classroom activities and the class was natural condition. Steps of conducting the data were listening the audio or video, transkript the data and analysis of the data based on the theory. The result gave the illustration of code switching phenomena in interpreting class at sixth semester. The class showed various percentages types of code switching, but each other do not have so much different.

In this chapter, the researcher represented answer of problem statement such as : 1) The types of code switching used by lecturer in teaching translation process at sixth semester of Interpreting Class 2) The reason of lecturer used code switching in teaching translation process at sixth semester of Interpreting Class. The observation was conducted three times with

duration of each observation is 50-60 minutes. The data was transcribed and found 107 times of code switching.

Types of Code Switching

There are three types of code switching by Poplack's theory.

1. Tag switching
2. Inter-sentential code switching
3. Intra-sentential code switching

The data were found 107 data. The research findings are Tag Switching are 63 data, Inter-sentential Switching 24 data, Intra-sentential Switching 10 data. From the data finding, it can be concluded that the highest number of code switching's usage that is used by the Lecturer is Tag Switching which attain 63 data, and the fewest number of code switching's usage is Intra-sentential Switching.

The table above showed the three types of code switching that has been found in Interpreting class at sixth semester of English Language Department. In the first meeting, the lecturer taught about whispering game, what is interpreting and little bit simultaneous interpreting. The second meeting taught about simultaneous interpreting and the example. The third meeting taught about consecutive interpreting and the example in general. The detailed list of sentence contained of code switching can be seen in the Appendix 5 - 7. The following are some examples of analysis on the type of code switching.

1. Tag code switching

Tag Switching involves the inserting of a Tag in one language into an utterance which is otherwise entirely in the other language a tags like "you know" and "I mean" in the sentence of conversation. Tagswitching happens in interpreting class activities and the lecturer often using Tagswitching in the class. Tagswitching which had been found in this research are Indonesian tag. There are : *hah, ya dan yak*. The following are the example of Tag switching.

a. Datum/ CS/M1/TS/1

L: seven oke. We will check your memory, *ya*. This is the first step, *ya*. The first step come in. Are you boys or girls?

S: (everybody laugh)

L: are you boys or girls? *Yak*.

Student 9: *beda jurusan itu mrs.*

The situation in that class, lecturer gave the games about whispering game and the students played the games based on student's size of shoes. The lecturer gave a text and all the boys students whispered one by one. The last student told the sentence in front the class and the lecturer checked it. The lecturer asked the boys students to come forward, but the he is not from that class. Based in the sentence at the first the lecturer used English but she added the sentence with "ya" the insertion of Indonesia Tag in English utterance makes it classified into Tag Switching. In addition the data showed that the lecturer used code switching to gave strengthen for the question. The lecturer used Tag insertion "ya" with stress on it is to emphasize the explanation that the lecturer gave to the students to make the students got point of question.

a. DATUM/ CS/M2/TS/86

L: they have fancy ideas in the evening.

S: mereka punya ide cemerlang?

L: fancy ideas in the evening ? *yok*.

The lecturer asked the students to translate American videos and Australian videos, but the students can not translate it correctly. Native speaker video is quite difficult to the students, so the lecturer changed it to Jack Ma video. The situation in that class is lecturer played some video about Jack Ma and the students translated into Indonesian. The students should translate the sentence one by one but the student can not translate

“they have fancy ideas in the evening”. Based in the sentence, the lecturer used English but she added the sentence with “*yok*” the insertion of Indonesian Tag in English utterance makes it classified into Tag Switching. In addition the data showed that the lecturer uses code switching to give strength for the question to the students. The lecturer used Tag insertion “*yok*” with stress on it is to emphasize the question. The lecturer gave to the student to make the student what the question is and can translate it correctly.

b. DATUM/ CS/M1/TS/54

L:..... Stephanie, Stephanie ya Stephani. Speak English with Stephanie. Very speak English with Tiffany. Speaking English with Tiffany. Actually she is a black American, black American. But, but the voice and also the, this one this one just like this. *Endi?* Get it (the lecturer showed the video from Speaking English with Tiffany)

This situation the lecturer explained about how to speak fluently by watching video from Instagram or Youtube. The lecturer asked the students to watch the video Instagram from Stephani. Based in the sentence at the first the lecturer use English but in the last word of utterance the lecturer using “*endi*” the insertion of English Tag in English utterance made it classified into Tag Switching. The lecturer used Javanese to make strength of her question and word “*endi*” preferred to use by the lecturer because it's easier to use. Tag Switching involved the inserting of a Tag in one language into an utterance which is otherwise entirely in the other language a tag like “*which one*” and “*what kind*” in the sentence of conversation and word “*endi*” include of Tag switching.

2. Inter-sentential code switching

The second position based on types of code switching that happened from this research during three meetings is Inter-sentential Switching.

Based on the data collected, the researcher got 26 data of code switching. The following are the example of Inter-Sentential Switching:

a. DATUM/

L: no, ya. I don't wanna any excuse for the next Monday ya. Just immitate first and then you became an interpreter. ***Ini tugas untuk Senin depan***. So, you just practice without immitation oke?

That day almost 15 students did not come in the class and the lecturer gave a new material about consequtive interpreting and note taking. The lecturer postponed to give new material because fifteen the students did not come. This situation the lecturer warned all the students to come her class because there is practice class. The lecturer asked the students to come on Monday becuase some of the students in that day were absence. Based on the sentence at the first lecturer using English after that she adding Indonesian language in the middle of the sentence “*ini tugas untuk senin depan*” and the language switch to Indonesia when the lecturer added sentence. In this case the insertion of English sentence in english utterance made it classified into Inter-Sentential Switching because it covers a switch at a clause or sentence boundary.

b. DATUM/CS/M2/IN/75

Video: *saya saat ini merasa perilaku saya*

L: *mau saya*. Oke you just you translate or be interpreted or be simultaneous interpreter of my words ,ya. ***Ndak malu saya itu, waktu itu saya nagis***.

The lecturer showed Javenese interview video. The video told about how to be good enterpreneur and leader of family. The lecturer asked the students to translate it into English. The situation the lecturer asked the students to translate the video. The lecturer played the video and students translated into English. The the sentence at the first lecturer using English after that she adding Indonesian language in the last of the sentence “*Ndak malu saya itu, waktu itu saya nagis*” and the language

switch to Indonesia when the lecturer added sentence. In this case the insertion of English sentence in the last English utterance made it classified into Inter-Sentential Switching because it covers a switch at a clause or sentence boundary.

c. DATUM/ CS/M1/IN/33

L: *yak. Sinusitis adalah rongga udara. Hole lubang ya. **Lubang rongga udara yang ada di tengkorak**. Oke. Is it make sense?*

S: *ya*

The lecturer showed medical text and explained how to translate it. After that, he lecturer asked the students to translate one by one. Students translated from English medical text into Indonesian. This situation the lecturer asked translate a sentence about sinusitis. The lecturer repeated student's answer and asked to all the students about their friend's answer. The lecturer used English first after in the middle of sentence, she switched in indonesia "*Lubang rongga udara yang ada di tengkorak*". In this case the insertion of English sentence in the middle English utterance made it classified into Inter-Sentential Switching because it covers a switch at a clause or sentence boundary.

3. Intra-sentential code switching

Based on the data, Intra-sentential Switching are 10 data. Intra-sentential Switching is the fewest data of Code Switching. Intra-sentential Switching often occurs when someone used one language and suddenly switched into another language. In this research, the lecturer also used Javanese in teaching learning process.

a. DATUM/CS/M1/TS/55

L:It's usually four, four creadits. And then i said ehm lagi? Because it is hard for me to teach in two credits. But also I teach

subtitling in four credits. You can imagine that, last year, ya, I teach I taught speaking *eh* sorry interpreting and also subtitling in all of this those course are four credits. You can imagine it. *Aihh, blenger blenger ya saya ya* and also the students. Everyday they met me, because it is four credits, you know? You can imagine, but ya, now I'll I'll ask you to have some practice in your home or your boarding house, *ya*. Oke next. Next. No need to capture the whole thing, *ya*. No need to capture but in interpreting you must know the intangible elements. No need to capture in interpreting but you must know the intangible elements. Something like this, when you wanna be interpreter and then your keynote speaker say like this or the

The lecturer explained some material and gave some information about interpreting last year. In the last year, interpreting class had four credits but in this semester had two credits. So, the lecturer asked all of the students to practice at home because there is no time to practice on the campus. This situation the lecturer told about how master in speaking. The lecturer told the students about what is relation between speaking and listening towards interpreting. From the utterance above the lecturer used two language. The lecturer inserted "*Aihh, blenger blenger ya saya ya*". This sentence used Indonesian because the lecturer needed the real word and if it was said in English it will be strange language for the students. It helped the students to understand what the lecturer said.

b. DATUM/CS/M2/IS/68

L: before we continue, please sit down in a row, row position. Don't be *mlencah-mlencah yo*, so *nanti susah*. Yok yok.

S: haha. Oke mrs

The lecturer asked the students to sit in sequence. In that day, almost fifteen the students was absence, so the lecturer asked the students to sit

in sequence. The lecturer gave the material about common mistakes in interpreting. This situation the lecturer asked the students to sit in sequence, because the lecturer called the students one by one to translate the sentence. In interpreting class, there are two students from Sumatra, but they can speak Javanese or Ngoko. The lecturer used Javanese to help her for giving command. So, the lecturer used that word to give the students command, because if she used English the students will be confuse. The lecturer chose those words because it is familiar words to students.

B. Discussion

Teaching and learning translation proses is one of situation which have many Code Switching phenomenon. The lecturers often use Code Switching for teaching learning process. Applying Code Switching is helped the Lectrer in teaching learning process. Based on the data analysis, the phenomenon of Code Switching by the lecturer in teaching and learning translation represent that there are three types of code switching : Tag Switching, Intra Sentential Switching, and Inter Sentential Code switching. The finding are relevant to the theory classification of Code Switching based on the Poplack's theory.

This research the researcer found there are 107 data of code switching using by lecturer in the class. There are Tag switching 63 data, Inter-sentential 24 data, and Intra-sentential 10 data. That mean the lecturer used code switching in her class for helping teaching learning process. The lecturer used mostly Tagswitching to stress of make sure that the student understand about material that she told for her students. For example like used *yak ya yok* in the middle of her utterance.

The second is Inter-sentential. The lecturer used it to make sure students understand and also helped the lecturer. The data showed 24 data that lecturer used Inter-sentential code switching. The lecturer said *Lubang rongga udara yang ada di tengkorak* in the middle of her utterance. She used it to make sure students understand with the English one.

The third is Intra-sentential. The lecturer used it to avoid misunderstanding what she say to the students in the class. The lecturer said like *blenger-blenger and mlencah-mlencah*. She used that sentence to make sure her utterance is not strange for students. The lecturer thought, it's need to help the students understand what lecturer said. Sometimes the lecturer used Javanese or Indonesian to clarify or avoid strange word to the students.

From interview with the lecturer, she said “*saya pakai indonesia lebih banyak. Dulu di semester sebelum ini saya pakai English around 60-75% but now saya pakai English lebih banyak 80-90%. Ya untuk improve dan habit saya nanti kalau di Australia, kan saya mau lanjut ke Australia. Dan di awal pertemuan saya sudah jelaskan ke mahasiswa kalau saya bakal pakai Indonesia lebih sedikit, ya agar mereka juga bisa belajar ini kan mereka semester atas ya. Saya pakai Indonesia kalau mau avoid missunderstanding atau menjelaskan sesuatu kalau di English sekiranya kurang pas atau mahasiswa kurang jelas. Kan sebagai Dosen kita juga tau kalau mahasiswa tidak tau atau kebingungan seperti apa, jadi pas itu baru pakai Indonesia*”, it means that lecturer used code switching is to make strengthen, to avoid missunderstanding and make sure student undertand with her explanation.

From interview five of the students, they said, if the lecturer used two languages it can help them to understand the lecturer's said. The students said if the lecturer used full English they will be confused, so using code switching helped them. One of five students said “*ya kalau saya milih di mix dua bahasa, karena kan gak semua kata-kata kita mengerti, contoh kaya tadi ada kata drainage dalam kalimat tadi, kalau kita gak dikasih tahu ya paling kita nerjemahin gorong-gorong. Tapi kan karena mrs. Lilik pakai dua bahasa itu membantu*”. So, using code switching also helped the students.

The lecturer also used Javanese to help her for giving some command or order. It helped the students to understand. The lecturer used Indonesian to help her if her students did not understand what she said. The lecturer inserted Indonesian or Javanese because she knew her students' ability. Almost all the students did not undertstand what the lecturer said, so the lecturer switched her

language. The lecturer switched into Indonesian or Javanese because it more easier language to undestand than other. The lecturer switched into Javanese because all the students knew Javanese or Ngoko and they are from Java. For the students it helped them to understand the material or lecturer said. If the lecturer used full English it confused the students to understand the material.

Using mother language in teaching learning process helped the students and the lecturer. It helped the students to understand what lecturer said and it helped the lecturer to deliver the material. The lecturer can switch the language into students' mother language. The students are easy to understand if the lecturer used two language in teaching learning process. But, the lecturer have to make sure all the students understood or from the same region. So, the lecturer can use that mother language and switch the languge into another language. In this research, the lecturer also used Indonesian and Javanese. The lecturer switched language from English into Indonesian or Javanese. The lecturer used code switching to avoid misunderstanding and make sure the students understand what her said. The lecturer also acknowledged that it is easier to transfer materials by switching the languages. For the students, it helped them to understand what the lecturer's said. It means that use of code switching in translation class could help the lecturer and students to produce more speech and conversation in teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions and the suggestions of the research. Conclusion is summary of the findings have been discussed in chapter IV. The whole answer of the research problems presented in chapter I. The researcher has some suggestions for the Lecturer, students, and other researcher

A. Conclusion

This study investigated the using of code switching by lecturer in teaching learning translation process at sixth semester of IAIN Surakarta. The researcher analyzed the phenomena particularly in the type code switching by lecturer in the classroom. From this study it can be concluded that code switching occurs in teaching translation process. It showed that code switching happened in interpreting class.

The finding showed the type of code switching by Poplack theory. The research finding were 107 data, Tag Switching are 63 data, Inter-sentential Switching 24 data, Intra-sentential are 10 data. From the data finding, it can be concluded that the highest number of code switching's usage that is used by the Lecturer is Tag Switching which used 74 data. The lecturer switched into Javanese or Indonesian, because all the students knew that language. The lecturer used Javanese or Ngoko because allmost all the students from Java. There are two students from Sumatra but they knew Javanese especially Ngoko.

From this study it showed that code switching helped the lecturer and students in teaching learning process in the class. The lecturer also used Indonesian and Javanese in teaching learning process. The lecturer switched her language from English into Indonesian or Javanese. Therefore the researcher believed that code switching in teaching learning procces will be useful to support lecturer and students in teaching learning procces with the awareness to function of it and the role in classroom interaction.

B. Suggestion

Finally, the researcher formulates suggestion addressed to:

1. The lecturer

Implication of this study for the lecturer use of code switching in order to make the student more understand about material and code switching used as a method for the lecturer in teaching learning proces. Code switching can be an effective strategy as communicative technique to teach students in the process of learning English.

2. The students

The use of code switching in teaching learning proces make students can get the understand with the material or lecturer's said. It can help the students to learn English and improve their vocabulary.

3. The researcher

This research used one theory, the researcher hope that the next researcher can find more theory and more references. Also it needs to be conducted that is other subject or other context. And the researcher hopefully the next researcher can explore more various types, function and the reason about code switching from different theory in order to make comparison with this study.

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APPENDIX

APPENDIX 1**DOCUMENTATION****PICTURE**

Picture 1. The lecturer asked the students to sort them by shoes size and told the whispering games.



Picture 2. The lecturer asked the studentd to memorize the sentences on the paper.



Picture 3. The lecturer asked the studentd to memorize the sentences on the paper.



Picture 4. The lecturer showed the video and asked the students to translate it from Javanese to English.



Picture 5. The lecturer showed the video and gave the example how to translate Jack Ma's video from English to Indonesia.



Picture 6. The lecturer showed the video and explained the common mistakes in consecutive interpreting by video.



Picture 7. The lecturer showed the video and The lecturer showed the video and explained the proper techniques in consecutive interpreting.

APPENDIX 2**FIELD NOTE**

Title :Observation

Informant :Lecturer and Students

Place :In P2.3

Time : On Thursday 13th February 2020 at 14.58 p.m

The class was began. All the students was ready and sat down at their chairs. The lecturer entered and said salam. She brought some of papers and laptop. The students has prepared the LCD before class begin. The lecturer prepared the laptop and absence book. The lecturer began the class with “Basmallah” and called students’ name. After she called students’ name, she asked “what is interpreting” to the students. Seven students answered the questions and the lecturer contiuned with game. The game is about whispering games and memorizing the word or sentence. Six boys students and six girls students played this game. The lecturer continued the matery using LCD and give some example how to translate word directly. The lecturer asked the students to try translating the sentences. The sentences is informal word and there are slang words. There are four students answered the sentences and that was true. The lecturer asked the students and gave some advise to translate correctly. She closed the class with salam and all the students went out the class with shaking hand to the lecturer.

APPENDIX 3

FIELD NOTE

Title :Observation

Informant :Lecturer and Students

Place :In P2.3

Time : On Thursday, 5th March 2020 at 14.58 p.m

All the students was ready and sat down at their chairs. The lecturer entered and said salam. She brought some of papers and laptop. The students has prepared the LCD before class begin. The lecturer prepared the laptop and absence book. The lecturer began the class with “Basmallah” and called students’ name. Those day, the lecturer taught about simuoltenous interpreting. She showed some video about simuoltenous interpreting. The lecturer gave the example how to translate direcly from video on LCD. The students asked to translate the video into English. The video translated directly from Javanese-English. After students translated it, the lecturer showed Jack Ma video and asked the students to translate it into Indonesia. Some of students tried it and the lecturer gave some point. All the students tried it and got the point. After all the students tried it, the lecturer gave some information about mid-term test. The students chose the video and tried to translate it into a group. Each students did the mid-term test in the lecturer room and in the class after a week. The lecturer closed the class with salam and all the students went out the class with shaking hand to the lecturer.

APPENDIX 4

FIELD NOTE

Title : Observation
Informant : Lecturer and Students
Place : In P2.3
Time : On Thursday, 12th March 2020 at 14.58 p.m

All the students was ready and sat down at their chairs. The lecturer entered and said salam. She brought some of papers and laptop. The students has prepared the LCD before class begin. The lecturer prepared the laptop and absence book. The lecturer began the” and called class with “Basmallah students’ name. The lecturer taught consequitive interpreting. The lecturer showed the video and material on Powerpoint. Before she showed the video, she explained common mistakes and proper techniques in consequitive interpreting on Powerpoint. She explained common mistakes in consequitive interpreting and give the example, after she explained it, she showed the videos. She did the same things to explain proper techniques. All the students wrote all the material on Powerpoint. The lecturer showed and explained to the students pictures about interpreting in International Conferences. The lecturer closed the class with salam and all the students went out the class with shaking hand to the lecturer.

APPENDIX 5**TRANSCRIPT****Transcript**

Transkrip 1

Meeting 1: On 13 February 2020 At P2.3

Lecturer : hi. How are you?

