




## Characteristics of Consecutive Interpreting Strategies Employed by Multicultural Student Interpreters and Early Professional Interpreters

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### Abstract

Interpreters need to employ appropriate interpreting strategies to prevent information overload. The skills to employ such strategies may be associated to their experience. The current study investigates interpreting strategies employed by inexperienced novice interpreters (students) and more experienced interpreters (early professionals). The objective of this study is to make a comparison between interpreting strategies adopted by novice interpreters and those by early professional interpreters. The participants of the study were twenty students taking consecutive interpreting course and nine early professional interpreters. The data, gathered from video recordings of consecutive interpreting tasks, were analyzed to identify the strategies employed by the interpreters. The findings show that there are four strategies employed by the novice interpreters and six by the early professionals. The four strategies by the novice interpreters are skipping, word for word translation, guessing, and reproduction. The six strategies by the early professional interpreters are stalling, reproduction, word for word interpretation, inferencing, approximation, and taking advantage of cohesive markers. This shows that the early professional interpreters have wider repertoire of interpreting strategies compared to their novice counterparts. The limited number of strategies employed by the novice interpreters may be caused by their limited listening capacity, limited vocabulary, and their note taking skills. This implies that the consecutive interpreting course needs to be offered for students having passed courses on basic language skills. The second implication is that the consecutive interpreting materials need to include materials on active listening, chunking, and note taking.

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## INTRODUCTION

Interpreting and translating are activities for transferring messages from one language to another. Both are intended so that the message conveyed by the speaker or writer in the source language (SL) can be understood by the audience or reader in the target language (TL).

Although both have the same purpose, they are both conducted in different ways and in a different setting. According to the International Encyclopedia of Linguistics (2003) translation activities will be written (written discourse) while interpreting will be done orally (oral discourse). Other differences are the level of fidelity, time limit, and the development of translation and interpreting studies.

In the translation process, a translator can be more loyal to the message in the source language. This is due to the longer time the translator has. It is not limited within seconds. Therefore, it is very possible for a translator to look for references, open a dictionary, and dig deeper information about the message he will deliver back in the target language. With hope, all information and references can improve readers' understanding in the target language.

The process and the nature of translation is a stark contrast with interpreting. In general, interpreting occurs directly or in one time frame. The message is delivered only once by the resource person in the source language. In addition, an interpreter is required to be able to follow the flow of the message/conversation/dialogue that takes place. Therefore, an interpreter does not have a long time to divert messages from the source language to the target language.

In its efforts to translate messages from source languages to target languages, an interpreter is required to have good listening skills, has a lot of knowledge, has a good understanding of meaning, good language skills (source language and target language), and good ability to speak and utterance. Apart from these capabilities, an interpreter must also understand that the nature of interpreting works is always under pressure. An interpreter has to start speaking in the target language is usually no more than four seconds, especially in simultaneous interpreting where the interpreter must start talking when he or she has understood the message, and not wait until the sentence is finished by the speaker in the source language.

Consecutive interpreting, a cornerstone of language interpretation, involves the sequential rendering of spoken content from one language to another, demanding a synthesis of linguistic proficiency, cognitive agility, and effective communication skills. Aspiring interpreters undergo rigorous training programs to cultivate these multifaceted competencies. However, the journey from a student interpreter to an early professional interpreter is marked by distinct challenges, necessitating an in-depth exploration of the consecutive interpreting strategies employed during this critical phase.

In communication, consecutive interpreting serves as a vital bridge that facilitates effective exchanges between speakers of different languages. This method not only allows interpreters to convey messages accurately but also requires them to engage actively with the content being presented, thereby enhancing comprehension and retention for both the speaker and the audience. The importance of this modality is underscored by its ability to maintain context and emotional nuance, which are crucial for meaningful interactions. Research demonstrates that effective interpreting, as seen in professional environments, significantly reduces the risks associated with miscommunication, especially in critical areas such as healthcare, where understanding can directly impact patient care outcomes (Piotrowski, 2003). Furthermore, in educational contexts, the development of consecutive interpreting skills among student interpreters has been shown to bolster their professional capabilities, preparing them for real-world scenarios where clarity and precision are imperative (Gatiat et al., 2023). Thus, consecutive interpreting emerges as an essential component of proficient communication across diverse fields.

