

CHAPTER I

INTRODUCTION

A. Background

The involvement of students in the use of technology is involved in the practice of news reader interpreting assignment. The impact and implications of recent technological developments have received considerable attention in the literature, particularly with respect to the way technology has introduced changes in working practices (Kenny 2007). Yang and Chen (2006) stated that the use of multimedia technology for foreign language instruction has expanded rapidly during the past two decades. Technology in interpreting can facilitate in language learning such as communication, reducing anxiety, encouraging oral discussion, developing the writing/thinking connection, nurturing social or cooperative learning, promoting egalitarian class structures, enhancing student motivation.

News reader interpreting is a part of simultaneous interpreting. Interpreting is the process of translating spoken languages from source languages into target languages. Jones (2017) explained that interpreting is all about a pat definition such as ‘immediate oral translation’. On the other hand, simultaneous Interpreting is a complex cognitive ability used to serve communication between speakers from different linguistic and cultural backgrounds. It entails the oral transposition of a message from a source language (SL) into a target language (TL) while the message is being delivered (Russo, 2010). In a university in Indonesia teaching interpreting in translating and interpreting course is aiming to make teaching

process more learning-oriented. This is designed to make students improve their abilities in this field. The assignment carried out is News Reader Interpreting.

Despite various studies on interpreting, such as shared attention during sight translation, sight interpretation and simultaneous interpreting, (Lambert, 2004), the research introduces the role of video camera in simultaneous interpreting (Yang, 2017), testing the efforts model of simultaneous interpreting (Koshkin, at. Al., 2018), a description of various types of omissions, additions and errors of translation encountered in simultaneous interpretation (Barik, 1994), most existing research only focuses on how interpreting is taught, what technology is used in interpreting, but this present study focuses on students' perceptions on utilizing technology in learning news reader interpreting, particularly in Indonesian EFL context. This study focuses on identifying the students' perceptions on utilizing technology in news reader interpreting assignment at an English Education Department of a state university in Indonesia.

B. Formulation of The Problem

The problem of this research is formulated as follow: What are the students' perceptions on utilizing technology in news reader interpreting assignment?

C. Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword:

1. Students' Perceptions : Students' perceptions is a thought or views of the quality of their learning. The perceptions of the

students can be obtained by conducting the interview.

2. TELL in news reader interpreting assignment : TELL is the study of applications of the technology in language teaching and learning (Golshan & Tafazoli, 2014). Activity when using of technology in working on assignment in class translating and interpreting. The assignment is news reader interpreting.

D. Aim of The Research

Exploring the students' perceptions on utilizing technology in news reader interpreting assignment.

E. Significance of The Research

1. Theoretical

The present research can support theories related students' perceptions.

2. Practical

This research will provide the representation of students' perceptions on utilizing technology in news reader interpreting assignment in translating and

interpreting course as the feedback for the teacher in teaching translating and interpreting.

3. Empirical

This research will provide the researcher with the new knowledge related students' perceptions.