Students : I'm fine. And you?

Lecturer : I'm fine to see you, *ya*. Oke. Let me present you first. All of you come in? All of you or some of you? (lecturer call all the students). Yani?

Students : *sakit*

Lecturer : *oh sakit*. Bahlul, *eh* sorry, bahrul.

Lecturer : *Ya*, so many. Oke 1,2,3. Oke, we are going to have interpreting course, *ya*. What do you thing about interpreting? Interpreting. What is interpreting?

Student 1 : translating.

Lecturer : translating.

Student 2 : quickly and usualy oraly

Lecturer: quickly and usualy oraly. Oke, what do you need when you have to be an interpreter? What do you need? What kinds of skill do you need?

Students: speaking.

Lecturer : speaking, beside speaking you still have to be master in?

Student 3: grammar

Lecturer: grammar.

Student 4 : listening

Lecturer : listening and then what else? Speaking, listening and then what is the most important thing that you have to, have to be interpreter? *Hah?*

Student 5: pronoun

L : pronoun *ya?* Of course you are you are ,*ehm*. You are to be a Language interpreter, *ya*. Language interpreter, oke. Besides that, what is the most important thing, very very important, the most important.

Student 6: comprehension

L: comprehension, oke. So, hat is the bridge to be a company people. What is it?

Student 7: brain

L: brain, oke. Brain, inside the brain there is a ...?

Student 8: memory

L: *ya*, memory. So, you must have a long memory to be interpreter. Oke *ya*, let me check or let's us check you have a good memory or not *ya*. Let's the first thing. We must check or we must do when we are to be an interpreter. Oke boys *ya*, one until seven, oke? Seven here. Please come here. Bahrul, he is not coming here. Seven *ya*, seven people, oke. Please come here.

Students : seven mrs?

L: seven oke. We will check your memory *ya*. This is the first step *ya*. The first step come in. Are you boys or girls?

Students : (everybody laugh)

L: are you boys or girls? Yak

Student 9: beda jurusan itu mrs.

L: hah?

Student 9: itu temen saya beda jurusan, beda

L: oh i see. One untul six. You may play ya ya.

Student 10: main mrs? Uji coba.

L: oke, this is the order without asking each other ya, please order your size of shoes starting from the biggest one. From the biggest here and then from, until the smallest ya.

Student 11: 39

L: sst. No don't ask and don't tell your friends ya. So, just keep silent and the someone who has the biggest shoes, the biggest size of shoes you must be here yok. The biggest one.

Students : (everybody is laugh)

L: sst. Don't ask each other, come on. Here. Just, ssst, ya ya. Don't ask each other, ayo.

Students : ayo ayo

L: ya ya ya. Who are the biggest one? Ya ya ya. And then number 2, will number 2? Oke number 3? Oke. Number 4? Are you number 4? Number 4 ya.

Students : are you sure? (looking each other)

L: oke oke. And then. And then what your number?

S 12: 43

L: 43. What your number?

S 13: 41

L: 41

S 14: 42 (everybody is laugh)

L: what is yours?

S 15: 41

L: 41

S 16: 38

L: 38, seriously?

S 16: 42

L: 42. You may go here. 42 ya, ya. No no, you will be here. Then yours?

S 17: 39

L: 39. Angling is the smallest one. (everybody laugh)

L: oke now. This is something like aaa this is something like whispering interpreter ya, oke in javanese. When you were child it is call as what? Aaa berbisik, is it right? Oke, whispering interpreter yuk. Come on here. Faris, faris, you read this sentence and then keep in your memory and then you tell to your friends ya. Just whispering ya. In whispering. (the lecturer is whispering the student and the student is reading the text).

S 18 : kui mesti do ra bakal eling.

L: no no, you come here. Just, yak yak. Eh, don't look at them, don't look at them. Yah, each of you just, i'll give you two seconds. I'll give you two seconds.

S 19: two minutes?

L: two seconds.

S 19: two seconds? Twenty minutes.

L: oke, five seconds. Five seconds.

S 17: two minutes kene yo kesel no.

L: oke. Time is up. Time is up. *Hei*, faris you may sit down. You may sit down. Five seconds. Take a time.

S 20: mesakne raine cah (everybody is laugh)

L: five second? Finish? Oke, you may sit down the next, *ya*.

S: Yes

L: oke time is up, yok yok yok. You may sit down next.

L: oke, time is up, no no no.

S 17: that's my skill.

L: oke time is up, yok yok. You may tell angling yok, mas sit down please yak. Tell to him *ya*.

L: what is the aaa sentence yok.

S 17: hartono dan

L: wait wait wait yok

S17: hartono dan martono beli sate 100 tusuk.

(everybody is laugh)

L: oke. Hartono dan martono membeli sate 100 tusuk. Oke, give applause to boys. Oke, so faris what is original sentence?

S 12: sedikit mrs?

L: no no no the whole sentence

S 12: martono. Hartono dan martono malam-malam hujan pergi keluar belu sate 10 tusuk untuk dimakan di rumahnya wartini. (everybody is laugh)

S 17: that is the whole sentence. (everybody is laugh)

L : sst. Yak yak, almost yak almost. This is the original sentence. Hartono dan martono malam-malam hujan pergi ke rumah wartini. Hartono dan martono malam-malam hujan pergi ke rumah wartini sambil membeli sate 10 tusuk untuk dimakan di rumah om nya hartini. Loh. (everybody is laugh)

L: so, oke you can imagine , *yak*, how many phrases that you cut it down ,*yak*, and then ten *sate* became a hundred *sate*. Can you imagine? Wow. It is very, it is very, it is very *hmm*. Oke next. The girl who wants to be a valunteeer. How many boys, *ya?* 1,2,3,4,5,6. So the girls should be six. Students also. Oke. Who wnts to be a valunteeer? Six students here. Six students, six students.

S : ayo ayo, kono ayo

L: *yok yok yok. Ayok. Oke, Maju* . One two three oke. Enough. This is the first line. The first line. And plus one *yok*. Plus one.

S: hore.

L: *yok*, come. Come in, come in. Oke oke. The same with the boys a group, *yak*. Without asking each other please, *yak* make your order *yak*. Based the size of your shoes *yok*. Ssst. Yak yak. The biggest one will be here.

S: weh ora-orane diguyu

S 21: lha podo kabeh piye?

L: oke from the smallest one. From the smallest one will be here, smallest one will be here.

S 22: 34, 35

L:

S 21: 36

L: 36? No, come here. Then?

S: 22: 38

S 24: 39

L: 39

S 25 : 40

S 26: 39

L: 39 yak, yak. Oke (all the students is whispering and laugh)

L: diem stt. Oke yak. Miss come here. Ten second. Ten second. Ten second. Ten second.

(students 21 read the text).

L: Please count it oke. Next yak. Miss you may sit down yak, ten seconds please. Oke oke oke oke oke oke oke. Next. Ten second yak. Oke. Who will be the last?

S 26 : me (raise her hand)

L: yak yak. Please listen to your friends yok.

S 26: hartono dan hartini dingin-dingin pergi ke masjid. (everyone is laugh)

L: oke, *hartono dan hartini dingin-dingin pergi ke masjid*. Very good *ya*, very good. I'm amazed very good. Very very clever. What are they doing in the mosque *ya*? What are they doing in the mosque? *Oh*. Sholat *ya*, sholat *ya*. Sholat together. *Sholeh dan sholehah ya ya*. Oke, who will the first? Who will the first? *Yak*, you miss.

S 21: hartono dan hartini dingin-dingin pergi berdua membeli martabak manis di dekat masjid sambil tersenyum-senyum bahagia.

L: yak yak. That the original messege. Hartini oh sorry. And then the last or the end of messege is hartono dan hartini dingin-dingin pergi berdua membeli martabak manis di dekat masjid sambil tersenyum-senyum bahagia. Oke give applause for you. Good job oke.

(everybody is laugh)

L: oke can you imagine? How strong your memory of your brain, *ya*? So, starting from now please try what? Practice your memory *ya*. Memory is very important, most important thing when you are an interpreter *ya*. Oke. So, miss you will be gone or lose, *ya*? So long *ya*, so long. Oke. Would you like to ,*ehm*, me an lcd here *yok*.

S : iya mrs

L: hartono dan hartini jadi ya kristianti dingin-dingin pergi ke masjid ya haha

S : students are laugh

L: hah? Would you like to help me? Do you know what's wrong with the LCD? To be has a dark *ya*? Dark light here, but i don't know how many that one?

S: apa kabelnya mrs?

L: mosok?

S: buat laptop kebalik

L: hmm, maybe this one. This one?

S: ya mrs

L: oke bisa hidup?

S : enggak mrs

L: oke, so you may change this one. Change this one please. Oh quick, oh ya.

S 17: yak zonk. Coba ganti lagi

L: still

S: zonk tenan

L: yak next

S 17: the filter is still. Yes ra tangi

L: you may change the cable maybe. Just change the cable ya. Wait a minute. Change the cable.

S18: oke miss

L: *yak*, oke. While waiting your friends change the cable. I would like to calls you. Beside,*ehm*, beside memory. What are or what is, what are or what is ,*ya*? Another things that you should have? Beside the best memory or good memory, what else?

S: general knowledge?

L: general knowledge *yak*. General knowledge is also important of having or to be interpreter. Oke oke oke oke oke oke. Means what? You may guest if you don't understand but you must be sure that your guess is almost or precisely 100% correct *ya*. Or 90 or 99% correct *ya*, in guessing of a word or phrase. But if, *ehm*, during the whole interpreter or to be an interpreter. You just guessing. Guessing guessing guessing guessing guessing. Means that you are not, you are not?

S: good?

L: *iya* you are not to be a good an interpreter *ya*. Just guessing guessing guessing guessing. You may guess some of words or phrase but not all of them to be guess. Do you understand? I will show you, *ehm*, some example but *ya*, we should have a wait the LCD oke. So, the first is your memory and then the second guessing *ya*. Guessing. The most difficult words *ya*, guessing the most difficult words.

S: ini miss

L: bismillah.

S: (going to sit down)

L: wait wait wait. Oke, actualt there is ini. It doesn't work actually. Wait.

S 17: it means magic

L: ooooo no no

S 17: magic

S : hore.

L: oke. The first one is a good memory and then the second ya, you may guess what is the difficult word of that. Oke, who wants to try to be an interpreter ya. Try try try to be an interpreter. Ask oh sorry raise your hand and then mention your name oh.

S: di bahasa inggris juga mrs?

L: first no. Sentence by sentence ya. Interpreter. Interpreting eh indonesian interpreting ya. Indonesian language ya, first sentence oke? I'll give you an example ya. Last night i couldn't girop. I tossed and turned all pritoor but couldn't fall a girop. That the sentence ya, ya. You may guess it without dictionary ya. No dictionary. Well oke ya, you can try as much as you can find out it in a dictionary. Unfortunately, there is no meaning in the dictionary ya. You may guess it. You may guess it.

S 17: is it kind of slang?

L: ya ya ya ya. You may guess it ya. First you read this text first ya. I finally got up and turned on the yiopl. I channel surfed for a while until i found a rietz about humpback whales. I watched the entire thing and finally at 4.30 a.m i fell girop, but 30 tivgs later my alarm bopsa went off and i had to prepare to go to necop. Oke you may guess all those words, all those difficult words, yok. Wanna try? The fisrt sentence oke. I usually puts some dots behind your name. That not english, some of them or english but some of them just

S 17 : jadi bener bahasa slang?

L: ya ya ya. Wanna try? Wanna try? Yak yak yak. The first one. Oke angling. Yok oke. First sentence.

S 17: second sentence?

L: no first sentence.

S 17: last night, i could not girop. I tossed and turned all pritoor but couldn't fall a girop. Semalam aku tidak bisa tidur, aku menyalakan hmm. Oh aku turun dan menyalakan semua aaa menyalakan semua. Oh sek-sek bentar. Aku turun dan mematikan semua lampu tapi aku tetap tidak bisa tidur.

L: last night, i could not girop. I tossed and turned all pritoor but couldn't fall a girop. Angling translated the word girop into tidur. Semalam aku tidak bisa tidur. Then?

S 17: i tossed and turned all pritoor but couldn't fall a girop. Aku turun dan mematikan semua lampu.

L: tossed means turun, according to angling *ya*. And then, turned all turned all, *mematikan* pritoor?

S17: *lampu*

L: pritoor lampu yak lampu. But couldn't fall a girop, tetep tidak bisa tidur. Oke, it make sense ya? It make sense?

S: ya

L: ya make sense. Sentence number 2. Yak yak.

S 14: i finally got up

L: jadid raised your hand first ya. Jadid jadid jadid. What is your name jadid?

S 14: miftakhul jadid

L: no no. Miftakhul jadid oke

S 14: i finally got up and turned on the yiopl

L: yiopl yak

S 14: aku akhirnya bangun dan menyalakan tv.

L: televisi? So, yiopl means television according to jadid, but pritoor for angling pritoor seems or it seems or it means that pritoor is?

S 17: light light light, electricity

L: *yak* electricity *ya* oke. It make sense? It is make sense? Oke next. The third sentence, the sentence number three. Sentence number 3, come on.

S: (all students is whispering)

L: until *ehm*. Sentence number 3 until about humpback whales. Until humpback whales. Until humpback whales. Until humpback whales. I channel surfed for a while until i found a rietz about humpback whales *yok*. Who wanna try? Who wanna try? Who wanna try? Raise your hand and then *yak yak*. What is your name? (someone raise her hand)

S 26: rani

L: rani oke rani

S 26: i channel surfed for a while until i found a rietz about humpback whales.

L: yak

S 26: aku, channel surfed itu kayak mengganti channel selama beberapa saat hingga aku menemukan sebuah acara tentang sekumpulan whales aaa

L: so, rietz over there means?

S 26: acara

L: and then channel surfed?

S 26: mengganti channel

L: yak. Surfing come from surfing oke. It is make sense?

S: ya

L: yak make sense. Next the four sentence. (someone raise her hand)

L: yak. What is your name?

S 27: anik miss, semua?

L: anik anik anik. Oh ya no no no. I watched the entire thing and finally at 4.30 a.m i fell girop.

S 27: i watched the entire thing and finally at 4.30 a.m i fell girop.

L: yok yok

S 27: saya menonton keseluruhan. Saya menonton seluruh acara dan sampai pada pukul 4.30 pagi, saya merasa mengantuk.

L: *saya merasa mengantuk?* Oke is it make sense? Because of the first sentence fall agirop aaaa, angling said fall a girop means *tidak bisa tidur* and then *tidak bisa tidur*. Not could not fall a girop, *tidak bisa tidur*. Could not *ya* means that girop means *tidur* or *ngantuk ya*. And then the last *hmm*. I fell a girop *saya merasa tidur ,saya merasa ngantuk*. Is it make sense?

S 27: ya

L: ya next. Yak yak. (someone raise her hand)

S 28: fitria

L: fitria fitria fitria. It should be the first name ya?

S 28: yes

L: fitria fitria fitria.yok fitria.

S 28: but 30 tivgs later my alarm bopsa went off and i had to prepare to go to necop.

L: yak

S 28: tapi 30 menit kemudian alaramku berdering dan aku harus siap-siap untuk pergi ke sekolah.

L: yak yak yak. 30 menit kemudian, 30 tivgs later my alarm bopsa. What is the meaning by bopsa here?

S 17: popping out

S 28: berbunyi

L: berbunyi. Went off? My alarm bopsa went off. What is mean by went off?

S 28: berdering-dering

L: berdering-dering. And then?

S 28: mati

L: mati. And then? I had to prepare to go to necop. Necop it can be?

S: office

L: campus, office, ya. So it can be sekolah or kerjaan, tempat kerja atau kantor. Oke ya. Oke. Are you understand?

S: yes

L: so, wait. Beside having a good memory, you must also hmmm. Good in guessing some words ya. If you don't know and then you must be, you can't be ngewel ya ngewel. (everyone is laugh)

S: yes

L: in bahasa Indonesia ya. No no no. Just guessing ya. Guessing. Guessing. Oke next. (the lecturer showed the other examples)

L: oke. It the same like this ya, but this is in a medicine ya. Medicine. Medicine ya ya. Ah ya ya. Sometimes when you are go abroad ya. You are go abroad ya. And then for instance you went, you go to Singapore or to Australia. And then there is a patient in hospital ya, between the mother and her daughter and also a doctor from Indonesia and also from native speaker. And then the mother or the patient didn't understand about English. And then he eh you, as her niece or maybe ya or her niece or her sister, big sister and then ya, ask or are invited to be an interpreter ya. And then you must interpret this kinds of sentence. This is from the doctor ya. From the doctor ya. Oke. The sinuses are air-filled holes in the skull. What is skull?

S: tengkorak

L: skull? Ah tengkorak. Air-filled?

S: berisi udara, rongga

L: rongga ya rongga ya. Oke. Wanna try? Wanna try? Wanna try? Someone who answer my question please don't answer again. So that, you will give chance to your friends. Yok. Sentence number one. Sentence number one. The sinuses are air-filled holes in the skull. Yok. What is skull?

S: tengkorak

L: what is air-filled?

S: rongga

L: rongga. So, you may interpret this. Wanna try? Yok. (someone raise her hand)

L: yok. What is your name?

S 29: khasanah

L: khasanah khasanah khasanah. Yak yak yok.

S 29. The sinuses are air-filled holes in the skull. Sinusitis adalah rongga udara yang ada di lubang pada tengkorak?

L: yak. Sinusitis adalah rongga udara. Hole lubang ya. Lubang rongga udara yang ada di tengkorak. Oke. Is it make sense?

S: ya

L: ya. Next. The second sentence. They are connected to the nose and can get infected leading to drainage, pain, etc. What is drainage? Drainage. Drainase. Means what is drainase?

S: pengairan?

L: ha? Nah nah what is drainase?

S: pengairan?

L: pengairan yak?

S: penyaluran

L: *penyaluran* ya. When you see there is a in Jakarta, there are float over there, it means drainase is all *lubang* ya. *Gorong-gorong* ya. *Gorong-gorong*. Drainase means ya pengairan or penyaluran or *gorong-gorong*. So, *gorong-gorong* will be in the? (everybody is laugh)

S: got

L: in the? In the? Hole of the skull and then yoy try to be an interpreter. *Hei anakmu, anakmu, anak anda nanti, anak anda nanti, anak bibi nanti ada gorong-gorongnya disana.* (everybody is laugh)

L: what the happend to the mother or daughter, the daughter mother ya. So, you may guess but guess in the right place. Do you understand? Yak ayok. Try try.

Sentence number 2, sentence number 2. They are connected to the nose, they refers to?

S: sinus

L: no, holes ya. *Di lubang-lubang ya. Berhubungan, dihubungkan* to the nose. Ke?

S: *hidung*

L: and can get infected leading to drainage.

S: *pernapasan? Saluran*

L: *ya di? Apa? Ke saluran, ke saluran nanti akan ber-in ber-in*, get infected. *Berhubungan ya berhubungan ya. Aaa selalu berkaitan dengan dranaise itu apa tadi? Saluran?*

S: saluran

L: *saluran ya saluran. Saluran yang ada di hidung dan kepala, jadi nanti* when you interpret don't use *gorong-gorong. Nanti disitu ada gororong-gorongnya ya. Drainase, ada drainase disitu, dihidungnya anak ibu yak. And then what will happen? Oh the mother will get, will cry ya, mana hidungmu mana hidungmu. Drainase-nya ya. Oke. Number three, yok until until sinusitis ya. Number three. Yak yak ok. What is your name?*

S 29: izza

L: izza yok

S 29: This maybe caused by allergies, polyps, abnormal shape or swelling inside the nose. Ini bisa terjadi karena

L: hal ini. What is "this" refers to?