The investigation into the characteristics of consecutive interpreting strategies adopted by student interpreters and early professional interpreters is vital for both theoretical and practical reasons. From a theoretical standpoint, it contributes to our understanding of the cognitive processes and skill acquisition involved in consecutive interpretation (Gile, 1995; Pöchhacker, 2016). Theoretical frameworks, such as the Effort Model proposed by Gile, offer insights into the mental workload and strategic choices made by interpreters during the interpreting process (Gile, 2009). This research seeks to extend and refine these theoretical underpinnings by examining the specific strategies employed by students and early professionals.

In examining the characteristics of consecutive interpreting strategies employed by student interpreters, it becomes evident that effective note-taking practices play a pivotal role in their performance. Students often struggle with juggling the demands of memory retention and the need to accurately convey the original message, which can lead to varying levels of success

in their interpretations. The methodologies adopted during training can influence how interpreters utilize these strategies; for example, employing structured frameworks for note-taking can enhance clarity and coherence in the rendered message. Moreover, researchers have indicated that a deeper understanding of the cultural and contextual nuances surrounding language can significantly improve an interpreter's ability to bridge communication gaps. Such insights are critical as they highlight the link between interpreting techniques and the broader challenges faced within language access, particularly in fields where precision is paramount, such as legal and healthcare settings (Piotrowski, 2003).

Practically, this research addresses the challenges faced by student interpreters during their training, shedding light on the strategies they employ in mastering the intricacies of consecutive interpreting. Early professional interpreters, on the other hand, navigate a crucial phase of adaptation to real-world scenarios, making this transition an area of significant practical interest (Moser-Mercer, 2000). Investigating the strategies used by early professionals provides nuanced insights into the adjustments made during this transition, offering a glimpse into the evolution of interpreting skills in professional contexts.

Furthermore, an exploration of potential variations in consecutive interpreting strategies between student interpreters and early professional interpreters is essential for refining and optimizing interpreter training programs. This aligns with the growing body of research emphasizing the need for context-specific training approaches (Angelelli, 2004; Setton & Dawrant, 2016). By understanding the nuances of strategy use at different stages of an interpreter's development, educators can tailor training curricula to address the evolving needs of interpreters throughout their careers.

This research draws on existing literature in the field of interpreting studies, cognitive psychology, and education to build a comprehensive framework for analyzing consecutive interpreting strategies. Theoretical models like the Effort Model (Gile, 1995) and studies on interpreter training and professionalization (Setton & Dawrant, 2016; Valero-Garcés, 2008) provide a foundation for understanding the complexities inherent in the consecutive interpreting process and the dynamic nature of interpreter development.

In conclusion, this research endeavors to contribute to the ongoing discourse on interpreter training and professional development. By uncovering the characteristics of consecutive interpreting strategies employed by student interpreters and early professional interpreters, this study aims to inform educational practices, guide professional standards, and advance our theoretical understanding of the intricacies of language interpretation as well as to describe the consecutive interpreting strategies employed by student interpreters in D4 English for Tourism Industry compared to the early professional interpreters.

## **METHODS**

The research was a case study in which the researchers describe the characteristics of consecutive interpreting strategies employed by student interpreters and the consecutive interpreting strategies which could be used to improve the interpreting competence of student interpreters in D4 English for Tourism Industry. A case study is one of the many qualitative and quantitative methods that can be adopted to collect data for research. Such methods represent part of what is referred to as the research strategy that details the design and data collection approaches to be used in the research (Fowler and Mangione, 1990).

The research will be conducted in D4 in English for Tourism Industry, State Polytechnic of Malang. The research participants will include students who have completed their internship as interpreters in the real work settings.

This study employs a case study involving the characteristics of consecutive interpreting strategies employed by student interpreters and early professional interpreters. The research instruments which will be used in study namely teacher questionnaires and interpreting tasks. Questionnaires are a suitable instrument to collect useful and comparable data from a large

number of research participants. The questionnaires are closed questionnaires which mean that the teachers only need to choose the best responses and making a checklist on the provided answers. In this research, the questionnaire will focus on revealing the consecutive interpreting strategies which have been employed by the students during their internship.

