

## CHAPTER II

### THEORETICAL BACKGROUND

#### 1. News Reader Interpreting

News reader interpreting is a part of simultaneous interpreting. The dual conceptual status of interpreting is also reflected in its linguistic designation in various languages. Pochhacker (2010) stated that, in Russian and other Slavic languages, a separate term for interpreting does not exist, and interpreting is denoted by qualifying the generic term for translation, usually as “oral”. Hermann (2002) said that “In English and in Romance languages, the word for interpreter goes back to Latin *interpres*, which may in turn be derived from either *inter partes* or *inter pretium* and at any rate denotes a human mediator positioned between different parties or values”. Pochhacker (2010) explained that the fact that “to interpret” and “interpretation” are equally used in the more fundamental, hermeneutic sense of determining or assigning the meaning of something exposes these expressions to considerable ambiguity.

Though interpreting is only one of many different manifestations or genres of translational activity. Pochhacker (2010) explained that, for most of the twentieth century, when interpreting emerged as a widely recognized, full-fledged profession, the principal conceptual distinction was that between *consecutive interpreting* and *simultaneous interpreting*. Gustine (2004) stated that consecutive interpreting basically waits for the speaker to complete a sentence or a thought completely before the interpretation process takes place.

Gustine (2004) explained simultaneous interpreting is a situation when an interpreter starts translating at the same time when a speaker starts talking and stops when the speaker ends the sentence. Simultaneously, there are three methods of translation, namely *wishpered*, *sound-proof*, and *sight translation / interpretation*. Gustine (2004) stated wishpered appears when a number of people / individuals speak in one language that is not a language used by another group. Gustine (2004) also explained sound-proof appears in international diplomatic meetings. Sight translation refers to the situation when written text becomes a source in an interpretation.

This research describes the simultaneous interpreter because it interprets the news reader. The news reader interpreting is included in the simultaneous interpreting because interpreter starts translating at the same time when a speaker starts talking and stops when the speaker ends the sentence.

## **2. Technology Enhanced Language Learning (TELL)**

Technology-Enhanced Language Learning (TELL) is the study of applications of the technology in language teaching and learning (Golshan & Tafazoli, 2014). The main aim of TELL is to find ways for using technology for the purpose of teaching and learning the language. Yang and Chen (2007) stated that, “The use of multimedia technology for foreign language instruction has expanded rapidly during the past two decades”. Golshan and Tafazoli (2014) said “The range and number of technologies currently available have created both opportunities and challenges for language educators”. This

research explained TELL because the process involves technology (computer and mobile / smartphone) in language learning.

### **3. Teaching and Learning Interpreting**

In the case of interpreting, the students must strive to attain quality skills. There are many ways in which quality can be improved. Chiaro and Nocella (2004) proposed “three basic areas: training, specialization and technological innovation, emphasizing the need for specialists involved in training interpreters to focus certainly more closely on quality”. Arumi and Esteve (2006) said “within training, assessment and self-assessment procedures play an important role for interpreters by encouraging self-regulation processes in consecutive interpreting trainees”. Gile (1995) presents an experiment focusing on students who assessed performance on fidelity. He found that students were not reliable fidelity assessors of their peers. He proposes replicating the experiment in different schools, with different language combinations, through holistic empirical research with the help from various disciplines including qualified psychologists or communication science specialists.

Fortunately, current study show that teaching interpreting, although being complex and interesting, could benefit from new teaching approaches, especially since it is being influenced by new technologies and multicultural societies.

#### **4. Technology Used in Translating and Interpreting Course**

In Translating and Interpreting course there were news reader interpreting assignment. News reader interpreting assignment was include in simultaneous interpreting. In the process of doing news reader interpreting assignment the students have to use technology to completing the assignment. There were:

##### **1. Youtube**

Web 2.0 technologies are making their way into the learning environments from preschools to university lecture halls (Haase, 2009). University faculty are using YouTube and other social networking sites to disseminate information (Haase, 2009). Web 2.0 technology is a primary component of the Web as users are able to connect to others around the world through blogs, wikis, and social networking sites such as Facebook and My Space (Sweeny, 2009).

The primary function of these social networking sites is to share information, trivia, and photographs. Users share personal and professional information, photographs, artistic creations, opinions, and videos. The most prominent video sharing Web site in the world is YouTube.com. YouTube was founded in February 2005 and has grown exponentially in popularity and use (Mayora, 2009).

In the classroom, YouTube is becoming an educational tool to enhance learning in innovative ways (Bloom, 2009). Educators are

becoming aware of the instructional potential of video through sites like YouTube.com and using the technology in a number of innovative ways that range from enhancing learning for English as a Second Language (ESL)

## **2. Sony Vegas**

Sony Vegas can download from installation file from Sony Creative Software Inc., is a list of Minimum System Requirements needed to successfully run Vegas Pro 11. Vegas Pro 11 also comes with two varieties of help available to you. Besides this beginners' guide you can access powerful information via: Online Help, Interactive Tutorials. Online help is accessible once Vegas Pro 11 is running on your computer by choosing Contents and Index from the Help menu or by pressing F1. We can also access more help and information via the Sony Creative Software Inc website by choosing Sony on the Web from the Help menu.

We can also learn more about the many features in Vegas Pro 11 by accessing the interactive tutorials installed with the software. The tutorials will be displayed once you start the software, but you can also access them from the Help menu listed as Interactive Tutorials. newly-installed software. Knowing how and where to access the right tools while editing is crucial, and will allow you to easily interact with Vegas Pro 11. The Graphical User Interface or GUI in Vegas Pro 11 is fairly

complex, with many windows that contain all of the important tools for editing your video.

### **3. Adobe Premier**

Premiere Pro is an industry standard, professional level video editing software: Non-linear (non-destructive) editing software, Others: Final Cut Pro, AVID, etc. This application used for video editing. 3 Point Editing: 3 points are needed for any edit, an in and out point on the media you want to use, and an in point on the destination (the current location of the play head is the default in point for the destination), then drag the clip into the CANVAS or TIMELINE.