S 29: hole?

L: jadi drainage. No no no. It should be the closest one. The drainage ya. Get infected leading to the drainage. Ya. Hal ini, ayok

S 29: hal ini bisa terjadi karena alergi, polip, hmmm, bentuk yang tidak normal dan pembengkakan di dalam hidung.

L: oke. The fourth. Fourth. Yak. Reffi.

S 30: terapi medis

L: Medical therapies. You may read first ya.

S 30: oh read dulu. Medical therapies, such as antibiotics, steroids, nasal sprays and decongestans, will often cure bouts of sinusitis.

L: hmm

S 30: medical terapi seperti

L: terapi medis

S 30: terapi medis seperti antibiotik, steroid

L: steroid yak

S 30: steroid, nasal?

L: what is spray?

S: semprotan hidung?

L: yak semprotan hidung and?

S 30: decongestans

L: decongestans. What is decongestans? Decongestans? You may search what is the decongestans.

S 30: dekonjestan

L: will often cure bouts of sinusitis, he'eh kan? Oh ya ya.

S 30: sesak nafas me me me

L: cure?

S 30: mengobati menyembuhkan rasa sakit dari sinusitis.

L: oke. So, you may guess but in the right place. Do you understand? That the most important thing you must know ya. First have a good memory. The second one, you may guess but in the right place. Oke ya? Next. Yak, it's still the same from the medical text ya, when you were trying to be an interpreter. Please be care full about some terms ya, related to medical ya. Stress during pregnancy yak, stress during pregnancy, do you ever or have been pregnant? Hahaha

S: belum, not yet

L: stress during pregnancy has been associated with a number of full health implication for birth weight, low good weight and increase risk of asthma and allergies. *Stress waktu kehamilan itu nanti bisa menjadikan kita mempunyai dampak buruk terhadap apa? Apa? Birth weight itu apa ? Kelahiran, berat badan anak waktu lahir dan juga untuk meningkatkan asma dan alergi.* Oke, you may do it by yourself. Ya, oke. Oke, let's continue. Well, actually I wanna show you what is the differences between translation and interpreting, ya. What is the difference bentween translation and interpreting? Before that, I will show you about this one. Wait. (the lecturer open the material)

L: Ya, I am sorry, i didn't bring the *ehm*, what is it?

S: speaker

L: yes speaker. The speaker the speaker. Oke. Can you hear it?

S: no

L: you can not hear it because I didn't bring the speaker. Oke, this is an example of simultaneous interpreting oke? Before we go that, we ehm I didn't bring the

speaker. I'm so sorry. I will show you next week, *ya*. *Hmmm*. Wait wait wait. Oke before we, because we don't have an speaker, I think it's the best way to use this picture, *yak*. Use this picture first. Oke this is a simultaneous interpreting. This one, *ya*. Simultaneous interpreting *ehm* picture, *ya*. The example, *ya*, this one. This is aa. Can you see the cursor, please? See the cursor, *ya*. *Yak yakyak*. For instant. For instant. So, this picture, *yak*, shows us this is an in conference, *yak*. There are many people or many president or maybe from, *ehm*.

S: minister

L: *ya*, minister from a whole of the world. And then there are so many languages. The first one, pretend that first one. That first one is interpreter. English interpreter. The second one is Japanese, Japanese, *ya*, not Javanese, oke. Japanese interpreter. The third one is Mandarin interpreter. And then Arabic interpreter, and then Thai interpreter. Do you understand?

S: yes

L: so, if you are to be an interpreter, this is a simultaneous interpreter. This is the way you conduct the process of becoming an interpreter. Do you understand? This is a simultaneous interpreter. So, there are two kinds of interpreter. The first one is simultaneous. Simuotaneous means? What? Simultan? Simultan?

S: langsung, bisa langsung

L: *yak*. Directly directly. There is a cannot speaker and then you interpreted directly, *yak*. And then the second one is? Besides simultaneous, the second one is? Conseqitive interpreter. Consequtive means? Is not directly interpret all the speakers say, but you must interpreted in a many sentence, *ya*. Maybe one of the sentence and then you cut down, and the you presented or you interpreted it. Oke? Oke. I will show you next week when I bring the speaker, *ya*. Next. This is the example of simultaneous interpreter. *Nah*, this one channel. English channel, Mandarin channel, Korean channel, and Japanese channel. So, what is your opinion? Are you mastering in English or Indonesia or in Javanese? *Ha?*

S: I am Javanese.

L: Javanese? What is your mother tongue? Mother tongue is?

S: Indonesia

L: mother tongue kok Indonesia.

S: Jawa

L: javanese ya. If you are from Central Java, it means your mother tongue is Javanese. And that L1 is Indonesia and L2 is English, yak. Oke, yak. This is happened. This is happened in conference, in conference or in meeting or important meeting. And then this one, this one is the the interpreter, simultaneous interpreter. Yak, if you wanna be a interpreter, simultaneous interpreter in Jakarta you will be paid about ten million, *sepuluh juta*, ten million.

S: wow

L: ten million per?

S: per bulan?

L: no no not, maybe per hour Per hour. You must have a spouse, yak. In pairs in pairs. So, so, there are two interpreters, ya, sometimes ten minutes or five minutes, ya? Oh, ten minutes or fifteen minutes after you internpret the keynote speaker and then you give a sign to your friends it's your turn. Your turn, yak. Your friend's turn. And then after ten minutes and the you again. Do you understand?

S: ya ya ya

L: yak. So, ten million will be divided into two, you and your friend. So, please find out your soulmate, soulmate in interpreter. Oke, it is imposible for you or for us to speak during an hour, ya. Will be got a buble ya? Berbusa-busa nanti, ya. Haha

S: hahaha, benar juga.

L: so, the technique is , hmm. The technique is ten minutes every ten minutes, you give a sign to your friends by, aaa. Maybe by touching her body ,ya, or arms, ya, and the your friends. And then, if there is a many numbers and the you must, you must write down the number. For instant, one million point three five six two and then you write down and give to your friends, ya. So, pay attention to the speaker or keynote speaker, ya. That's why, that's why is very high payment, ya. Ten million per hour. It's very interesting and very challenging, ya. In Jakarta, ya, in Jakarta. You may try in small city like in Solo maybe a million per hour maybe. Maybe, ya, a million. Maybe for the first, for the first time you make a million in per day, it can be. It can be. Because you just graduated from the institusion or fresh graduate, and the a million, ya. You must be very happy, ya. Hore hore hore. I got one million per a day of my duty to be an interpreter, ya. Oke, nah. Simultaneous is, aaa, such. Oke, i'll give an example, ya. The example of picture, ya. And then this is a simultaneous interpreter happened in a? Court. Do you know court?

S: sidang.

L: yak. Sidang. For instant, pretent that this is, ya. In the case of narkoba ya. What is narkoba?

S: drugs

L: drugs, ya, drugs. And then, he comes from Mexico, maybe ya. Mexican, with mexican languages. And then, she is an interpreter, ya. Maybe they, maybe he has the court in America that's why the, the interpreter needed here, ya. Diperlukan ya, diperlukan disini, jadi stay here. Because the man can't speak English, can do, ya, can do. Yak, it's also happend when you have a bussiness, a big bussiness or bussiness from other contries, ya, by using another languages. Maybe not English but Indonesian, not Indonesia maybe Javanese,or maybe English and then Javanese and then etc. Or you will have a boyfriend or girlfriend from not English

speaking country, ya. Maybe from Jepang ya or Korea Korea. And the you need an interpreter, ya. Ya oh oh oh.

S: wah imajinasi.

L: ya. Oke. First of all, i'll explain about interpreting versus translation, yak. Translation, ya. So, translation refers to the transfer the written text. Have you been a translator?

S: not yet

L: not yet? Translator, translator? Have you got a job to be translator?

S: not yet

L: not yet? Maybe you just a, one of your friend ask you to translate an abstract maybe? Not yet?

S: not yet. *Hanya tugas gitu.*

L: *ya tugas ya tugas.* It's a task, ya. But translation usually refer to written text, ya. Next. The product of translation is to be read, ya. Product of translation is to be read, ya. The participants in translation activity, ya, the writer, the translator and the readers. Oke, what about interpreter? Ya, as what Angling's said before, that interpreting refers to the oral translation or spoken message or text. It must be use your mouth, ya. Your mouth. *Jadi makenya apa? Mulut ya.* The product of interpreting is to be hear. *Jadi harus didengarkan,* not to be read but to be hear, *ya didengarkan.* Oke. Can you guess it, what is the participant in interpreting? What is the participant?

S: speaker and speaker.

L: in translation, there is a translator and then reader. What about in interpreter?

S: speaker and speaker

L: speaker and speaker? Hah?

S: speaker and listener.

L: speaker and listener, *yak*. Speaker, interpreter, and hearers. Hearers or listener, *yak*. Oke, nah. This is the differences between translation and interpreting. Oke. Can you, can you explore it? Can you explore it? Or maybe can you read it? Please read it and explore it or explain it. Translation in a written *ya*, written. Oke, let us guess, *ya*. Translation written. What about interpreting?

S: oral

L: oral. Oke. Delay time, delay time. Do you know delayed time?

S: yes, tertunda.

L: *ya*, it's not directly. What about interpreting?

S: directly

L: directly, direct. On time. On time. And then the third one. Accurate translation. What about interpreting?

S: guessing

L: *yak*, it can be guessing. It is not like one of the other example. Or why why does in translation is accurate?

S: waktunya lama

L: *yak yak*. There are so many time and the you can back and fold back and fold in dictionary. You may ask someone master in translation but what about to be an interpreter? You must interpret at that time, *ya*. Directly, on the spot, *ya*. Oke. Next. One direction. One direction. Just for the translator to the reader. There is no feedback from the reader. What about in interpreting? One direction also?

S: no two.

L: two. *Ya two ya*. From the interpreter *ya* or maybe from the speaker and to the hearers. Oke. Static environment, what about interpreting?

S: dynamic

L: dynamic ya dynamic. Ya oke. Fluency is not essential. In translation. What about in interpreting?

S: fluency fluency

L: fluency ya fluency. Very fluency. So, please be good in speaking English, ya. Speaking English must be fluence ya. So, starting from now, everyday try to speak English. Try to speak English. Ehm, do you know the way to speak English? Maybe you can immitate immitate someone from youtube maybe, ya. And then you repeat again again again and again. Please write to find out one the example very good pronunciation. I like speaking with, ehm, it is actually that American but it is very clear. I like it very much. The name is, wait. The name, ehm, you may find out the instagram and youtube, ya. Stephanie, Stephanie ya Stephani. Speak English with Stephanie. Very speak English with Tiffany. Speaking English with Tiffany. Actully she is a black American, black American. But, but the voice and also the, this one this one just like this. Endi? Ah. Get it (the lecturer showed the video from Speaking English with Tiffany)

L: all of your funds is gone. All your money is gone. You may repeat repeat again and the open your mouth, ya. Open your mouth. I'll try to be or immitate a Tiffany ya. Although she is very beautiful, ya. What I mean the color different from us but her pronunciation or her English very good, because she is American. Black American, ya. Speaking English with Tiffany. Oke, starting from now, please try to speak English, ya. Either in youtube or instagram and try to immitate her or to follow her voice or the way to pronoun. Because next, ya, maybe after the third or maybe fourth meeting, there will be practice, practice, practice, practice from you, ya, not from me. Oke. Because this is interpreting, ya. Interpreting, interpreting for last year, interpreting last year. They got 4 credits. SKS-nya 4. 4 credits, ya, miss sholikhatun got 4 credits, but I dunno because maybe, the the what is it? The Kaprodi and sekprodi is new, she he doesn't know that. The interpreting should be 4 credits. Kreditnya itu harusnya 4 and you just two credits,

ya. It's usually four, four credits. And then I said ehm lagi? Because it is hard for me to teach in two credits. But also I teach subtitling in four credits. You can imagine that, last year, ya, I teach I taught speaking eh sorry interpreting and also subtitling in all of this those course are four credits. You can imagine it. Aihh, blenger blenger ya saya ya and also the students. Everyday they met me, because it is four credits, you know? You can imagine, but ya, now I'll I'll ask you to have some practice in your home or your boarding house, ya. Oke next. Next. No need to capture the whole thing, ya. No need to capture but in interpreting you must know the intangible elements. No need to capture in interpreting but you must know the intangible elements. Something like this, when you wanna be interpreter and then your keynote speaker say like this or the intangible elements like this, ya. Oke oke, I like her but (lecturer made some gesture). I like her but, I like her but, I like her proposal but. To be an interpreter you must know, what is the meaning by that gesture.

S3: konferensi PBB nek ana ngono ki barang ora?

L: iya, ya ya. When you want to be an interpreter in any kind of company, ya, including United Nations. It is also, ya. Next specific target. What about interpreter? What about interpreting? Ya, it's not specific, ya. It is general. And then reading and writing skill, in interpreting?

S: speaking dan listening

L: speaking dan listening, ya. So, if you haven't had a good ear to be a listener, please clean it, ya, by cotton bud, ya. And then small team, translator, editor and proofreader. What about in interpreting?

S: single

L: no, just with your friends. In pairs in pairs, ya. In pairs. Oke. Do you understand?

S: yes

L: what this now? This is the, the conclusion ya. Translators and interpreters are more interchangeable. Tidak bisa di, tidak bisa di?

S: tukar

L: ya. Dialihkan ya. The skill and task required are different for the two jobs. The task is different, ya. Task. Interpreting is used in at life in person event such as in Room police station, hospital and government forum. Translation typically involves translations and computer or in your. What is it?

S: gadget.

L: gadget menas?

S: gawan

L: ya ya. Clever or smartphone smaerphone smartphone. Politics and unpolites. I think it will be next week , ya. I'll give you an effective and quality of interpreting. I'll show you about, next week,ya. I'll show you what is it? Ehm. The differences between, the differences between ehm simultaneous interpreting and ehm consequive interpreting. Oke. Before we jump to next week. I will ask you a half. Did you mind if we have twice meeting for a week, ya? Because I should attend some concerning with the Sydney or my juorney Phd on April. That's why on March at the end of March we should end up end up this course, ya. This course. So, yak, I ask you to speak English everyday, yak. Speak English everyday, at least fifteen minutes evryday. If you wanna to be a good speaker or good interpreter, it's not about fifteen minutes but thirty minutes. Thirty minutes, thirty minutes is too short, ya, too short ya. You can imagine when you text your friends. You are texting your friends Whatsapp, Facebook, or through Instragram, etc. It's more than thirty minutes, is it right? But if you learn through the Youtube maybe ehm what is it? Instagram to immitate an ideal a role model of speaker, yak. I'm sure that thirty minutes is too short, too short. Please alocate your time, for about thirty minutes for learn this one, ya. Ya yak. Believe me, if your English or your interpreting or interpreting or in translation or in oral interpreting, your

interpreting is quite good. Your future will be bright, believe me. Ya, in Jakarta there are so many so many so many company so many everything can help you to find out people want you to interpret, ya. Everything, and you will get funds or money, lots of money. Lots of money, in Jakarta, ya. In Jakarta I believe for a six months I know I knew it about it. Even you just sell a tea, sell a tea, ya, in Javanese there are two thousand and in Jakarta five thousand. Ya It's five thousand in Jakarta, it's just a glass of tea. And in Mall, you can imagine, ya. A glass of tea in a Mall can you guess it? How much?

S: fifty, eight, or ten?

L: eight ten? No

S: twenty thousand?

L: yak, it's around thirty until fifty, ya. It's very very expensive. So, if you have if you try to find out just one or maybe two two skills, ya. And the two skills, one skill just one maybe in speaking in speaking English. That's ehm what is it? The the easiest way to get money, but don't believe in Solo to be interpreter. To be interpreter in Solo ehm just ya, just ya just find right way maybe in Jakarta or Surabaya or many many kind and then you get money juga ya. It very easy to get money by using speaking English using speaking English, ya. Just speaking, ya. About writing ya writing is quite ehm much find ya from writing ya, from writing ya. The most important thing is from speaking, because because, when when you say something like this "I'm a master of English lo". In Javanese ya, ehm English Javanese, ya. I'm a master of English lo, ehm oke, can you speak English please? Ya, speaking English is ya, what is it?

S: gak tau

L: the symbol of someone master in English, gak ada kok nulis-nulis, no. Speaking English, you may sing a song, it's speaking English right? Not in Listening, oke oke you are master in English, listen to this listen to this, no. Reading, read read this book, no. That's speak, please speak up please, yak. So

speaking, just dealing with this. Speak speak speak speak and then the money will be followed, oke ya? Start from now thirty minutes per day, ya. Thirty minutes per day and then you will be master in next week, next week. I'll see how master or how best or how good your speaking that day, oke ya? Besides Thursday at four ehm two forty or two past forty i think what day? What day? Could you join my class in interpreting?

S: barengan

L: barengan semua ya? What about Friday? Are you free?

S: full mrs

L: oh Monday Monday Monday?

S: oke

L: oke Monday, Monday at? Two past fifty eh two past forty?

S: no no mrs. Ada kuliah

L: Monday Monday at one?

S: no no mrs

L: Monday ?

S: at ten?

L: at ten? I have class. Oke oke I will ehm I think ehm I think the best way is like this,ya. We still have third meeting away but it's like this. Monday maybe at 01.00 p.m. Or 02.40 p.m. Someone can join at 01.00 p.m. Especially for Monday it's just, what is it? Practice practice. Your practice, practice practice practice on Monday. But in also ehm on Thursday we will have something new. Oke?

S: ya

L: come and join us, if you be ready to face a test or practice on Monday at 01.00 p.m. Come and join with me. And then one of you will be ready in 02.40 just 02.40 just come to me. You may fix it in a group, ya. I am a group 01.00 or 02.40, ya.

S: jam empat mrs?

L: no two past four, ya. Oke ya? Oke, just raise your hand if someone or anyone can join me at one. Monday at one, Monday at one.

S: raise their hands

L: one two tree four five six seven eight nine ten eleven. Just eleven ya? Monday at one ,eleven. Monday at one, tweleve. Monday two past fourty, Monday two past fourty, oke you are raising your hand Monday two past fourty, ya. Oke oke, that's why maybe just three minutes or two minutes practice of simultaneous interpreting. Each of you. Just, when you are practicw with me just two minutes. But what is it? The exercise very long to get two minutes to get a good score with me. Do you understand? Maybe just two minutes. So, no you can come at 01.00 p.m. Or 02.00 p.m. For the someone can not to join my class at one and then I have some test for you. And then 02.40 you may come on time ya come on time for 02.40. Do you understand?

S: yes

L: start from now pelase try to speak English,ya. Everyday at least thirty minutes. Belive me that your English will be changed. Very very good, ya. Oke any question?