Two distinct groups of participants were tasked with interpreting identical source materials, which were presented in video format. To capture the interpreting process and outcomes, each participant's interpretation was video recorded, creating a corpus of performance data. These recordings served as the key research instrument, allowing for detailed analysis. The researchers then systematically examined each video recording to identify and categorize the interpreting strategies employed by the participants. This method enabled a comprehensive comparison of strategy use between the two groups, providing rich data for analysis of interpreting techniques and approaches.

The data were collected from questionnaires and students' interpreting recording. Each subject's interpreting was recorded. After that, the recording and retrospection data were transferred to a computer for rating, selection, transcription, and analysis. In transcription, only actual words were registered to avoid being time-consuming and less readable. All other aspects were eliminated from the transcript. The questionnaires were used to collect data from the teachers after the students' data were analyzed. Questionnaires are directed to the lecturers to ask about the consecutive interpreting strategies which they have taught during in the classroom. These questionnaires are online questionnaires which were distributed to the lecturers teaching consecutive interpreting.

## **RESULTS AND DISCUSSION**

The study investigated interpreting strategies employed by two groups: twenty novice interpreters (students taking a consecutive interpreting course) and nine early professional interpreters. Through analysis of video recordings of consecutive interpreting tasks, the researchers identified distinct sets of strategies used by each group.

Novice interpreters were found to rely on four main strategies. The first, skipping, involves omitting certain information during interpretation, possibly due to difficulty in processing or remembering all details. Word-for-word translation, the second strategy, indicates a tendency to translate literally without considering context or idiomatic expressions, which can lead to awkward or inaccurate interpretations. The third strategy, guessing, suggests that novices attempt to fill gaps in their understanding by making educated guesses, which can be risky if not done carefully. Lastly, reproduction involves repeating the information as closely as possible to the original, which can be effective but may lack nuance or cultural adaptation.

In skipping strategies, the novice interpreter (student 2) skips certain elaborations, especially those that contain fewer essential details or complex sentence structures, like in the portion about Hillary Clinton's challenges in the U.S. election and the depth of gender equality issues in America. This helps maintain the flow without overwhelming the listener with excessive information. By skipping, the interpreter prevents potential confusion or overload, keeping the interpretation concise and focused on main ideas. By skipping, the interpreter prevents potential confusion or overload, keeping the interpretation concise and focused on main ideas. Moreover, in several sections, Student 03 omits complex details and examples from the source speech, such as the comparison of Indonesia's gender progress with America and specific references to prominent figures like Hillary Clinton. It reduces complexity, potentially making the interpretation easier for listeners to follow. However, it also removes context that could have strengthened the message about gender equality achievements in Indonesia.

In addition, student 04 skips some details, such as Indonesia's achievements in having multiple female ministers and prominent positions held by women. The interpreter omits specific references to the achievements of Indonesian women abroad as well. Skipping these details simplifies the interpretation, potentially helping listeners focus on the main ideas. However, it

also sacrifices nuances that might highlight the extent of Indonesia's progress in gender equality. All students applied some level of skipping, particularly when dealing with complex details, such as references to Hillary Clinton or specific examples of gender equality achievements in Indonesia. This skipping approach simplified their interpretations but at the cost of losing contextual richness. Skipping helped streamline the interpretation for easier understanding but resulted in the omission of valuable supporting details, weakening the overall depth and impact of the message.

The second strategy employed by novice interpreters is word for word. In student 1, the phrase "Kartini is a woman who bring a renewal and inspiration" is a direct translation from Indonesian without rephrasing for grammatical accuracy in English. Similarly, "has woman menteri" is directly translated without adapting "menteri" to "minister." This results in grammatical inaccuracies that may affect comprehension. However, it provides a close reflection of the source speaker's language structure, which may be useful if the target audience understands the original language structure or nuances. Furthermore, phrases such as "Kartini remind us about late update and inspiration" and "other than men, because in the modern era right now women can also being a CEO or other" show a word-for-word approach that results in grammatical errors and awkward phrasing. This literal approach affects fluency and may confuse listeners. The meaning is partially conveyed, but the awkward structure and incorrect tense use hinder full understanding.