S: no

L: so next week we off, sorry sorry. The practice will be started not next Monday but maube next two Monday, yak. So the interpreting class still on Thursday ya. On Thursday and then after that we have Monday and Wednesday eh kok

Wednesday eh sorry Monday and Thursday. Monday Thursday Monday and Thursday not Monday and Wednesday. Next two Monday ya?

S: ya

L: ya oke. Any question ?

S: no

L: it still enough?

S: yes

L: oke thank you. Oke thank you for your attention. Let's say Hmadalah together

All : alhamdulillahirrobil Alaamiin

L: assalamualaikum wr.wb

S: wassalamualaikumwr.wb

APPENDIX 6

Transcript 2

L: oke. Let's continue our material today, *ya*. What is it about? Last week, we discussed about simultaneous interpreting. That's right?

S: yes

L: *ya*, simultaneous interpreting. Now, *yak yok yok*. Last week you practiced it with your partner in doing, *hmmm*. What is it? Simultaneous interpreting, *ya*, but it still in exercise or practice. Now, I wanna show you another example of simultaneous interpreting, *ya*. (the lecturer showed some video).

L: oke, this is the example of simultaneous interpreting from Japanese, eh sorry. From Javanese to English. Are you Javanese? Are you Javanese?

S: *ya ya*

L: *javanese, ya*. Oke. Who are you? Someone maybe come from West Java? West Java? West Java? Oh, *Rismiyati*, are you from West Java? *Sukabumi*, it 's correct?

S1: yes

L: oh, *Sukabumi*. Is there any other people or students from Sumatra?

S1: *saya*

L: oh, Sumatra. Miss *Izza*, Where are you come from?

S2: West Sumatra

L: West Sumatra, Padang?

S2: yes

L: so, you don't understand about Javanese?

S2: bisa sedikit mrs.

L: oh, little bit. Miss Rismiyanti, do you understand about Javanese?

S1: little bit

L: little bit, oke. Angling, where are you come from?

S3: I came from Pendem.

L: where is Pendem?

S3: Sragen.

L: oh, Sragen.

S3: it is located near Gunung Kemukus.

L: oh. Near Gunung Kemukus, so you are from Central Java, ya? Albert, where are you come from?

S4: Klaten

L: jadid?

S5: I am from Ngawi.

L: Ngawi. So, it is Java, ya. And the Bahrul? Where are you come from?

S6: I am from Boyolali

L: Boyolali, hmm. Terus, hmm aduh. Teng, teng. What's your name Teng?

S7: Royan

L: Royan, where are you come from?

S7: Boyolali

L: Boyolali, oke. You Teng?

S8: Sukoharjo

L: where is , oh. What is your name?

S8: Ilham Yulianto

L: Ilham Yulianto. Where are you come from?

S8: I am from Sukoharjo.

L: Sukoharjo. So, hmm, well someone come from Central Java. This is the example. Do you think that from Javanese to Javanese, Javanese to English. Is it difficult or is it easy to be a simultaneous interpreter?

S: difficult

L: difficult?

S: yak

L: oh ya?

S3: it is difficult because we don't remember Kromo.

L: hahaha. Now, it is not Kromo Inggil ya. Maybe it's for common, ya. Common, ya, usual use Javanese, ya. Oke. I wanna show you an example, an example of, an example of simultaneous interpreter. Ya, from Javanese to English. (the lecturer showed some video).

L: before we continue, please sit down in a a row, row position. Don't be mlencah-mlencah yo, so nanti susah. Yok yok.

S: haha. Oke mrs

L: yok yok. Here here. Bahrul please come in and then *sini, terus* then Nana yok. Wening yok. Ariana yok.

S: Alina mrs.

L: Ihza, eh eh please come here. Please come here, in front. Yok yok. Oke. I wanna you to be a simultaneous interpreter ya. Sentence by sentence, ya. Sentence by sentence. Pay attention, ya. (the lecturer showed some video).

L: dalam berkeluarga itu yo laki-laki itu jadi pemimpin. Eh eh, stop it. Listen again and then you will be simultaneous interpreter, ya. Just sentence by sentence, ya. Except Trismiati and Ihza. Ihza mana. Oke, Trismiati and Ihza, ya.

S: katanya Ihza ngerti mrs

L: ngerti? Wait, ya. Wait a minute. (the lecturer continued to show the video)

Video: berkeluarga ki yo wes yo nek isoh ki laki-laki jatah e dadi pemimpin.

S9: in the family the man should be a leader

V: apa-apa ki yo sakjane yo koyo lagu jaran kepang jaran goyang kae lo, wong lanang menangan.

(everyone is laugh)

L: hahaha. Wait wait. I will repeat again ya. Apa-apa itu ya koyo jaran kepang jaran goyang.

S10: the leader should be like jaran kepang jaran goyang.

L: everything we do as a leader, ya. Itu ya. Everything we do is like a jaran kepang jaran goyang. Ya? Oke.

V: jadi kek gitu, apapun pikirannya harus seperti itu. Jadi apapun yang saya kerjakan atau yang saya programkan istri saya itu harus ngikut.

S11: everything i want everything I do my wife should be

L: should should, mengikuti apa?

S11: should be followed

L: followed? Not followed find another another *ini ya*, another words ,*ya*.

S11: obey

L: yak, should obey my?

S11: order.

L: yak. My words yak. My words gitu, ya. Oke, next wening, ya.

V: saya dulu melakukan itu mungkin karena saya dulu belum tahu.

L: seperti itu mungkin karena, saya seperti itu mungkin karena saya belum tahu dulunya.

S12: i do like that because I don't know

L: yak, i don't know?

S12: before

V: saya dulu itu ya kaya gitu itu, wong lanang ki yo kudu dadi pemimpin. Dituruti segala macem

S13: the man should be like that

L: the man should be like this

S13: and the woman

L: he should be a leader or became a leader and?

S13: and

L: the man should be a leader and everything should be or everyone should obey of him or his order or his word. Ya, next one more.

V: pas diskusi itu pas seminar, ada statement yang disampaikan oleh mbaknya.

S14: when I join the discussion, there are oh there is a statement

L: stated by or says by

S14: stated by the speaker

L: mbaknya means by the speaker, ya. Oke, next. Ehm, Nana.

V: kalau kita peduli sama orang lain atau mau berkorban untuk orang lain.

L: yok

S15: we we care with someone we should give anything for for them

L: without my pause ,ya, try to be an interpreter ,ya, the simultaneous interpreter, ya. That the example, nah yok.

V: tenaga, harta bahkan air keringat kita untuk orang lain

S16: even even

L: yok

S16: energy even

L: harta? Do you know harta?

S16: property

L: wealth, property, treasure oke.

S16: to everyone

L: yok

V: sementara kita tidak peduli sama keluarga kita sendiri, jadi apa yang kita lakukan. Saya masih merasa merinding kalo ingat

S17: if we didn't care with our family

L: yak yak

L: I am still? Do you know minding?

S: shivering?

L: shivering, yak. I still shivering if i worried about it. Yak, next

V: saya deg nang ati

(everyone is laugh)

S: syok gais. Mungkin syok

L: oke oke. I'll repeat again. I'll repeat again.

V: saya deg nang ati

L: saya deg nang ati. I am shocked. I am shocking. Now I am shocked, ya. Saya deg nang ati. Shocked next, ya.

V: sampe rumah saya sampaikan ke istri saya

L: *sampe rumah say sampaikan sama istri. Ayo, come on. Sampe rumah say sampaikan sama istri.*

S19: when i arrive at home I told to my wife

L: I told to my wife

V: Minta Maaf

L: Minta maaf.

S19: i apologized

L: i do apologized

V: saya nangis depan istri itu, apa ya mbak

S: I crying in front of my wife

L: ya, sst. One by one. Terus gitu. Yok

V: *saya saat ini merasa perilaku saya*

L: mau saya. Oke you just you translate or be interpreted or be simultaneous interpreter of my words ,ya. Ndak malu saya itu, waktu itu saya nagis

S20: I don't mind that

L: *saya ndak mau saat itu.* I don't want ,oh, I don't wanna. *Saya tidak mau saat itu.* What is mean by *saat itu.* *Saya tidak mau saat itu.* To admit, *ya, mengakui mengakui kan? Mengakui.* I don't wanna admit at that time. *Ya, saya nangis.* Wait wait.

V: *saya saat ini merasa perilaku saya untuk keluarga saya khususnya. Jadi kepedulian saya untuk kelurga saya itu daripada kemarin itu*

L: *Jadi kepedulian saya untuk keluarga saya itu daripada kemarin*

S20: so, my care to my family

L: rather than

V: lebih baik sekarang

L: Kepedulian saya untuk keluarga saya itu daripada kemarin lebih baik sekarang

S: rather than now

L: *coba ya.* Is better than yesterday. And this for the wife, yok, wife. Wife, ya.

V: *kalau dari dulu sih sayang, lebih lebih lebih banget itu lo jadi nek ana opo-opo*

L: *kalau dulu sih sayang, sekarang lebih lebih lebih.* What is mean by *lebih lebih lebih?* *Lebih sayang.* Come on. *Kalau dulu sih sayang tapi sekarang lebih lebih lebih sayang*

S21: I was loved him but now

L: I was loved? No, I loved. I love but now more more more more or wait wait

V: *jadi nek ana opo-opo ki keluarga duluan ya itu kadang-kadang ra nyambung ya.*

L: *jadi kalau ada apa-apa itu, kalau ada apa-apa itu keluarga duluan.* Anything happen anything happen to our family. Oh sorry, anything happen, so family first. Family first.

V: *yah mbok yo iki, misalkan saya minta tolong. Yah mbok yo iki tulung di tutup disek*

L: *misalkan saya minta tolong.* Come on miss.

S21: i asked him to help

L: *yah mbok iki di tutup disek.* Yah means ayah, ya. Husband mean Ayah. *Si Bambang iki. Yok*

S22: i asked him to

L: *yah mbok iki di tutup disek.* It can be, do you know? Mbok iki ditutup disek means? It can be it can be something like door maybe or it something like a, what it is? It something like roof,yak. So, the previous one is open and then she need the help to close something, ya. Oke, next.

V: *saya ada, ada minta tolong lagi nih. Ada orang telpon.*

L: *saya ada, ada minta tolong lagi nih. Ada orang telpon.*

S22: someone is call me

L: oke, someone is calling me and then.

V: *mas Dwi dikon mendetke iki, mesti*

L: *mas dwi dikon mendetke iki.* Iya-iya mas Dwi, still mas Dwi. Mas Dwi dikon mendetke iki, so dikon mendetke iki means Javanese. So, what is in English?

S: *mas Dwi take it*

L: *mas Dwi dikon mendetke iki.* Please help me to take this kind of something, ya. Yok, next. Miss reffi

V: sekarang kebalikkanya.

L: sekarang jadi kebalikkannya.

S23: now it changes

L: now it the opposite.

V: kemanapun saya pergi itu, si kecil ndak mau lepas dari saya.

L: kemanapun saya mau pergi , si kecil ndak mau lepas dari saya.

S24: my kid when I go, the younger never never leave me

L: next together ya. Kemanapun saya pergi, si kecil ndak mau lepas dari saya.

S: whenever I go, my kid

L whenever I go, my children ya. Gak mau lepas dari saya. Apa?

S: let me go

L: yah let me go. Ha ha ha. He leaves me? Ha ha. Always what? Always what?

S: always follow me?

L: hayo always apa? Follow?

S: Always stay with me.

L: always to be with me. Oke, try to find what is it mean? The natural one to be an interpreter ya. Means, your language should be accurate , ya and then natural also. So, natural and accurate, ya. Don't be so strange, ya. Javanese Interpreter ya, Javanese Interpreter. Next oke. (she showed the video)

V: saudara-saudara ku sebangsa dan setanah air.

All: (everyone is laugh)

L: yak. Come on miss. Sopo?

S25: Laras

L: yok Laras. Dian Larasati, yok

V: pada kesempatan yang mulia ini

L: saudara-saudara sekalian, wait wait. Saudara-saudara umat Kristiani yang bersuka cita.

S25: saudara-saudara ehm

L: Saudara-saudara umat Kristiani yang bersuka cita.

All students: all the students are laugh and whispering

S25: Christian?

L: Kristiani, Kristiani. What is the meaning of Kristiani?

S25: Christian?

L: Christian community or unity or what?

S: society

L: umat Kristiani. Umat Kristiani. Umat what is umat? Umat Kristiani apa?

S: member?

L: umat Kristiani

S25: Christian

L: Christian just say Christian, ya. Christian, Christian people

V: marilah kita panjatkan puji syukur kehadiran Tuhan Yang Maha Esa

L: marilah kita panjatkan puji syukur kehadiran Tuhan Yang Maha Esa

S25: let's

L: yo friends, ya. Friends try to try to be a simultaneous interpreter, ya. Just sentence by sentence ya. Try to find out the English one from Youtube, from Youtube. Try to find out English first ya, English and then you to be simultaneous interpreter, ya. Indonesian interpreter, ya . And then try to be simultaneous interpreter ya. And the Indo to English because Indo is rather than difficult ya. So, please try to find The English and you will be In Eng eh sorry Indonesian interpreter, ya. Nah, so this is the English one. Yok, Dian Larasati.. Yok, Dian Larasati. (lecturer showed the video)

S: hah?

L: we have been through what? Through love together. (lecturer showed the video)

L: is it clear enough?

S: no no

L: so, try to find out the earlier one ya, in your home ya. Wait wait.

S3: yang terdengar cuma suara ehem mrs.

L: Wait wait. (lecturer showed other the video)

L: Wait wait. No no. Wait wait. (lecturer looked for the video)

L: that's right. The Queen Elizabeth II. Waut ya. (lecturer showed the video)

L: President yok, President. President tadi lo yok. President President means? President SBY, ya. Oke. (lecturer continued to show the video)

L: yok, this is the? Relationship between Indonesia and United Kingdom. Yok try as much as you can ya. Yok next. (lecturer continued to show the video)

L: ini adalah apa? Kunjungan balasan dari Prime Minister ehm Perdana Menteri yang datang ke Jakarta pada bulan lalu, bulan April, ya. (lecturer continued to show the video)

L: lebih dari beberapa tahun yang lalu. (lecturer continued to show the video)

L: so, first this is what you have to do, ya. First try to find out in Youtube ehm if the UK's accent or British accent is very hard to you. Try to find out the American one. So, American then Australian and the last one is British. Because British is quite hard ya for to be followed ya. That's why try to find out the American one. American American accent ya. Oke, I will give you or maybe or maybe the Asian one Asian ya. Asia ya Asia. Oke I will give you an example. Asian Asian. Wait wait. Ehm wait wait. (the lecturer looked for the video)

L: oke, I will should check first. It's about ehm Jack Ma. Oke this one this one. (lecturer showed Jack Ma's video)

L: wait wait. Yok. Sopo sopo? Yok. This is an Asian ya, Asian actually. Asian. (lecturer showed Jack Ma's video)

L: yok try to interpret this Asian accent first ya. (lecturer continued to show Jack Ma's video)

L: apa sih yang kamu cari di dunia ini. That's from the interpreter ehm the woman the woman interpreter said ya. (lecturer continued to show Jack Ma's video)

S 27: kita beruntung

L: kita sangat beruntung. We people are very lucky. Kita sangat beruntung, yok. (lecturer continued to show Jack Ma's video)

S27: jadi kita berada di era dimana eh dunia yang bertrensformasi

L: penuh dengan transformasi, terus.

S27: karena kita

L: karena kita penuh dengan teknologi. Yok next. (lecturer continued to show Jack Ma's video)

S 28: aku pikir

L: saya kira

S28 saya kira

L: ayok come on. Wait wait. (the lecturer replay the video)

L: we have a lots of book that more than two hundred. Eh come on

S28: saya telah membaca lebih banyak buku lebih dari dua ratus.

L: oke next. (lecturer continued to show Jack Ma's video)

S29: dan berapa tahun yang lalu

L: banyak orang yang sukses, lots of success people. Next. (lecturer continued to show Jack Ma's video)

S29: dengan teknologi kita

L: dan teknologi ini juga menghasilkan or creat. Menghasilkan banyak orang sukses. Yok jangan jangan jangan ini ya ehm jangan ragu-ragu ya. Don't be to don't be confuse about anything,ya. Just remember in your brain and the you speak up. Keep speaking speaking speaking, yok. (lecturer continued to show Jack Ma's video)

L: it's related to technology,ya. What about this one. Ini Jack Ma .(the lecturer showed the other video of Jack Ma)

L: Yok, let's try. (lecturer continued to show Jack Ma's video)

L: I came back to China.

S29: saya kembali ke Cina. Ehm.

L: I wanna resign.

S29: aku ingin pergi, eh keluar

L: resign what is resign?

S: mengundurkan diri

L: yak bener. (lecturer continued to show Jack Ma's video)

L: from my school, I wanna resign from my school

S: saya ingin keluar dari sekolah

L: (lecturer continued to show Jack Ma's video)

L: I was a teacher.

S: saya adalah guru

L: saya dulunya seorang guru. I was a teacher, ya. (lecturer continued to show Jack Ma's video)

L: I have been teaching in the University for six years. Come on, just follow my ehm.

S: aku pernah

L: I have been teaching in the University for six years.

S30: saya pernah mengajar di Universitas selama enam tahun.

L: oke. Next. Rismiyati. (lecturer continued to show Jack Ma's video)

L: so, I wanna do it.

S31: sehingga saya mau mealkukan itu.

L: (lecturer continued to show Jack Ma's video)

L: I wanna explaine what I wanna do in internet.

S31: saya mau mencoba menjelaskan apa yang akan saya lakukan dengan internet

L: and? Wait (lecturer continued to show Jack Ma's video)

L: and to the industry I said them forget it.

S 31: saya ingin melupakan

L: he'em. (lecturer continued to show Jack Ma's video)

L: because there is no something internet in the world. Internet di dunia. (the lecturer replay the video)

L: computer.

S31: computer

L: (lecturer continued to show Jack Ma's video)

L: why I wanna do this?

S: dan mengapa saya mau melakukan itu.

L: he'em. (lecturer continued to show Jack Ma's video)

L: and then only one people. Hanya ada satu orang. (lecturer continued to show Jack Ma's video)

L: he said "Hi, Jack". Dia bilang "hai Jack". (lecturer continued to show Jack Ma's video)

L: just try it, but if you if there is something wrong please come back.

S33: tapi jika ada sesuatu yang salah kamu bisa

L: kembali. (lecturer continued to show Jack Ma's video)

L: after a whole night thinking. Come on. After a whole night thinking.

S: semalaman saya berfikir.

L: I say I wanna do it.

S: aku mau melakukannya

L: (lecturer continued to show Jack Ma's video)

L: that for most of the people.

S: karena orang-orang.

L: (lecturer continued to show Jack Ma's video)

L: they have fancy ideas in the evening.

S: mereka punya ide cemerlang?

L: yok, fancy ideas in the evening.

S: mewah? Cemerlang?

L: he'em. (lecturer continued to show Jack Ma's video)

L: when they wake up in the morning they go back to see they go back to the side job.

S8: ketika mereka bangun di pagi hari mereka kembali bekerja.

L: kembali ke kebiasaannya. (lecturer continued to show Jack Ma's video)

L: we have to do something different

S: kita harus melakukan hal berbeda

L: oke next. Ihza. (lecturer continued to show Jack Ma's video)

L: we have to find the solution that we have to?

S: kita harus menemukan solusi.

L: that we have to? (lecturer continued to show Jack Ma's video)

L: it can be a company that can live

S: itu bisa menjadi perusahaan yang akan hidup

L: ya, it can be. (lecturer continued to show Jack Ma's video)

L: can live long and healthy

S: bisa hidup lama dan sehat.

L: so the company can live long and healthy. Healthy means healthy company, ya. Perusahaan yang sehat. (lecturer continued to show Jack Ma's video)

L: like a

S: seperti

L: like a Samsung and cement. Samsung dan cement. Have you ever heard Samsung (pronunciation in English) and cement?

S: yes

L: you said samsung. Samsung cement ya. Samsung do not Samsung (Indonesian's pronunciation), ya. Samsung Samsung. Believe me you always said not Samsung Samsung Samsung (Indonesian's pronunciation), correct?

S: yaa haha

L: I know, it's Samsung (pronunciation in English). Samsung (Indonesian's pronunciation) that's the "Sam" and "Sung". "Sung" in English sing sang sung. So, we call it as Samsung (pronunciation in English), not Samsung (Indonesian's pronunciation). Samsung kalo di Indonesia ya. You you Javanese what is it? Javanese accent ya. It should be Samsung (pronunciation in English), not Samsung (Indonesian's pronunciation). Please your lecturer haha. Samsung ya. Samsung and cement. Next still Ihza (lecturer continued to show Jack Ma's video)

L: that's industry. Just follow me. That's industry can not live more than three years.

S: perusahaan itu tidak bisa hidup lebih dari tiga tahun

L: as I speak you may maybe like simultaneous, simultaneous interpreting,ya.
Don't don't ehm don't wait until I stop my sentence. Just speak it, just speak it.
Speaking speaking, ya.

S: ya mrs

L: all the company can not live happily three years

S: semua perusahaan tidak dapat senang selama tiga tahun

L: ya. Oke next Ilham. (lecturer continued to show Jack Ma's video)

L: this industry is never became a mainstream. A maisntream.

S: industri ini dijadikan sebuah tantangan

L: tidak mungkin menjadi sebuah mainstram. Do you know what is mainstream?

S: yes umum

L: iya umum biasa. (lecturer continued to show Jack Ma's video)

L: this industry it can never became deep economy.

S: industri ini ehm tidak akan maju

L: deep economy. (lecturer continued to show Jack Ma's video)

L: what me wanna do? What me wanna do? (lecturer continued to show Jack Ma's video)

L: how we can find the solution

S: bagaimana menemukan solusi.

L: (lecturer continued to show Jack Ma's video)

L: the world is changed so fast.

S: dunia ini sangat cepat

L: come on ya. (lecturer continued to show Jack Ma's video)

L: most of people don't relaise

S: semua orang

L: it's very common word ya. It's very common word ya. Common word, unfortunately you can't translate it or you can't interpret it in a fast way, means that you just listen to the English words or English speaks. English speaking ya. So, your homework is, ya. What? What is your homework? Your homework is find and pactice. Listen yak listen the English maybe the Asian ya, of course. Asian or American speech and then try to interpret it. Oke, just repat gain again and again. That's the treatment. How to be a simultaneous interpreting. Nah next.

S: Royan

L: Royan. (lecturer continued to show Jack Ma's video)

L: what is internet?

S: apa itu internet.

L: (lecturer continued to show Jack Ma's video)

L: we are moving very very fast.

S: kita bergerak sangat cepat.

L: (lecturer continued to show Jack Ma's video)

L: today to technolog. (lecturer continued to show Jack Ma's video)

L: I took tecnololog. Wait (lecturer continued to show Jack Ma's video)

L: the different is the way people think

S: perbedaannya adalah

L: yang menjadi perbedaan adalah. The way people think

S: cara berfikir

L: yak, cara berfikir orang. (lecturer continued to show Jack Ma's video)

L: the way people do with? The way people think the way people do

S: cara orang

L: cara orang. (lecturer continued to show Jack Ma's video)

L: we don't we don't see people way to look like.

S: kita tidak melihat

L: kita tidak melihat bagaimana orang, look like apa?

S: seperti apa

L: penampakannya ya, mau seperti apa gitu. Ayo quick thinking. Oh kalah sama Bahrul malah bingung. Oke next. (lecturer continued to show Jack Ma's video)

L: we don't know what the people would like.

S: kita tidak tau apa yang orang lain lakukan.

L: would like tu apa? Apa yang orang suka ya. No, this one. (lecturer continued to show Jack Ma's video)

L: we're sure that the world will be changed.

S: kita pasti berkembang

L: (lecturer continued to show Jack Ma's video)

L: in the first and the second of the technology will? Apa tadi?

S: pertama dan kedua dari teknogi akan

L: revolution ya

S: akan mengalami revolusi revolusi.

L: (lecturer continued to show Jack Ma's video)

S: kita percaya

L: believe and? Wait (lecturer continued to show Jack Ma's video)

L: the critical stress. In cut tipis, critical stress, ya. (lecturer continued to show Jack Ma's video)

L: this new revolution ya. Free and liberate the strenght the human brain. (lecturer continued to show Jack Ma's video)

S: the new revolutin membebaskan dan me

L: what is the meaning by liberate?

S: membebaskan

L: liberal?

S: mebebaskan

L: the strenght of human brain

S: kemampuan berfikir manusia

L: strenght kekuatan

S: kemampuan kekuatan

L: (lecturer continued to show Jack Ma's video)

L: the future world

S: dunia di masa depan.

L: ya Albet Albet. (lecturer continued to show Jack Ma's video)

L: we belive we will be conected

S: kita akan terhubung.

L: yak. (lecturer continued to show Jack Ma's video)

L: not by not by. Wait wait wait. I can't hear it. (lecturer continued to show Jack Ma's video)

L: not by other thing but by technology

S: bukan oleh hal lain tapi teknologi

L: (lecturer continued to show Jack Ma's video)

S: dunia di masa depan mudah dilihat

L: (lecturer continued to show Jack Ma's video)

L: is to be the customer to bussiness

S: kastemer ke bisnis

L: wait wait. The C to B. (lecturer continued to show Jack Ma's video)

L: the B to C but C to B, the com ehm the consumer to bussiness. So, C meand cunsumer and B means bussiness. So, it's not B to C not bussiness to customer, but customer to bussiness. Do you understand? So, it's it's also related to the technology. Ya technology. That consumer bussines oke. (lecturer continued to show Jack Ma's video)

L: because there a lot of ehm. It's wrong ya, data ya not datas. Datas means data data, the single one is datum and then the plural one is data. But Jack Ma said datas datas, datas datas. Do you understand? Datas, it should be data. (lecturer continued to show Jack Ma's video)

L: many manufactures may to do customerise thing.

S: manufactur

L: no no. Manufacture means pabrik ya pabrik. Manufacture itu apa ya. Pabrik atau perusahaan. (lecturer continued to show Jack Ma's video)

L: in the future all

S: masa depan semua

L: (lecturer continued to show Jack Ma's video)

L: manufactures limit the machine. Dimasa depan pabrik-pabrik akan membatasi mesin. Kan gitu ya. Terus. Not only produce the product.

S: tidak hanya produksi produk.

L: (lecturer continued to show Jack Ma's video)

L: the machine must be what? Must be talk or? (the lecturer replay the video)

S: mesin itu harus bicara dan berfikir

L: must be talk and must be think. Jadi mesinnya itu harus bisa ngomong dan juga bisa mikir. So, what do you think, you should pronoun it first, you should imitate first and then you became a what it is? You became simultaneous interpreter or you just listen and then you to be a simultaneoous interpreter. Up to you ya. You may you may oractice like this, you may practice like this. (lecturer continued to show Jack Ma's video)

L: and the machine is not going to support it. Dan mesin tidak harus di support oleh. You can practice like that, ya. Please be practiced ya in your home. Do you understand?

S: yes

L: because interpreting can't be reach and improve by just keep silience and you may practice it. So, please practice more more more ya at your home ya. You may choose American accent or Chinese accent first. Chinese ya like Jack Ma and then American ya. I suggest you to ehm, choose American American not Asian. Asian is the easiest one but you can use the Indonesian one from ehm ehm from from Jakarta Post. Is there any television of Jakarta Post?

S: no

L: what is the television in in an English, Indonesian dulu Indonesian. Oh oh BBC. BBC ya maybe, try to find out BBC or maybe CNN.

S: Jazirah

L: no no it's quite difficult. That is not because the announcer is Arabic ya maybe ya. Try to find out the American one not the British one, cause British is quite difficult one. Oke next Anngling. (lecturer continued to show Jack Ma's video)

S: mesin tidak akan lagi disupport oleh oleh oleh listrik tapi akan didukung oleh data.

L: oke listen to Angling ya. Next (lecturer continued to show Jack Ma's video)

S: bisnis tidak akan lagi bergantung pada ukuran.

L: yak. (lecturer continued to show Jack Ma's video)

S: tapi tapi berfokus pada kestabilan dan tenaga.

L: oke (lecturer continued to show Jack Ma's video)

S: yang berfokus pada ehm

L: flexibility

S: ke ngene

L: ke elastisan. (lecturer continued to show Jack Ma's video)

S: dan kecepatam dan penggunaan

L: qiuckness, custemization and user-friendliness. Next (lecturer continued to show Jack Ma's video)

L: and also it strongly believe.

S: saya juga sangat percaya

L: (lecturer continued to show Jack Ma's video)

L: be going to have a lot of women

S: dan kita akan memiliki banyak sekali perempuan?

All students: women leader miss

L: hah? Women leader ya? Oh a lots of women leaders.

S: pemimpin perempuan

L: so, listen again to Angling ya. (lecturer continued to show Jack Ma's video)

S: karena di masa depan

L: people?

S: orang-orang

L: yak (lecturer continued to show Jack Ma's video)

S: tidak hanya fokus pada otot dan tenaga tapi

L: (lecturer continued to show Jack Ma's video)

S: tapi kebijaksanaan dan

L: (lecturer continued to show Jack Ma's video)

S: dan juga dan juga lembut hati.

L: fair and responsibility ya. So, Angling is ya the best example after you.

S: karena saya kalau main game pakai bahasa Inggris terus misuh-misuh oakai bahasa Inggris miss

L: ya ya ya still Angling first ya Angling. (lecturer continued to show Jack Ma's video)

S: dan saya berfikir bahwasanya internet harus.

L: (lecturer continued to show Jack Ma's video)

S: menjadi bagian

L: (lecturer continued to show Jack Ma's video)

S: menjadi bagian penting, bagian penting yang dimaksud adalah

L: this missing part

S: oh missing ya?

L: yak missing.

S: bagian yang hilang adalah

L: (lecturer continued to show Jack Ma's video)

S: bagaimana satu klik itu bisa menggerakkan satu motor, yak e.

L: (lecturer continued to show Jack Ma's video)

S: dan bagaimana kita bisa menjamin

L: (lecturer continued to show Jack Ma's video):

S: tiga puluh tahun kedepan

L: oke (lecturer continued to show Jack Ma's video)

S: menggunakan internet akan bisa menggerakkan hanya dengan satu klik

L: oke (lecturer continued to show Jack Ma's video)

S: hanya dengan klik dengan ber klik itu suatu perusahaan bisa bekerja.

L: (lecturer continued to show Jack Ma's video)

S: selama tiga puluh tahun kedepan

L: oke live happily means perusahannya itu bisa hidup sehat ya sehat bahagia. Perusahaan tiga puluh tahun kedepan tidak mati tidak bangkrut gitu lo ya. Still Angling. I wanna give you an example ya here, now. (lecturer continued to show Jack Ma's video)

S: untuk menghindari suatu kerusuhan atau peristiwa yang disebut dekonomisasi. Bahasa ngawe dewe

(everyone is laugh)

L: oke oke i'll repeat. (lecturer replayed Jack Ma's video)

L: oh iya D-economy. D-economy itu. Economy and the we put the "D". D-economic, D-economic, ya. (lecturer continued to show Jack Ma's video)

S: dan bukan suatu konsep ekonomi yang saya butuhkan tapi yang saya maksud ekonimi digital.

L: ya. D-economy means ekonomi digital (lecturer continued to show Jack Ma's video)

S: semua akan berubah pada waktunya

L: (lecturer continued to show Jack Ma's video)

S: dan saya juga sangat ber percaya

L: nah. In simultaneous interpreting it will be like that. Like Angling. That practice today. That will a bit and that it's have headset. And there is no other what it is? Ya se- ehm. Sounds something like that sounds. Bla bla bla. It's only the speaker and you as an interpreter. You will in silence box and then you can interpret ya. Just like that ya. Do you understand?

S: yes

L: so, Angling can do it. So, you must or you may like Angling. Just need practice practice practice and practice. It's up to you whether you wanna first. To immitate

to immitate the speakers first. And the you become an interpreter or you just diretly to be an interpreter. It's up to you. . It's up to you. Just like Angling or just like me. Listen. Like this like this. (lecturer continued to show Jack Ma's video)

L: the world it's gonna be beautiful. Oh dunia akan menjadi indah. Ya, I think for the for the first tme that you immitate first and then after that you interpret it. After you have ehm what is it? After you have many practice it ya. I think you will like ehm Angling ya. Oke next Bison. (lecturer continued to show Jack Ma's video)

S: ehm perusahaan Apple mungkin tidak akan

L: may not be the future, Apple may not be the future

S: Apple tidak akan

L: menjadi masa depan. Oke. (lecturer continued to show Jack Ma's video)

L: but Apple tells us

S: tapi tapi perusahaan Apple memberitahu kita.

L: atau me- me- bukan memberitahu, ehm memberi contoh. Memberi contoh memberi contoh kepada kita. (lecturer continued to show Jack Ma's video)

L: what the future look like

S: seperti apa masa depan

L: (lecturer continued to show Jack Ma's video)

L: that is something in the machine

S: ada sesuatu di mesin.

L: (lecturer continued to show Jack Ma's video)

L: that is changer

S: itu

L: changer

S: mengubah

L: ya. So, you may say to immitate the speaker first abd then be an interpreter ya. Oke, what is your homework is? Try to find out, ya American ya American ya. Maybe just two minutes or this is just five minutes, ya. Two minutes or five minutes and then try to immitate it sentence by sentence. And then after that you become an interpreter, do you understand?

S: yes

L: yak. Before ehm its just two minutes ya. I want you just practice, just two minutes ya. And then for the next Monday, you will present it ya. Present it ya, two minutes two minutes. You may choose with my video or your video. My video or your video. Your video frst ya. So, please collect it in one of your ehm, what is it? One of your laptop maybe you may send it to the email, one of you, your email. And then download it in your laptop and then next Monday we will present it. Just two minutes each of you two minutes, ya. Two minutes long , two minutes long. For instant just like this. (lecturer continued to show Jack Ma's video)

L: yak, inspiration, invation and creativity. And I think, saya pikir. What is ehm what is ehm working hard? Try to sentence by sentence ya. Just two minutes. So, you may try to find out maybe the five speaker speak maybe you practice two minutes. So, you please the leader of the class the leader of the class. Hah?

S: Jadid

L: oke Jadid ya. Oke Jadid , so please collect your video to Jadid through email, I think to email better. And then you download it. And then on Monday please ehm show your ability of being simultaneous interpreting, interpreter. Just two minutes ya, just two minutes. It depends on your video chosen ya, choose video ya. It's

just two minutes two minutes, ya, but you must practice it in your home. Start from now hari Kamis, Friday Saturday Sunday, three days ya. Three days for two minutes, do you understand?

S: yes mrs

L: any question?

L: no, ya. I don't wanna any excuse for the next Monday ya. Just immitate first and then you became an interpreter. Ini tugas untuk Senin depan. So. You just practice without immitation oke?

S: oke mrs.

L: yak. Oke ya. That's will be, ehm, every practice I take the score of your practices, so please try as better as you can. Try as best as you can, ya. Imitate first and then be an interpreter. Just two minute ya, for Albert and sopo meneh? Albert and Bahrul. You have a class at 01.00 p.m. And 02.40 so please come to the practice day at 02.30, it's just two minute, it's two minutes. But please provide your laptop ya, provide your laptop there will be many downloaded file over there, ya for instant. Oh you may you may work together. What do you meant what do I mean by work together? Maybe two of you choose one video and the your ehm the first two minutes the second two minutes the third two minutes, do you understand?

S: ya ya

L: three or five people, you may work together with the same video. But there will be different part. For instant Wening, Wening will be the first or the second minute and then miss Nana the third and four, the five and six, seven and eight and nine and ten. So, it will be ten minutes. It's up to you, wether you wanna do by your self or do in a pairs or in a group. It's up to you. It's up to you, ya. Try to find out the American accent, American accent, yang aksen Amerika. It's the easiest one rather than UK or British accent. Oke Jadid. Is there any question?

S: no mrs

L: no question ya. So, for the next Monday, ya, please be ready for the kind of practice, simultaneous interpreting in American accent. For oh interpreting interpreting. Oke I wanna present first. Bison

S: (raise his hand)

L: yak faris. Oh faris. Vivi

S: (raise her hand)

L: vivi was absent twice ya. Sofiati

S: absen mrs

L: gak masuk ya? So please tell to sofianti that we have an homework concerning with interpreting ya, eh sorry simultaneous interpreting. Next dian larasati

S: (raise her hand)

L: akhyarul fajarrani

S: raise her hand

L: (call all the students)

L: ihza

S: (raise her hand)

L: any question friends?

S: no

L: no? Pelase be ready for the next Monday ya. Interpreting it should be practice practice practice. Five P practice practice practice practice and practice, five P. No question?

S: no, not yet mrs

L: oke. Thank you for your coming, let's say hamdalah together.

All : Alhamdullilahirrobil Alaamiin.

L: so, be ready on Monday at 02.00 ya. Wasalamualaikum wr.wb

S: waalaikumslam wr.wb.

APPENDIX 7

Transcript 3

L: assalamualaikum wr.wb.

S: waalaikumussalam wr.wb

L: yak, good afternoon my lovely students.

S: good afternoon mrs

L: oke, this is the last meeting ya before you have ehm magang ya. Is it right?

S: yes

L: so, we will have a week of day off and then on Monday next two weeks ya. On Monday we have ehm we have interpreting class, ya. And also for you who join me in subtitling class, subtitling class we will have subtitling ehm, dubbing, subtitling, ya. Oke, I wanna present you first. Oke oke yak. Bison?

S: (raise his hand)

L: dian no faris no. Vivi? No. Sofianti? No. Dian larasati?

S : (raise her hand)

L: Akhyarul fajar? Rismiyati. The lecturer call all the students

S:

L: as you have a day off of magang, i'll set my plan, ya. I'll go to Jakarta ya. Next week ya. Next week. But for the next two weeks I will be here. Oke. Let's talk about ehmm. (the lecturer prepared the laptop and LCD).

L: oke, because some of you absence today, some, ya. Some of you, some and many of you. Some. It's not just one or two, that's why I just wanna show you about ehm, just the some example of ehm still comsequtive interpreting, ya. In my opinion or in my plan, now we are going to discuss about comsequtive

interpreting. Unfortunately many of you were absent today that's why it's better today I give you some example and then next two weeks on Thursday at 02.40, I will give you another theory of interpreter or consecutive interpreter, oke?