Phrases like "the change of woman" and "we have to reduce the discrimination for a woman to we have to give a support" reflect a direct translation that leads to unclear and grammatically awkward expressions. Additionally, "they don't believe about the gender equality" shows word-for-word structure without adaptation. This approach results in awkward phrasing and potential misunderstandings due to grammatical inaccuracies, making the interpretation less fluent and possibly confusing for the audience. Each student used word-for-word interpretation to some extent, often resulting in grammatical inaccuracies and awkward phrasing. This approach caused issues with fluency and clarity, as shown in phrases like "Kartini remind us about late update" (Student 03) and "we have to reduce the discrimination for a woman" (Student 04). Word-for-word translation hindered the clarity and natural flow of the interpretations, as students struggled to convey the original speaker's intent in grammatically correct and fluent English.

In reproduction, the interpreter attempts to reproduce the core messages, especially regarding Kartini's influence on "inspiration, renewal, and equality" and Indonesia's progress on gender equality. The interpreter captures these central themes from the source language effectively. This strategy effectively conveys the main points, preserving the original speaker's intent, although some additional contextual details may be lost. The interpreter captures the primary ideas, such as Kartini's role in "gender equality" and the notion of "no discrimination," which were key themes in the source text. These points are consistently emphasized, showing an effort to reproduce the main message. By maintaining these core ideas, the interpreter successfully conveys the overarching themes of gender equality and empowerment, despite missing finer details.

The interpreter successfully conveys Kartini's core values—"inspiration, change, and gender equality"—as well as the general idea that gender discrimination should be reduced and women should be empowered. These points reflect the main themes of the original speech. By capturing these essential ideas, the interpreter maintains the main message and intent, even though some specific details are omitted. This reproduction helps convey the speaker's main themes effectively. Across the board, the students effectively reproduced the central themes of the speech, such as inspiration, renewal, and gender equality, as well as the importance of reducing discrimination and supporting women. These main ideas were consistently conveyed, though details varied. Reproduction was the strongest strategy across all interpretations,

successfully transmitting the essential message and intent of the original speaker. This maintained the core content, though with varying levels of detail and context.

The final strategy employed by novice interpreters is inferencing. In the segment “the character is a woman,” it appears the interpreter inferred the speaker's intended meaning, trying to convey the unique role of women, possibly as nurturers or leaders in modern society. However, the phrasing lacks clarity, which can create ambiguity. While inferencing can aid in bridging cultural and contextual gaps, here it results in vague language, potentially leaving listeners uncertain about the exact meaning.

While in the phrase “women can also have a job other than men,” it appears the interpreter inferred that women are achieving roles traditionally held by men, though the expression is unclear. Similarly, “Kartini remind us about late update” seems to imply the modernization brought by Kartini, though this isn't articulated well. In the phrase “women can also have a job other than men,” it appears the interpreter inferred that women are achieving roles traditionally held by men, though the expression is unclear. Similarly, “Kartini remind us about late update” seems to imply the modernization brought by Kartini, though this isn't articulated well.

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Each student attempted inferencing, especially when explaining broader concepts such as the nurturing role of women in modern society and gender equality advancements. However, the inferencing often lacked clarity, as seen in phrases like “the character is a woman” (Student 03) and “woman ... have important role for a children to shape them become the children better” (Student 04). While inferencing helped fill in cultural or contextual gaps, unclear language weakened its effectiveness. The interpretations would benefit from clearer articulation of inferred ideas.

The students demonstrated a foundational understanding of the original speech's core themes, particularly the importance of inspiration, renewal, gender equality, and reducing discrimination. Reproduction emerged as their most effective strategy, successfully preserving the main message. However, word-for-word interpretation and unclear inferencing impacted fluency and coherence, making the interpretations sometimes confusing or less impactful. To improve, each interpreter could focus on balancing clarity with contextual detail, using inferencing carefully, and rephrasing rather than directly translating for a more natural flow. A stronger emphasis on structured rephrasing over literal translation would enhance listener comprehension and engagement with the speech's full meaning.

In contrast, early professional interpreters demonstrated a more sophisticated and diverse set of six strategies. Stalling, the first strategy, involves techniques to buy time for processing information, such as using filler words or rephrasing. Reproduction, similar to the novices' strategy, was also used by professionals, likely with greater accuracy due to their enhanced skills. Word-for-word interpretation, while present in both groups, is probably used more judiciously by professionals, reserved for situations where literal translation is appropriate. Inferencing, a more advanced strategy, involves drawing conclusions or filling gaps based on context and background knowledge, allowing for more natural and culturally appropriate interpretations. Approximation, another sophisticated technique, involves using similar or related terms when exact translations are unavailable, maintaining the essence of the message. Lastly, taking advantage of cohesive markers demonstrates professionals' ability to utilize linguistic cues to maintain coherence and flow in their interpretations.

Novice interpreters were found to employ four main strategies namely skipping, word for word translation, guessing/inferencing, and reproduction. Skipping involves omitting certain information during interpretation. For example, if the speaker says, "The economic downturn of 2008, also known as the Great Recession, had far-reaching consequences," a novice interpreter might simplify it to "The 2008 economic crisis had major effects," skipping the alternative name and reducing detail. Next is word for word translation. This strategy involves translating literally without considering context or idioms. For instance, if the speaker uses the English idiom "It's raining cats and dogs," a novice interpreter might translate it literally into the target language, potentially causing confusion. Furthermore, inferencing or guessing is also one strategy mostly employed by novice interpreters. When faced with unfamiliar terms or concepts, novices might attempt to fill gaps with educated guesses. If a speaker mentions a specific economic term like "quantitative easing" that the interpreter doesn't know, they might substitute it with a more general term like "economic policy." Finally, the last interpreting strategies employed by novice interpreters is reproduction. This involves repeating the information as closely as possible to the original. For example, if the speaker provides a list of items, the novice interpreter would strive to reproduce that list in the same order and detail.

On the contrary, early professional interpreters demonstrated a wider range of six strategies. First is stalling. This involves buying time to process information. An interpreter might use phrases like "As the speaker just mentioned..." or "To elaborate on that point..." while gathering their thoughts. Next, similar to novices, but likely with greater accuracy. For instance, when interpreting a complex medical diagnosis, the professional would strive to reproduce the terminology and explanation as precisely as possible.

Third, used more judiciously than by novices, perhaps for legal terms or proper names. For example, in a court setting, the phrase "The defendant pleads not guilty" would be interpreted as closely as possible to maintain legal accuracy. After that, inferencing involves drawing conclusions based on context and knowledge. If a speaker refers to "the Iron Lady" without naming her, a professional interpreter might infer and directly state "Margaret Thatcher" in their interpretation, based on their cultural and historical knowledge.

Fifth, approximation is used when exact translations are unavailable. For instance, if interpreting a cultural concept like the Japanese "wabi-sabi" into English, the interpreter might approximate it as "the beauty of imperfection and transience." Finally, the last strategy is taking advantage of cohesive markers. This involves utilizing linguistic cues to maintain coherence. For example, if a speaker uses phrases like "firstly," "secondly," "in conclusion," the interpreter would use equivalent markers in the target language to maintain the same structure and flow. The interpreters predominantly avoided word-for-word translation, showing their understanding that direct translation could compromise meaning. However, there are specific instances where transcoding was appropriately used:

**Direct term translations:**

"gender Equality" appears consistently across all three versions  
Political positions like "president," "ministers," "governors"  
Key terms about Kartini like "inspiration" and "innovation"

**Examples:**

Student 1: "namely inspirations innovation and um and Equality"  
Student 2: "Kartini is for me inspiration, advancement and gender Equality"  
Student 3: "firstly inspiration, second is the position of women, and thirdly is gender Equality"

The interpreters demonstrated skilled use of reproduction by maintaining the core message while reformulating the expression to sound natural in the target language. This strategy was particularly evident in