S: oke mrs

L: yak, this is just the example. Just some example example because maybe some of you were absent today, ya. I wanna give you some theory of consecutive interpreting and also note taking. We have two kinds of material that we don't ehm learn deep it about that, so we will discuss it next two weeks, ya. Because some of you absent today, ya. It's three past twenty, not enough time to discuss about this and then, ya, will be not comprehensive enough with I show you about consecutive interpreting right now or note taking right now. Note taking in consecutive interpreting, ya. So, I will I will, oke. I ask you to say to your friends that next two weeks please come and join interpreting class, because i'll give you a new materials, ya. New materials, ya. I don't wanna repeat again, repeat again, ya. Oke. This about ehm wait. This is the example of deaf of hard of hearing, ya. How to be a deaf and hard of hearing interpreter. (the lecturer showed video)

L: ehm wait wait ya. (there is an error with the speaker and laptop)

L: why? Oh. What happen to to my laptop?

S: volume yang bawah itu mrs

L: oh is it? Ehm. Oh no. Ya, can you help me? Wait wait wait.

(the lecturer and students fixed the speaker and laptop)

L: this is consecutive interpreting, and then the previous one is note taking. So, all of you must be in, ehm, in this class for I talk about it. Ehm ehm, wait. Or maybe we can still have because, ehm, there is a problem with this. Maybe I still more continue maybe about, ehm, consecutive interpreting, ya. That's right, that's right. (lecturer showed the video)

L: yak. Now I wanna talk about the consecutive interpreter, ya. Consecutive ayok. Be careful. It's in consecutive. It's the five sketch of simultaneous interpreter, ya. This is the way, the way the way around of simultaneous. What is simultaneous interpreting? What is about the interpreter?

S: directly

L: yes. Directly interpret about the speaker voice ya. What about consecutive interpreter? Consecutive. Consecutive. Oke, maybe i'll give this one. Let me check it first (the lecturer showed the video)

L: lah, ya ya ya. Oke.

(the video played)

L: so, as an interpreter we should be transparant. What is transparant in Indonesia?

S: transparan

L: oh. Iya transparan. Transparant transparant. If there is language very well between the speaker and the hearer, we as a bridge, ya. Interpreter as a bridge between the speaker and also, ehm, the speaker and listener. We should be transparant. We should be transparant like this, ya. (the lecturer showed the video)

L: in this video you will see common mistake and proper technique. What is the technique of consecutive interpreting, ya? Or consecutive interpreter. This is the consecutive ya. Consecutive is not dealing with simultaneous interpreter, ya. (the lecturer showed the video).

L: oke the first one is body positioning. This is the incorrect technique. So, in simul eh sorry consecutive interpreter, there will be three person. The first one is what? The first one is speaker. The second one is you as interpreter. And the the third one is listener or hearer. How about in simultaneous? In simultaneous there are just two person, the speaker and also eh sorry. It also three people, consist of

three people the speaker, we as interpreter and also the hearer. But the hearer is the passive one. The passive one, yak. But in consecutive interpreter the hearer or the listener will be active, cause she or he will answer question, eh sorry the speaker's question, ya. This is the body position and this is the incorrect one, yok. Pay attention to this one. (the lecturer showed the video)

L: oke, pay attention to the the position ya. The listener eh sorry. The speaker, this is the speaker ya. The speaker and then the listener and then this is the interpreter, ya. (the lecturer showed the video)

L: this is from English to? To alien language, ya? You don't know ya? Maybe from to Spain ya or Italy ya. Let's say Spain , ya. Spain Spain. Nah, this is the incorrect one. The incorrect one is one the speaker and the the speaker and then the interpreter and then the hearer, sono. That's the incorrect position. This is the correct position. ((the lecturer showed the previous video)

L: the correct position is this one. Yak, thank you for coming today, ya. Pretend that the the white one can't speak English. This one can't speak English and then this one, the blue one is the speaker who pay the interpreter. Who pay who pays the interpreter, ya. The blue one pays the interpreter, ya. Oke (the lecturer showed the video)

L: so, what do you think about this position? This position. Yo must face to face or sit in front of the poeple who hire you. Oh you understand? Yak this one. So he is our boss. He is your boss, not the white one, ya so. Please sit down. What is the funtion about sitting down in front of the speaker or in front of your boss or in front of someone who pays you. What is the function?

S: biar bisa melihat.

L: yak yak. You can easily understand about what or you can easily undertand you can have ehm contact eyes between you and your boss, ya. This one ya. Let's continue. (the lecturer showed the video)

L: that's the body position. Next number two, ya. (the lecturer showed the video)

L: that's what I said before, ya, to focus on the message or the eye contact between you as an interpreter and your boss, ya. Next speaking in first person, ya, it's incorrect ya. Pay attention to this one. (the lecturer showed the video)

L: wait, i'll try to write down some report about this, about report, ya. (the lecturer continuing to play the video)

L: do you know understand what is wrong with this one? Ha? Pay attention or not? Apa hayo? What is the wrong?

S: there is something wrong.

L: hayok. Pay attention to this one. Let's see again, ya. (the lecturer replayed the video)

L: do you notice about it? What?

S: gesture? How to speak?

L: the interpreter? Ha?

S: does not speak well

L: hah? No no no. The interpreter, we as interpreter should be a bridge. We just a bridge between, do you know a bridge? In Indonesia is Jembatan, ya. From from the speaker to the listener. From A to B and this one is not a bridge but she or as an interpreter just directly answer the question, the listener question. That's prohibit for us as interpreter. It should be, you or we ask first to the boss. Do you understand? Let me let me repeat again. Repeat again. (the lecturer replayed the video)

L: Oke oke, wait wait. No no no she should be interpret this one. The listener mind or point of view to the boss, not just interpret by herself ya. (the lecturer continuing to play the video)

L: this is the speaking in the first person. This is the correct technique. This is the correct technique, ya. Oke, let's continue. (the lecturer continuing to play the video)

L: ya, yah. She ask to the boss, ya. (the lecturer continuing to play the video)

L: interpreter transparency and then accurate message. Accurate message means, yak, in order to have accurate message, you must ask the boss first or to the speaker first not just interpret by yourself, ya. And then reduce the conversation eh reduce confusion. Reduce confusion. (the lecturer continuing to play the video)

L: the third one is never add or substitute. So when we as an interpreter we shouldn't add, omit or substitute of the words, some kinds of the words, ya. This is the example. This is incorrect ya, incorrect. (the lecturer continuing to play the video)

L: pay attention to this kind of the conversation, ya. The white one says in a long way, and then the interpreter just say it in a short way or short sentence, ya. That's wrong. That's wrong. That's incorrect ya. Oke let me repeat. (the lecturer replayed the video)

L: for instant in Indonesia you said like this, Ilham ya. Ilham ya ilham. Aku suka, it is in Indonesia ya. Aku suka aku suka makan bakso, ya. Try to find out the word suka in Indonesia. Suka makan bakso and then demen minum susu, ya, demen minum susu. Suka demen and then the other word. What is other words suka demen and then cinta? Suka makan roti bakar. It's very different thing different word in between suka demen and the cinta. That's different, ya. Different words ya. You can't make it into one. Ilham like bakso, roti bakar, and the last one milk. No we can't. We should interpreting one by one. Tidak bisa ya seperti itu, tidak bisa ya. Between like, love and addict, ya. Between like, love and addict that's different ya. Oke, let's continue. (the lecturer continuing to play the video)

L: never add admit omit or substitute. (the lecturer continuing to play the video)

L: yak. Those are the function of never add omit or substitute. It means that you can as interpreter can take away from the message ya, eliminate information and changes the message. It can be. Changes the message it's very crucial. Something like this, Ilham suka ehm ehm, Ilham suka Nana. For instant ya. And then you as interpreter say like this, Ilham loves Nana. It will be changes the message or not? Ilham suka Nana. And then you as interpreter say like this, Ilham loves Nana. It changes the meaning or not? Ya it's changes, it actually Ilham loves Nana. What is different between suka and love. Suka love, if we love someone it's automatically we like someone but if we like someone it's not automatically we love her or him. Do you understand?

S: yes

L: oke, that's why we can omit add or substitute. What is the meaning love in English? What is the meaning like in English?

S: suka

L: ya that's like. That's very different meaning, ya. Oke next. I think this occasion I will just play one video because some of you many of you absence today. I have two videos, it means ya most of your friend will be not get this material, oke. Let's continue until the end and i'll give you this file. Please give it to your friend or maybe uploaded to the group, so that your friend who absence today can learn. Oke next. Handling side conversation, this is incorrect one. Handling side conversation. (the lecturer continuing to play the video)

L: this is the side conversation, pay attention to the boss or the blue one. The boss or the blue one, he wanna try some write down or something else and this is what happen to the interpreter and the listener, ya. (the lecturer continuing to play the video)

L: ya ya. What do you think ya? You are as a bridge, you are here to be paid by someone. Anda kan disini dibayar. Malah kencana. Oke pay attention to this one. (the lecturer continuing to play the video)

L: you must be remember that this one is your boss, not this one. This is your chance ya, in your opinion you have a chance maybe to ehm your side conversation is tepe-tepe with your listener ya. Thisnis the client ya, this is the client your boss oke. (the lecturer continuing to play the video)

L: what did she say? And you ask like that, ya. (the lecturer continuing to play the video)

L: yak, this is the correct technique. This one ya, this one. Pay attention to this one, ya. (the lecturer continuing to play the video)

L: you must to reported to your boss ya, he catually ask me about bla bla bla bla. Not just go through to your listener and then you have out conversation ya ya, it's not the correct one ya. That's prohibit for us as an interpreter ya. Oke this one. (the lecturer continuing to play the video)

L: ya, should be rare should be rare to do this ya. We can't do like that, except for one or twice ya maybe its is very negate ya, we can do it but it should be rare. Jarang biasanya, sangat amat jarang biasanya. Never exclude anyone. Don't be exclude anyone. (the lecturer continuing to play the video).

L: may through both. Oke, that for the ehm, ehm, introduction of consequtive interpreter ya, because not or some of you absence today. Oke let me count it. How many people what absence today? Do you like to try to find out another day that is in the morning? In the morning? Morning class maybe nor in the afternoon. Morning, what about Friday at 08.40 maybe?

S: no.

L: there are many people, Bison ya you were here. So there are 1- 11, eleven people was absence today, that's why I can't continue this material today. There will be a gap between your friends and you ya, because there are may people many students were absence today. So, is there anyone who has flashdrive? Flashdrive flashdrive flashdrive. I'll give this material and the put it in the group so your friend can learn it. And then next two weeks ya, please invite your friends

ya to come to the class. Inform or invite them to come to the class and then I will discuss all of this material next two weeks. Next two weeks ya. Please inform them whether they who absence or not I will discuss it all. That today I think it's better if I stopped here because there are eleven people or eleven students who were absence today. It's not quite good if I continue. Oke. Outside ya (the file in the flash drive).

L: oke interpreter ya. It's interpreting folder ya. Oke, this one, this one. Sorry for today ya, because some of you were absence today, because it more than ten people who didn't come today. That's why I will stop it to them but if I continue all the material I will repeat again. Because the last project will be in a group. Yak, after next Monday you will have simultaneous interpreting again and for the consecutive interpreter you will in a group. Each of you consist of three people or three students. One to be a speaker, one to be listener and one to be interpreter. That's why I still waiting your friends to come in to my class, ya. So please inform your friends to come and join interpreter class next two weeks. Because it's dealing with your project, whether if you are success or fail. So please warn warn warn yak, warn your friend to come to interpreting class ya.

S: berarti itu bahasanya Indonesia sama English?

L: yah ya ya. English and Indonesia, and you as Interpreter ya should be an interpreter. And the final project or final test will be all of you became an interpreter. I will tell you about final project next two weeks after the consecutive interpreter done yak.

S: ini kan masuknya dua minggu lagi nah itu mungkin akan practice gak?

L: ehm no, on Monday on Monday on Monday there will be interpret interpreting eh sorry simultaneous interpreter simultaneous interpreter ,ya, simultaneous interpreter. You will provide your video, your last video and then I will choose what is it? The first or the second you should interpret your video. Do you still remember?

S: ya ya

L: your video is about Merapi is right? Nah, Merapi and the please be ready about the whole video and if Reffi come to me I will randomly choose what time you will interpret those kinds of video. Okey?

S: berarti projek tiga orang?

L: projek tiga orang after this one, after this one. Consecutive interpreter. So, please invite your friends who absence today to come to the class, because because if she or he doesn't know about consecutive interpreter your project will be failed. Do you understand?

S: yes

L: that's why I will stop it here because there are more than ten people who didn't come in this class, so I will continue next two weeks on Thursday at 02.40 ya. And then Monday at 02.00 p.m. You will become a simultaneous interpreter again and I will check the scores, oke next. So, please inform your friend who absence today that the should come and join the class because it depends on your project ya. The project depend depend on your friends please coming. Any question?

S: no

L: no? It's quite clear ya? Oke thank you for your coming and see you next two weeks on Monday Interpreting ya on 02.00 p.m. Or maybe at 01.00 p.m ?

S: Monday mrs?

L: 01.00 p.m oke 01.00 p.m oke oke.

S: saya ada microteaching mrs

L: you may come or you come at 02.00 or 02.30 maybe 03.00. It's up to you. It's up to you. Oke ya. Oke thank you let's say hamdalah together

All : alhamdulillah hirrobil Alamiin

L: for Bison please follow the group you can't get lost ya. Oke. Thank you
assalamualaikum wr. Wrb

S: waalaikumussalam wr. Wrb.

APPENDIX 8

Student's Interview

1. How many presentace of students' understanding in English by Lecturer utterance?

Alze: *kalau aku mungkin 50-60an persen mb, soalnya gak begitu mengerti* (I am maybe around 50-60% mb, because I don't understand)

Reffi : *kalau aku 60an persen mb, paling susahnya belajar ini ya gak tau kata-kata baru* (I am maybe around 60% mb, students' difficulties are not understand the new words.

Angling : *mungkin 70-80% mb.* (maybe 70-80%)

Ummi: *kalau aku masih kurang mengerti jadi sama kaya alze.* (I think I am not undestand and I am same with Alze)

Izza : *sama kaya Reffi mb* (same with Reffi mb)

2. Whether students prefer the lecturer used Indonesian or English?

Alze: *kalau aku mix mb soalnya biar mudah mengerti.* (I am choose mix Language, because it can help me to understand)

Reffi : *kalau aku lebih pilih mix mb, kan kita buka native.* (I am choose mix Language, because we are not native speaker)

Angling : *ya mix mb tapi banyak English aja.* (I choose mix but speak English more than Indonesia)

Ummi: *kalau aku mix mb biar mudah kalau belajar kata baru.* (I choose mix language mb, it can help me to learn new words)

Izza: *kalau aku pilih pakai dua-duanya mb, biar belajar juga kalau pakai English* (I choose to use both of them mb, in order to learn English)

3. Do you like when the lecturer uses full English?

Alze: *aku sering juga suka ketinggalan mb jadi mending di mix aja* (I often missed the word, so I choose mix the language)

Reffi : *bagus mb tapi harus banyak kata-kata yang familiar* (It can be but the lecturer used easy word)

Angling : *kalau pakai English full malah aku suka mb, bagus mb.* (I choose to use English full, because I like it. cool mb)

Ummi: *kalau aku pilih mix mb, soalnya aku belum paham semua kata-kata dalam bahasa Inggris* (I choose mix language, because I don't understand all of the English word)

Izza: *sama kaya umi mb aku.* (Same with umi)

4. What are the difficulties faced by students when lecturer used full English?

Alze: *kalau aku lebih sering ketinggalan memahami katanya mb, jadi kalau tidak pakai Indo lebih susah pahamnya* (I often missed the words, so, I prefer used Indonesian)

Reffi : *kalau aku lebih ke tidak mengerti kata-kata baru dan susah paham kalau full English.* (I am missed the new words and difficult to understand English)

Angling : *kalau aku tidak ada mb , soalnya aku juga lumayan mengerti* (I am not mb, because I am understand what is it)

Ummi: *kalau aku pilih jangan pakai full English mb, kasihan mahasiswa kaya aku yang nggak tau English banyak.* (I am not choose to use English full, because there are a lot of students don't understand, like me)

Izza: *bener mb apa kata umi, pakai English jangan full tapi mix Indo aja.* (what's umi said is true, mix the language, don't use full English)

APPENDIX 9

List of the students of Interpreting Class

No	Name Of Student
1	Sofianti
2	Dian Larasati
3	Akhyarul Fajar
4	Rismiyati
5	Miftakhul Jadid
6	Rani Nur Aini
7	Ani Septiani
8	Reffi
9	Ummi Nur
10	Angling
11	Afifah Hafra
12	Octavia
13	Nurul
14	Wahyu
15	Firtria
16	Eni
17	Royan
18	Ilham
19	Alze
20	Albert
21	Diah Ayu
22	Bahrul
23	Khasanah Budi
24	Wening
25	Arina
26	Izzatus
27	Dimas

28	Sari Mukti
29	Vivi
30	Tyas
31	Gison
32	Faris
33	Ines

APPENDIX 10

RESULT OF DATA

NO	UTTERANCES	TYPES	NUMBER OF DATA
1	Lecturer : I'm fine to see you, <i>ya</i> . Oke. Let me present you first. All of you come in? All of you or some of you? (lecturer call all the students). Yani?	Tagswitching	CS/M1/ TS/1
2	Lecturer : <i>Ya</i> , so many. Oke 1,2,3. Oke, we are going to have interpreting course, <i>ya</i> . What do you thing about interpreting? Interpreting. What is interpreting?	Tagswitching	CS/M1/ TS/2
3	Lecturer : listening and then what else? Speaking, listening and then what is the most important thing that you have to, have to be interpreter? <i>Hah?</i>	Tagswitching	CS/M1/TS /3
4	L : pronoun <i>ya</i> ? Of course you are you are , <i>ehm</i> . You are to be a Language interpreter, <i>ya</i> . Language interpreter, oke. Besides that, what is the must important thing, very very important, the most important. Student 6: comprehension	Tagswitching	CS/M1/ TS/4
5	L: <i>ya</i> , memory. So, you must have a long memory to be interpreter. Oke, <i>ya</i> , let me check or let us check you have a good memory or not, <i>ya</i> . Let's the first thing. We must check or we must do when we are to be an interpreter. Oke boys , <i>ya</i> , one until seven, oke? Seven here. Please come here. Bahrul, he is not coming here. Seven , <i>ya</i> , seven people, oke. Please come here.	Tagswitching	CS/M1/ TS/5
6	L: seven oke. We will check your memory, <i>ya</i> . This is the first step, <i>ya</i> . The first step come in. Are you	Tagswitching	CS/M1/TS /6

	<p>boys or girls?</p> <p>S: (everybody laugh)</p> <p>L: are you boys or girls? Yak.</p> <p>Student 9: <i>beda jurusan itu mrs.</i></p>		
7	<p>L: oh i see. One until six. You may play ya ya.</p> <p>S10: main mrs? Uji coba.</p>	Tagswitching	CS/M1/TS /7
8	<p>L: oke, this is the order without asking each other ya, please order your size of shoes starting from the biggest one. From the biggest here and then from, until the smallest, ya.</p> <p>Student 11: 39</p> <p>L: sst. No don't ask and don't tell your friends, ya. So, just keep silent and the someone who has the biggest shoes, the biggest size of shoes you must be here, yok. The biggest one.</p> <p>Students : (everybody is laugh)</p>	Tagswitching	CS/M1/TS/ 8
9	<p>L: sst. Don't ask each other, come on. Here. Just, ssst, ya ya. Don't ask each other, ayo.</p> <p>Students : <i>ayo ayo</i></p> <p>L: ya ya ya. Who are the biggest one? Ya ya ya. And then number 2, will number 2? Oke number 3? Oke. Number 4? Are you number 4? Number 4, ya.</p>	Tagswitching	CS/M1/ TS/9
10	<p>L: oke now. This is something like a this is something like whispering interpreter ya, oke in javanese. When you were child it is call as what? Ah berbisik, is it right? Oke, whispering interpreter yuk. Come on here. Faris, faris, you read this sentence and then keep in your memory and then you tell to your friends, ya. Just whispering, ya. In whispering. (the lecturer is whispering the student and the student is</p>	Intra Sentential Code switching	CS/M1/ IS/10

	reading the text).		
11	L: no no, you come here. Just, <i>yak yak</i> . <i>Eh</i> , don't look at them, don't look at them. <i>Yah</i> , each of you just, I'll give you two seconds. I'll give you two seconds.	TagSwitching	CS/M1/TS/11
12	L: oke. Time is up. Time is up. Hei , faris you may sit down. You may sit down. Five seconds. Take a time. S 20: mesakne raine cah (everybody is laugh) L: five second? Finish? Oke, you may sit down the next, <i>ya</i> . S: Yes L: oke time is up, <i>yok yok yok</i> . You may sit down next.	TagSwitching	CS/M1/TS/12
13	L: oke time is up, <i>yok yok</i> . You may tell angling <i>yok</i> , mas sit down please <i>yak</i> . Tell to him, <i>ya</i> . L: what is the sentence <i>yok</i> . S 17: hartono dan L: wait wait wait, <i>yok</i> .	Tagswitching	CS/M1/TS/13
14	L: so, oke you can imagine , <i>yak</i> , how many phrases that you cut it down <i>yak</i> , and then ten <i>sate</i> became a hundred <i>sate</i> . Can you imagine? Wow. It is very, it is very, it is very <i>hmm</i> . Oke next. The girl who wants to be a valunteer. How many boys, <i>ya</i> ? 1,2,3,4,5,6. So the girls should be six. Students also. Oke. Who wnts to be a valunteer? Six students here. Six students, six students.	Intra sentential CS	CS/M1/IS/14
15	L: <i>yok yok yok</i> , <i>ayok maju</i> . One two three oke. Enough. This is the first line. The first line. And plus one <i>yok</i> . Plus one.	Inter sentential CS	CS/M1/IN/15
16	L: <i>yok</i> , come. Come in, come in. Oke oke. The same	Tagswitching	CS/M1/TS

	with the boys a group, yak . Without asking each other please, yak make your order yak . Based the size of your shoes yok .		/16
17	L: don't ask each other, just be here. If you think that your shoes is the smallest one just be here yok . Be here. I'm 37, so after me will be here. Sst. Without asking yok yok yok . No no asking yok. Just come here ya. No no, nah , and then next, next , next. Oke, what is your size?	Tagswitching	CS/M1/TS/ 17
18	L: diem stt . Oke yak . Miss come here. Ten second. Ten second. Ten second. Ten second. (students 21 read the text). L: Please count it oke. Next yak . Miss you may sit down yak , ten seconds please. Oke oke oke oke oke oke oke. Next. Ten second yak . Oke. Who will be the last?	Tagswitching	CS/M1/TS /18
19	L: oke, Hartono dan Hartini dingin-dingin pergi ke masjid . Very good ya, very good. I'm amazed very good. Very very clever. What are they doing in the mosque ya? What are they doing in the mosque? Oh. Sholat ya, sholat ya. Sholat together. Sholeh dan sholehah ya ya . Oke, who will the first? Who will the first? Yak you miss.	Inter sentential CS	CS/M1/IN/ 19
20	L: yak yak , that the original messege. Hartini oh sorry. And then the last or the end of messege, hartono dan hartini dingin-dingin pergi berdua membeli martabak manis di dekat masjid sambil tersenyum-senyum bahagia . Oke give applause for you. Good job oke.	Intra sentential CS	CS/M1/IS/ 20
21	L:oke can you imagine? How strong your memory of	Tag	CS/M1/TS/

	your brain, <i>ya</i> ? So, starting from now please try what? Practice your memory <i>ya</i> . Memory is very important, most important thing when you are an interpreter <i>ya</i> . Oke. So, miss you will be gone or lose, <i>ya</i> ? So long <i>ya</i> , so long. Oke. Would you like to , <i>ehm</i> , me an lcd here <i>yok</i> .	switching	21
22	L: <i>hah</i> ? Would you like to help me? Do you know what's wrong with the LCD? To be has a dark <i>ya</i> ? Dark light here, but i don't know how many that one?	Tag switching	CS/M1/TS/ 22
23	L: you may change the cable maybe. Just change the cable <i>ya</i> ? Wait a minute. Change the cable.	Tag switching	CS/M1/TS/ 23
24	L: <i>yak</i> , oke. While waiting your friends change the cable. I would like to calls you. Beside, <i>ehm</i> , beside memory. What are or what is, what are or what is , <i>ya</i> ? Another things that you should have? Beside the best memory or good memory, what else?	Tag switching	CS/M1/TS/ 24
25	L: general knowledge <i>yak</i> . General knowledge is also important of having or to be interpreter. Oke oke oke oke oke oke. Means what? You may guest if you don't understand but you must be sure that your guess is almost or precisely 100% correct <i>ya</i> . Or 90 or 99% correct <i>ya</i> , in guessing of a word or phrase. But if, <i>ehm</i> , during the whole interpreter or to be an interpreter. You just guessing. Guessing guessing guessing guessing guessing. Means that you are not, you are not?	Tagswitching	CS/M1/TS/ 25
26	L: <i>iya</i> you are not to be a good an interpreter <i>ya</i> . Just guessing guessing guessing guessing. You may guess some of words or phrase but not all of them to be guess. Do you understand? I will show you, <i>ehm</i> ,	Tagswitching	CS/M1/TS/ 26

	some example but <i>ya</i> , we should have a wait the LCD oke. So, the first is your memory and then the second guessing <i>ya</i> . Guessing. The most difficult words <i>ya</i> , guessing the most difficult words.		
27	L: last night, i could not girop. I tossed and turned all pritoor but couldn't fall a girop. Angling translated the word girop into <i>tidur</i> . <i>Semalam aku tidak bisa tidur</i> . Then?	Inter sentential CS	CS/M1/IN/ 27
28	L: tossed means turun, according to angling <i>ya</i> . And then, turned all turned all, <i>mematikan</i> pritoor? S17: <i>lampu</i>	Tagswitching	CS/M1/TS/ 28
29	L: pritoor <i>lampu yak lampu</i> . But couldn't fall a girop, tetep tidak bisa tidur. Oke, it make sense <i>ya</i> ? It make sense? S: <i>ya</i>	Tagswitching	CS/M1/TS/ 29
30	L: jadid raised your hand first <i>ya</i> . Jadid jadid jadid. What is your name jadid? S 14: miftakhul jadid	Tagswitching	CS/M1/TS/ 30
31	L: until <i>ehm</i> . Sentence number 3 until about humpback whales. Until humpback whales. Until humpback whales. Until humpback whales. I channel surfed for a while until i found a rietz about humpback whales <i>yok</i> . Who wanna try? Who wanna try? Who wanna try? Raise your hand and then <i>yak yak</i> . What is your name? (someone raise her hand) S 26: rani	Tagswitching	CS/M1/TS/ 31
32	L: fitria fitria fitria. It should be the first name <i>ya</i> ? S 28: yes	Tagswitching	CS/M1/TS/ 32
33	L: <i>yak</i> . <i>Sinusitis adalah rongga udara</i> . Hole <i>lubang ya</i> . <i>Lubang rongga udara yang ada di tengkorak</i> .	Inter sentential CS	CS/M1/IN/ 33

	Oke. Is it make sense? S: ya		
34	L: <i>penyaluran ya</i> . When you see there is a in Jakarta, there are float over there, it means drainase is all <i>lubang ya. Gorong-gorong ya. Gorong –gorong</i> . Drainase means <i>ya</i> pengairan or penyaluran or <i>gorong-gorong</i> . So, <i>gorong-gorong</i> will be in the? (everybody is laugh) S: got	Inter sentential CS	CS/M1/IN/ 34
35	L: in the? In the? Hole of the skull and then yoy try to be an interpreter. <i>Hei anakmu, anakmu , anak anda nanti, anak anda nanti, anak bibi nanti ada gorong-gorongnya disana</i> . (everybody is laugh)	Inter sentential CS	CS/M1/IN/ 35
36	L: what the happend to the mother or daughter, the daughter mother <i>ya</i> . So, you may guess but guess in the right place. Do you understand? <i>Yak ayok</i> . Try try. Sentence number 2, sentence number 2. They are connected to the nose, they refers to? S: <i>sinus</i>	Tagswitching	CS/M1/tS/ 36
37	S: saluran L: <i>saluran ya saluran. Saluran yang ada di hidung dan kepala, jadi nanti</i> when you interpret don't use <i>gorong-gorong. Nanti disitu ada gororong-gorongnya ya. Drainase, ada drainase disitu, dihidungnya anak ibu yak</i> . And then what will happen? Oh the mother will get, will cry, <i>ya. Mana hidungmu mana hidungmu. Drainase-nya ya</i> . Oke. Number three, yok until until <i>sinusitis ya</i> . Number three. <i>Yak yak ok</i> . What is your name?	Inter sentential CS	CS/M1/IN/ 37

38	<p>S 29: This maybe caused by allergies, polyps, abnormal shape or swelling inside the nose. Ini bisa terjadi karena</p> <p>L: <i>hal ini terjadi</i>. What is “this” refers to?</p> <p>S 29: hole?</p>	Inter sentential CS	CS/M1/IN/ 38
39	<p>L: <i>jadi</i> drainage. no no no. It should be the closest one. The drainage <i>ya</i>. get infected leading to the drainage. <i>Ya. Hal ini, ayok</i></p>	Tagswitching	CS/M1/TS/ 39
40	<p>S 30: terapi medis</p> <p>L: Medical therapies. You may read first <i>ya</i>.</p>	Tagswitching	CS/M1/TS/ 40
41	<p>S 30: <i>dekonjestan</i></p> <p>L: will often cure bouts of sinusitis, <i>Ho’o kan? Oh ya ya</i>.</p> <p>S 30: <i>sesak nafas me me me</i></p>	Tagswitching	CS/M1/TS/ 41
42	<p>L: stress during pregnancy has been associated with a number of full health implication for birth weight, low good weight and increase risk of asthma and allergies. <i>Stress waktu kehamilan itu nanti bisa menjadikan kita mempunyai dampak buruk terhadap apa? Apa? Birth weight itu apa ? kelahiran, berat badan anak waktu lahir dan juga untuk meningkatkan asma dan alergi</i>. Oke, you may do it by yourself. <i>Ya, oke. Oke, let’s continue. Well, actually I wanna show you what is the differences between translation and interpreting, ya. What is the difference between translation and interpreting? Before that, I will show you about this one. Wait. (the lecturer open the material)</i></p>	Inter sentential CS	CS/M1/IN/ 42
43	<p>L: you can not hear it because I didn’t bring the speaker. Oke, this is an example of simultaneous</p>	Tagswitching	CS/M1/TS/ 43

	<p>interpreting oke? Before we go that, we ehm I didn't bring the speaker. I'm so sorry. I will show you next week, <i>ya</i>. <i>Hmmm</i>. Wait wait wait. Oke before we, because we don't have an speaker, I think it's the best way to use this picture, <i>yak</i>. Use this picture first. Oke this is a simultaneous interpreting. This one, <i>ya</i>. Simultaneous interpreting <i>ehm</i> picture, <i>ya</i>. The example, <i>ya</i>, this one. This is aa. Can you see the cursor, please? See the cursor, <i>ya</i>. <i>Yak yakyak</i>. For instant. For instant. So, this picture, <i>yak</i>, shows us this is an in conference, <i>yak</i>. There are many people or many president or maybe from, <i>ehm</i>.</p>		
44	<p>L: <i>yak</i>. Directly directly. There is a cannot speaker and then you interpreted directly, <i>yak</i>. And then the second one is? Besides simultaneous, the second one is? Consequtive interpreter. Consequtive means? Is not directly interpret all the speakers say, but you must interpreted in a many sentence, <i>ya</i>. Maybe one of the sentence and then you cut down, and the you presented or you interpreted it. Oke? Oke. I will show you next week when I bring the speaker, <i>ya</i>. Next. This is the example of simultaneous interpreter. <i>Nah</i>, this one channel. English channel, Mandarin channel, Korean channel, and Japanese channel. So, what is your opinion? Are you mastering in English or Indonesia or in Javanese? <i>Ha</i>?</p>	Tagswitching	CS/M1/TS/44
45	<p>L: javanese ya. If you are from Central Java, it means your mother tongue is Javanese. And that L1 is Indonesia and L2 is English, <i>yak</i>. Oke, yak. This is</p>	Tagswitching	CS/M1/TS/45

	<p>happened. This is happened in conference, in conference or in meeting or important meeting. And then this one, this one is the the interpreter, simultaneous interpreter. Yak, if you wanna be a interpreter, simultaneous interpreter in Jakarta you will be paid about ten million, <i>sepuluh juta</i>, ten million.</p>		
46	<p>L: <i>yak</i>. So, ten million will be divided into two, you and your friend. So, please find out your soulmate, soulmate in interpreter. Oke, it is imposible for you or for us to speak during an hour, ya. Will be got a bubble ya? Berbusa-busa nanti, ya. Haha S: <i>hahaha, benar juga</i>.</p>	Inter setential CS	CS/M1/IN/ 46
47	<p>L: Oke, <i>nah</i>. Simultaneous is, aaa, such. Oke, I'll give an example, ya. The example of picture, ya. And then this is a simultaneous interpreter happened in a?Court. Do you know court? S: <i>sidang</i>.</p>	Tagswitching	CS/M1/TS/ 47
48	<p>L: drugs, ya, drugs. And then, he comes from Mexico, maybe <i>ya</i>. Mexican, with mexican languages. And then, she is an interpreter, ya. Maybe they, maybe he has the court in America that's why the, the interpreter needed here, <i>ya</i>. Diperlukan ya, diperlukan disini. Jadi stay here. Because the man can't speak English, can do, ya, can do. <i>Yak</i>, it's also happend when you have a bussiness, a big bussiness or bussiness from other contries, ya, by using another languages. Maybe not English but Indonesian, not Indonesia maybe Javanese, or maybe English and then Javanese and then etc. Or you will have a</p>	Inter sentential CS	CS/M1/IN/ 48

	<p>boyfriend or girlfriend from not English speaking country, <i>ya</i>. Maybe from Jepang <i>ya</i> or Korea Korea. And the you need an interpreter, <i>ya</i>. <i>Ya oh oh oh</i>.</p> <p><i>S: wah imajinasi.</i></p>		
49	<p>L: <i>ya</i>. Oke. First of all, I'll explain about interpreting versus translation, <i>yak</i>. Translation, <i>ya</i>. So, translation refers to the transfer the written text. Have you been a translator?</p> <p><i>S: not yet</i></p>	Tagswitching	CS/M1/TS/ 49
50	<p>L: <i>ya tugas ya tugas</i>. It's a task, <i>ya</i>. But translation usually refer to written text, <i>ya</i>. Next. The product of translation is to be read, <i>ya</i>. Product of translation is to be read, <i>ya</i>. The participants in translation activity, <i>ya</i>, the writer, the translator and the readers. Oke, what about interpreter? <i>Ya</i>, as what Angling's said before, that interpreting refrers to the oral translation or spoken messege or text. It must be use your mouth, <i>ya</i>. Your mouth. <i>Jadi makenya apa? Mulut ya</i>. The product of interpreting is to be hear. <i>Jadi harus didengarkan</i>, not to be read but to be hear, <i>ya didengarkan</i>. Oke. Can you guess it, what is the participant in interpreting? What is the participant?</p>	Intra sentential CS	CS/M1/IS/ 50
51	<p>L: speaker and listener, <i>yak</i>. Speaker, interpreter, and hearers. Hearers or listener, <i>yak</i>. Oke, <i>nah</i>. This is the differences between translation and interpreting. Oke. Can you, can you explore it? Can you explore it? Or maybe can you read it? Please read it and explore it or explain it. Translation in a written <i>ya</i>, written. Oke, let us guess, <i>ya</i>. Translation witten. What about interpreting?</p>	Tagswitching	CS/M1/TS/ 51

	S: oral		
52	L: <i>yak yak</i> . There are so many time and the you can back and fold back and fold in dictionary. You may ask someone master in translation but what about to be an interpreter? You must interpret at that time, <i>ya</i> . Directly, on the spot, <i>ya</i> . Oke. Next. One direction. One direction. Just for the translator to the reader. There is no feedback from the reader. What about in interpreting? One direction also?	Tagswitching	CS/M1/TS/ 52
53	S: dynamic L: dynamic <i>ya</i> dynamic. <i>Ya</i> oke. Fluency is not essential. In translation. What about in interpreting, <i>ya</i> ?	Tagswitching	CS/M1/TS/ 53
54	L: fluency <i>ya</i> fluency. Very fluency. So, please be good in speaking English, <i>ya</i> . Speaking English must be fluence <i>ya</i> . So, starting from now, eveyday try to speak English. Try to speak English. Ehm, do you know the way to speak English? May be you can immitate immitate someone from youtube maybe, <i>ya</i> . And then you repeat again again again and again. Please write to find out one the example very good pronunciation. I like speaking with, <i>ehm</i> , it is actually that American but it is very clear. I like it very much. The name is, wait. The name, <i>ehm</i> , you may find out the instragram and youtube, <i>ya</i> . Stephanie, Stephanie <i>ya</i> Stephani. Speak English with Stephanie. Very speak English with Tiffany. Speaking English with Tiffany. Actully she is a black American, black American. But, but the voice and also the, this one this one just like this. <i>Endi</i> ? Get it	Tagswitching	CS/M1/TS/ 54

	(the lecturer showed the video from Speaking English with Tiffany)		
55	<p>L: all of your funds is gone. All your money is gone. You may repeat repeat again and the open your mouth, <i>ya</i>. Open your mouth. I'll try to be or immitate a Tiffany <i>ya</i>. Although she is very beautiful,<i>ya</i>. What I mean the color different from us but her pronounciation or her English very good, because she is American. Black American, <i>ya</i>. Speaking English with Tiffany. Oke, starting from now, please try to speak English, <i>ya</i>. Either in youtube or instagram and try to immitate her or to follow her voice or the way to pronoun. Because next, <i>ya</i>, maybe after the third or maybe fourth meeting, there will be practice, practice, practice, practice from you, <i>ya</i>, not from me. Oke. Because this is interpreting, <i>ya</i>. Interpreting, interpreting for last year, interpreting last year. They got 4 credits. SKS-nya 4. 4 credits, <i>ya</i>, miss Sholikhatun got 4 credits, but I dunno because maybe, the the what is it? The Kaprodi and sekprodi is new, she he doesn't know that. The interpreting should be 4 credits. <i>Kreditnya itu harusnya 4</i> and you just two credits, <i>ya</i>. It's usually four, four creadits. And then i said ehm lagi? Because it is hard for me to teach in two credits. But also I teach subtitling in four credits. You can imagine that, last year, <i>ya</i>, I teach I taught speaking <i>eh</i> sorry interpreting and also subtitling in all of this those course are four credits. You can imagine it. <i>Aihh, blenger blenger ya saya ya</i> and also the students. Everyday they met me, because it is</p>	Intra sentential CS	CS/M1/TS/ 55