**The Indonesia-US comparison:**

"especially as compared to the United States of America who has been a democracy for more than

200 years"

"compared to the US I think Indonesia is more lucky, US United States with having 200 years of independence"

"if we look at women's strategic position in Indonesia, I think Indonesia is quite lucky compared to other democratic countries including the U S"

**Discussion of women's achievements:**

"we don't only have female president but also female ministries and governors district chiefs all of whom have been quite achieving figures"

"we have women as governors mayors head of districts ministers"

"we see that women can also have achievements we also see women being in position such as in the government and as governor"

The interpreters used inferencing to make implicit connections explicit and to fill in potential gaps in understanding:

**Contextualizing Kartini's role:**

"she's very much uh related to the innovations in the life of our nations especially especially regarding their women's positions"

"Kartini according to me it's advancement inspiration for the life of Indonesian women"

"we think about women's struggle we talk about reform we talk about the nation's lives"

**Elaborating on modern women's roles:**

"in the modern age and society like now this kind of discrepancy or differences turned out to be more narrower"

"especially in this modern times where that kind of things has become easier for women"

"we see that the modern society also see the role of women"

The interpreters used various stalling techniques to maintain fluency while processing information:

**Use of fillers:**

"and uh in the innovation and inspiration and because uh she's she's very much uh related"

"has had a female uh president"

**Repetition of time-gaining:**

"especially especially regarding their women's positions"

"we saw the conversation between Clinton Bush and we saw how"

The interpreters used approximation when dealing with complex concepts or when exact equivalents might not be immediately available:

**Describing women's dual roles:**

"actors of development and dealing with different affairs but they also have to become a mother"

"women has a role naturally as mothers that is a role that cannot be replaced by men"

"we see that women are also working and they are have a double burden also as the mother"

**Describing social progress:**

"this kind of discrepancy or differences turned out to be more narrower and narrower"

"I don't think that there is too much role disparity nowadays that it is become narrower"

"I don't think that there are any discrimination right now"

The interpreters effectively used cohesive devices to maintain logical flow and coherence:

**Sequential markers:**

"so even in my personal opinion" ... "and so again I can say"

"so Kartini according to me" ... "but there's"

"so if we think about Kartini" ... "so there are three keywords"

**Additive markers:**

"and also he uh she uh created" ... "as well as gender Equality"

"we also have" ... "also in terms of"

"we also see" ... "and also"

The three interpretations demonstrate a sophisticated and nuanced application of various interpreting strategies, revealing how professional interpreters handle complex content while maintaining message accuracy and natural expression. The interpreters consistently prioritized meaning over form, which is evident in their willingness to reformulate sentences and ideas rather than stick to rigid word-for-word translation. This approach allowed them to deliver more natural and comprehensible interpretations while preserving the core messages about Kartini's legacy and women's advancement in Indonesia.

A particularly noteworthy aspect of their strategy implementation is the dynamic way they shifted between different approaches based on the immediate demands of the content. For instance, when dealing with concrete concepts like political positions or established terms, they confidently used transcoding, but quickly switched to reproduction or approximation when handling more abstract or culturally nuanced ideas. This flexibility demonstrates their professional judgment and deep understanding of when each strategy would be most effective. The interpreters' management of cognitive load stands out as a crucial element of their performance. Through strategic use of stalling techniques and cohesive devices, they created valuable processing time without compromising the flow of their delivery. This was particularly evident in how they handled the comparison between Indonesia and the United States, where they needed to process and convey complex political and social comparisons while maintaining coherence and accuracy.

Each interpreter maintained their unique style while successfully conveying the same core message, which illustrates how interpreting strategies can be effectively personalized while maintaining professional standards. For example, while one interpreter might rely more heavily on cohesive markers, another might favor approximation techniques. This variation in approach while achieving similar outcomes demonstrates the flexibility inherent in professional interpreting and the importance of allowing interpreters to develop their own strategic preferences.

The interpreters' handling of cultural and contextual elements was particularly sophisticated. They showed skill in making implicit cultural understanding explicit when necessary, while avoiding over-explanation that could burden the interpretation. This was especially evident in their treatment of Kartini's historical significance and the discussion of women's roles in modern Indonesian society. Their ability to balance these elements while maintaining flow and accuracy demonstrates the high level of professional competence required in consecutive interpretation.

A final notable aspect is how the interpreters managed to maintain consistency in key terminology and central messages while varying their expression and structure. This shows their understanding of which elements were essential to preserve exactly and which could be reformulated without losing meaning. Such discrimination is crucial in professional interpreting and demonstrates how different strategies can be combined effectively to achieve optimal communication outcomes.

The stark difference in the number and complexity of strategies between the two groups (four for novices vs. six for professionals) highlights the impact of experience and training on interpreting skills. The researchers presume that the limited strategies employed by novice interpreters may be a result of several factors: limited listening capacity, which affects their ability to process and retain information; restricted vocabulary, which hampers their ability to

express ideas accurately; and underdeveloped note-taking skills, crucial for consecutive interpreting.

These examples illustrate how early professional interpreters have a more sophisticated toolkit for handling various interpreting challenges. Their strategies allow for greater flexibility and accuracy in conveying both the content and the nuances of the original speech. The novice interpreters, while employing valid strategies, show a more limited range that may not always capture the full complexity of the source material.

This difference in strategy use highlights the importance of experience and targeted training in developing interpreting skills. It suggests that interpreter training programs should focus not just on language proficiency, but also on developing a wider range of interpreting strategies and the judgment to apply them appropriately in different contexts.

These findings have significant implications for interpreting courses. The researchers suggest that consecutive interpreting courses should be offered only after students have mastered basic language skills, ensuring a strong foundation before tackling the complexities of interpretation. It is also recommended that course materials should incorporate specific content on active listening techniques to improve information processing, chunking methods to enhance memory and comprehension, and advanced note-taking skills tailored for interpreting contexts. However, the research has some limitations which need some considerations. Notably, the researchers did not conduct interviews with the participants, which could have provided valuable insights into the cognitive processes behind strategy selection and application. Additionally, the sample size, particularly for early professional interpreters (nine), was relatively small, which may limit the generalizability of the findings.

For future research, the researchers suggest a more comprehensive approach combining interviews with observations. This would allow for a deeper understanding of both pre-interpreting strategies (how interpreters prepare) and whilst-interpreting strategies (how they manage information in real-time). Furthermore, investigating the underlying causes of the limited number of strategies used by novice interpreters. This could involve exploring factors such as cognitive load, anxiety levels, or specific aspects of language proficiency that might influence strategy use.

In conclusion, these findings underscore the critical role that experience and targeted training play in developing a broader, more effective range of interpreting strategies. The transition from novice to early professional appears to involve not just an expansion of available strategies but also a refinement in their application. This research provides valuable insights for improving interpreter training programs, potentially leading to more rapid skill development and ultimately higher-quality interpretations in professional settings.

## CONCLUSIONS

This research provides valuable insights into the development of interpreting skills by comparing the strategies employed by novice and early professional interpreters. The findings reveal that early professionals utilize a wider and more sophisticated range of strategies compared to their novice counterparts. The research highlights the complex cognitive processes involved in interpretation and the importance of developing a diverse, flexible set of strategies. It underscores the role of experience in enhancing interpreters' ability to manage cognitive load, assess relevance, and effectively convey meaning across languages and cultures.

Furthermore, the findings also reveal significant differences in strategy use between these two groups: novice interpreters employ four strategies namely skipping, word for word translation, guessing or inferencing, and reproduction while early professional interpreters employ six strategies namely stalling, reproduction, word for word interpretation, inferencing, approximation, and taking advantage of cohesive markers.

In short, it could be concluded that early professionals demonstrate a wider range of strategies. Furthermore, professionals' strategies appear more sophisticated and flexible. In

addition, the difference in strategies suggests better cognitive management and deeper linguistic understanding among professionals.

By highlighting these specific strategies and their implications, this conclusion provides a clearer picture of the skill development process in interpreting. It emphasizes the need for interpreter training programs to focus on developing a wide range of strategies and the cognitive skills that underpin them, paving the way for more effective training and ultimately, higher quality interpretation services.

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