	<p>four credits, you know? You can imagine, but ya, now I'll I'll ask you to have some practice in your home or your boarding house, <i>ya</i>. Oke next. Next. No need to capture the whole thing, <i>ya</i>. No need to capture but in interpreting you must know the intangible elements. No need to capture in interpreting but you must know the intangible elements. Something like this, when you wanna be interpreter and then your keynote speaker say like this or the intangible elements like this, <i>ya</i>. Oke oke, I like her but (lecturer made some gesture). I like her but, I like her but, I like her proposal but. To be an interpreter you must know, what is the meaning by that gesture.</p>		
56	<p>S3: <i>konferensi PBB nek ana ngono ki barang ora?</i> L: <i>iya, ya ya</i>. When you want to be an interpreter in any kind of company, <i>ya</i>, including United Nations. It is also, <i>ya</i>. Next specific target. What about interpreter? What about interpreting? <i>Ya</i>, it's not specific, <i>ya</i>. It is general. And then reading and writing skill, in interpreting?</p>	Tagswitching	CS/M1/TS/ 56
57	<p>L: speaking dan listening, <i>ya</i>. So, if you haven't had a good ear to be a listener, please clean it, <i>ya</i>, by cotton bud, <i>ya</i>. And then small team, translator, editor and proofreader. What about in interpreting? S: single L: no, just with your friends. In pairs in pairs, <i>ya</i>. In pairs. Oke. Do you understand? S: yes</p>	Tagswitching	CS/M1/TS/ 57
58	<p>L: what this now? This is the, the conclusion <i>ya</i>. Translators and interpreters are more</p>	Inter sentential	CS/M1/IN/ 58

	interchangeable. <i>Tidak bisa di, tidak bisa di?</i> <i>S: tukar</i>	CS	
59	L: <i>ya ya</i> . Clever or smartphone smaerphone smartphone. Politics and unpolites. I think it will be next week , <i>ya</i> . I'll give you an effective and quality of interpreting. I'll show you about, next week, <i>ya</i> . I'll show you what is it? Ehm. The differences between, the differences between ehm simultaneous interpreting and ehm consequtive interpreting. Oke. Before we jump to next week. I will ask you a half. Did you mind if we have twice meeting for a week, <i>ya?</i>	Tagswitching	CS/M1/TS/ 59
60	L: <i>yak</i> , it's around thirty untul fifthy, <i>ya</i> . It's very very expensive. So, if you have if you try to find out just one or maybe two twi skills, <i>ya</i> . And the two skills, one skill just one maybe in speaking in speaking English. That's ehm what is it? The the easiest way to get money, but don't believe in Solo to be interpreter. To be interpreter in Solo ehm just <i>ya</i> , just <i>ya</i> just find right way maybe in Jakarta or Surabaya or many many kind and then you get money juga <i>ya</i> . It very easy to get money by using speaking English using speaking English, <i>ya</i> . Just speaking, <i>ya</i> .	Tagswitching	CS/M1/TS/ 60
61	L: the symbol of someone master in English, <i>gak ada kok nulis-nulis</i> , no. Speaking English, you may sing a song, it's speaking English right? Not in Listening, oke oke you are master in English, listen to this listen to this, no. Reading, read read this book, no. That's speak, please speak up please, <i>yak</i> . So speaking, just	Intra sentential	CS/M1/IS/ 61

	dealing with this. Speak speak speak speak and then the money will be followed, oke <i>ya</i> ? Start from now thirty minutes per day, <i>ya</i> . Thirty minutes per day and then you will be master in next week, next week. I'll see how master or how best or how good your speaking that day, oke <i>ya</i> ? Besides Thursday at four ehm two fourty or two past fourty i think what day? What day? Could you join my class in interpreting?		
62	S: <i>barengan</i> L: <i>barengan semua ya</i> ? What about Friday? Are you free? S: full mrs	Inter sentential	CS/M1/IN/ 62
63	L: come and join us, if you be ready to face a test or practice on Monday at 01.00 p.m. Come and join with me. And then one of you will be ready in 02.40 just 02.40 just come to me. You may fix it in a group, <i>ya</i> . I am a group 01.00 or 02.40, <i>ya</i> . S: <i>jam empat</i> mrs? L: no two past four, <i>ya</i> . Oke <i>ya</i> ? Oke, just raise your hand if someone or anyone can join me at one. Monday at one, Monday at one.	Tagswitching	CS/M1/TS/ 63
64	L: one two tree four five six seven eight nine ten eleven. Just eleven <i>ya</i> ? Monday at one ,eleven. Monday at one, tweleve. Monday two past fourty, Monday two past fourty, oke you are raising your hand Monday two past fourty, <i>ya</i> .	Tagswitching	CS/M1/TS/ 64
65	L: oke. Let's continue our material today, <i>ya</i> . What is it about? Last week, we discussed about simultaneous interpreting. That's right? S: yes	Tagswitching	CS/M2/TS/ 65

66	L: <i>ya</i> , simultaneous interpreting. Now, <i>yak yok yok</i> . Last week you practiced it with your partner in doing, <i>hmm</i> . What is it? Simultaneous interpreting, <i>ya</i> , but it still in exercise or practice. Now, I wanna show you another example of simultaneous interpreting, <i>ya</i> . (the lecturer showed some video).	Tagswitching	CS/M2/TS/ 66
67	S5: I am from Ngawi. L: Ngawi. So, it is Java, <i>ya</i> . And the Bahrul? Where are you come from?	Tagswitching	CS/M2/TS/ 67
68	L: before we continue, please sit down in a row, row position. Don't be <i>mlencah-mlencah yo</i> , so <i>nanti susah</i> . Yok yok. S: haha. Oke mrs	Intra sentential CS	CS/M2/IS/ 68
69	L: yok yok. Here here. Bahrul please come in and then <i>sini, terus</i> then Nana <i>yok</i> . Wening yok. Ariana yok. S: Alina mrs.	Intra sentential CS	CS/M2/IS/ 69
70	L: Ihza, <i>eh eh</i> please come here. Please come here, in front. Yok yok. Oke. I wanna you to be a simultaneous interpreter <i>ya</i> . Sentence by sentence, <i>ya</i> . Sentence by sentence. Pay attention, <i>ya</i> . (the lecturer showed some video).	Tagswitching	CS/M2/TS/ 70
71	L: <i>dalam berkeluarga itu yo laki-laki itu jadi pemimpin</i> . <i>Eh eh</i> , stop it. Listen again and then you will be simultaneous interpreter, <i>ya</i> . Just sentence by sentence, <i>ya</i> . Except Trismiati and Ihza. Ihza mana. Oke, Trismiati and Ihza, <i>ya</i> . S: katanya Ihza ngerti mrs	Inter sentential CS	CS/M2/IN/ 71
72	L: <i>hahaha</i> . Wait wait. I will repeat again <i>ya</i> . <i>Apa-apa</i>	Inter	CS/M2/IN/

	<i>itu ya koyo jaran kepang jaran goyang.</i> S10: the leader should be like <i>jaran kepang jaran goyang</i> .	sentential CS	72
73	L: everything we do as a leader, <i>ya. Itu ya</i> . Everything we do is like a <i>jaran kepang jaran goyang</i> . <i>Ya?</i> Oke.	Tagswitching	CS/M2/TS/ 73
74	S12: i do like that because I don't know L: <i>yak</i> , i don't know?	Tagswitching	CS/M2/TS/ 74
75	Video: <i>saya saat ini merasa perilaku saya</i> L: <i>mau saya</i> . Oke you just you translate or be interpreted or be simultaneous interpreter of my words , <i>ya. Ndak malu saya itu, waktu itu saya nangis.</i>	Inter sentential CS	CS/M2/IN/ 75
76	S20: I don't mind that L: <i>saya ndak mau saat itu</i> . I don't want ,oh, I don't wanna. <i>Saya tidak mau saat itu</i> . What is mean by <i>saat itu</i> . <i>Saya tidak mau saat itu</i> . To admit, <i>ya, mengakui mengakui kan? Mengakui</i> . I don't wanna admit at that time. <i>Ya, saya nangis</i> . Wait wait.	Inter sentential CS	CS/M2/IN/ 76
77	S: rather than now L: <i>coba ya</i> . Is better than yesterday. And this for the wife, yok, wife. Wife, ya	Inter sentential CS	CS/M2/IN/ 77
78	L: <i>misalkan saya minta tolong</i> . Come on miss. S21: i asked him to help	Inter sentential CS	CS/M2/IN/ 78
79	L: <i>mas Dwi dikon mendetke iki</i> . Please help me to take this kind of something, ya. Yok, next	Inter sentential CS	CS/M2/IN/ 79
80	S22: i asked him to L: <i>yah mbok iki di tutup disek</i> . It can be, do you know? <i>Mbok iki ditutup disek</i> means? It can be it can be something like door maybe or it something like a,	Inter sentential CS	CS/M2/IN/ 80

	what it is? It something like roof, <i>ya</i> k. So, the previous one is open and then she need the help to close something, <i>ya</i> . Oke, next		
81	L: yo friends, <i>ya</i> . Friends try to try to be a simultaneous interpreter, <i>ya</i> . Just sentence by sentence <i>ya</i> . Try to find out the English one from Youtube, from Youtube. Try to find out English first <i>ya</i> , English and then you to be simultaneous interpreter, <i>ya</i> . Indonesian interpreter, <i>ya</i> . And then try to be simultaneous interpreter <i>ya</i> . And the Indo to English because Indo is rather than difficult <i>ya</i> . So, please try to find The English and you will be In Eng eh sorry Indonesian interpreter, <i>ya</i> . Nah, so this is the English one. Yok, Dian Larasati.. Yok, Dian Larasati. (lecturer showed the video)	Tagswitching	CS/M2/TS/ 81
82	L: is it clear enough? S: no no L: so, try to find out the earlier one <i>ya</i> , in your home <i>ya</i> . Wait wait.	Tagswitching	CS/M2/TS/ 82
83	L: so, first this is what you have to do, <i>ya</i> . First try to find out in Youtube ehm if the UK's accent or British accent is very hard to you. Try to find out the American one. So, American then Australian and the last one is British. Because British is quite hard <i>ya</i> for to be followed <i>ya</i> . That's why try to find out the American one. American American accent <i>ya</i> . Oke, I will give you or maybe or maybe the Asian one Asian <i>ya</i> . Asia <i>ya</i> Asia. Oke I will give you an example. Asian Asian. Wait wait. Ehm wait wait. (the lecturer looked for the video)	Tagswitching	CS/M2/TS/ 83

84	L: <i>apa sih yang kamu cari di dunia ini</i> . That's from the interpreter ehm the woman the woman interpreter said ya. (lecturer continued to show Jack Ma's video)	Inter setential CS	CS/M2/IN/ 84
85	L: it's related to technology, <i>ya</i> . What about this one. Ini Jack Ma .(the lecturer showed the other video of Jack Ma)	Tagswitching	CS/M2/TS/ 85
86	L: they have fancy ideas in the evening. S: mereka punya ide cemerlang? L: <i>yok</i> , fancy ideas in the evening.	Tagswitching	CS/M2/TS/ 86
87	S: <i>bisa hidup lama dan sehat</i> . L: so the company can live long and healthy. Healthy means healthy company, <i>ya</i> . <i>Perusahaan yang sehat</i> . (lecturer continued to show Jack Ma's video)	Tagswitching	CS/M2/TS/ 87
88	S: <i>perusahaan itu tidak bisa hidup lebih dari tiga tahun</i> L: as I speak you may maybe like simultaneous, simultaneous interpreting, <i>ya</i> . Don't don't ehm don't wait until I stop my sentence. Just speak it, just speak it. Speaking speaking, <i>ya</i> .	Tagswitching	CS/M2/IS/ 88
89	S: <i>industri ini dijadikan sebuah tantangan</i> L: <i>tidak mungkin menjadi sebuah mainstram</i> . Do you know what is mainstream?	Inter sentential	CS/M2/IN/ 89
90	L: it's very common word <i>ya</i> . It's very common word <i>ya</i> . Common word, unfortunately you can't translate it or you can't interpret it in a fast way, means that you just listen to the English words or English speaks. English speaking <i>ya</i> .	Tagswitching	CS/M2/TS/ 90
91	L: in the first and the second of the technology will?	Inter	CS/M3/IN/

	<i>Apa tadi?</i>	sentential	91
92	L: this new revolution <i>ya</i> . Free and liberate the strenght the human brain. (lecturer continued to show Jack Ma's video)	Tagswitching	CS/M3/TS/ 92
93	L: because there a lot of ehm. It's wrong <i>ya</i> , data <i>ya</i> not datas. Datas means data data, the single one is datum and then the plural one is data. But Jack Ma said datas datas, datas datas. Do you understand? Datas, it should be data. (lecturer continued to show Jack Ma's video)	Tagswitching	CS/M3/TS/ 93
94	L: and the machine is not going to support it. <i>Dan mesin tidak harus di support oleh.</i> You can practice like that, ya. Please be practiced ya in your home. Do you understand?	Inter sentential	CS/M3/IN/ 94
95	L: because interpreting can't be reach and improve by just keep silience and you may practice it. So, please practice more more more ya at your home <i>ya</i> . You may choose American accent or Chinese accent first. Chinese ya like Jack Ma and then American ya. I suggest you to ehm, choose American American not Asian. Asian is the easiest one but you can use the Indonesian one from ehm ehm from from Jakarta Post. Is there any television of Jakarta Post?	Tagswitching	CS/M3/TS/ 95
96	L: the world it's gonna be beautiful. Oh dunia akan menjadi indah. <i>Ya</i> , I think for the for the first time that you immitate first and then after that you interpret it. After you have ehm what is it? After you have many practice it <i>ya</i> . I think you will like ehm Angling ya. Oke next Bison. (lecturer continued to show Jack Ma's video)	Tagswitching	CS/M3/TS/ 96

97	L: <i>ya</i> . So, you may say to immitate the speaker first and then be an interpreter <i>ya</i> . Oke, what is your homework is? Try to find out, <i>ya</i> American <i>ya</i> American <i>ya</i> . Maybe just two minutes or this is just five minutes, <i>ya</i> . Two minutes or five minutes and then try to immitate it sentence by sentence. And then after that you become an interpreter, do you understand?	Tagswitching	CS/M3/TS/ 97
98	L: oke Jadid <i>ya</i> . Oke Jadid , so please collect your video to Jadid through email, I think to email better. And then you download it. And then on Monday please ehm show your ability of being simultaneous interpreting, interpreter. Just two minutes <i>ya</i> , just two minutes. It depends on your video chosen <i>ya</i> , choose video <i>ya</i> . It's just two minutes two minutes, <i>ya</i> , but you must practice it in your home. Start from now <i>hari Kamis, hari</i> Friday Saturday Sunday, three days <i>ya</i> . Three days for two minutes, do you understand?	Intra sentential	CS/M3/IS/ 98
99	L: no, <i>ya</i> . I don't wanna any excuse for the next Monday <i>ya</i> . Just immitate first and then you became an interpreter. <i>Ini tugas untuk Senin depan</i> . So, you just practice without immitation oke?	Inter sentential	CS/M3/IN/ 99
100	L: yak. Oke <i>ya</i> . That's will be, ehm, every practice I take the score of your practices, so please try as better as you can. Try as best as you can, <i>ya</i> . Imitate first and then be an interpreter. Just two minute <i>ya</i> , for Albert and <i>sopo meneh</i> ? Albert and Bahrul. You have a class at 01.00 p.m. And 02.40 so please come to the practice day at 02.30, it's just two minute, it's two minutes. But please provide your laptop <i>ya</i> ,	Intra sentential	CS/M3/IS/ 100

	provide your laptop there will be many downloaded file over there, <i>ya</i> for instant. Oh you may you may work together. What do you meant what do I mean by work together? Maybe two of you choose one video and the your ehm the first two minutes the second two minutes the third two minutes, do you understand?		
101	L: <i>vivi was absent twice ya. Sofiati</i> S: <i>absen mrs</i> L: <i>gak masuk ya?</i> So please tell to sofianti that we have an homework concerning with interpreting <i>ya</i> , eh sorry simultaneous interpreting. Next dian larasati	Inter sentetial	CS/M3/IN/ 101
102	L: so, we will have a week of day off and then on Monday next two weeks <i>ya</i> . On Monday we have ehm we have interpreting class, <i>ya</i> . And also for you who join me in subtitling class, subtitling class we will have subtitling ehm, dubbing, subtitling, <i>ya</i> . Oke, I wanna present you first. Oke oke <i>yak</i> . Bison?	Tagswitching	CS/M3/TS/ 102
103	L: as you have a day off of magang, i'll set my plan, <i>ya</i> . I'll go to Jakarta <i>ya</i> . Next week <i>ya</i> . Next week. But for the next two weeks I will be here. Oke. Let's talk about ehmm. (the lecturer prepared the latop and LCD).	Tagswitching	CS/M3/TS/ 103
104	L: oke, because some of you absence today, some, <i>ya</i> . Some of you, some and many of you. Some. It's not just one or two, that's why I just wanna show you about ehm, just the some example of ehm still comsequitive interpreting, <i>ya</i> . In my opinion or in my plan, now we are going to discuss about comsequitive interpreting. Unfortunetely many of you were	Tagswitching	CS/M3/TS/ 104

	absence today that's why it's better today I give you some example and then next two weeks on on Thursday at 02.40, I will give you another theory of interpreter or consecutive interpreter, oke?		
105	L: yak. Those are the function of never add omit or substitute. It means that you can as interpreter can take away from the message ya, eliminate information and changes the message. It can be. Changes the message it's very crucial. Something like this. <i>Ilham suka ehm ehm, Ilham suka Nana.</i> For instant ya. And then you as interpreter say like this, Ilham loves Nana. It will be changes the message or not? Ilham suka Nana. And then you as interpreter say like this, Ilham loves Nana. It changes the meaning or not? Ya it's changes, it actually Ilham loves Nana. What is different between suka and love. Suka love, if we love someone it's automatically we like someone but if we like someone it's not automatically we love her or him. Do you understand?	Intersententia 1	CS/M3/IN/ 105
106	L: ya, should be rare should be rare to do this ya. We can't do like that, except for one or twice ya maybe its is very negate ya, we can do it but it should be rare. <i>Jarang biasanya, sangat amat jarang biasanya.</i> Never exclude anyone. Don't be exclude anyone. (the lecturer continuing to play the video).	Intersententia 1	CS/M3/IN/ 106
107	L: for Bison please follow the group you can't get lost <i>ya</i> . Oke. Thank you assalamualaikum wr. Wrb	Tagswitching	CS/M3/TS/ 107