

# Assessing Students' Consecutive Interpreting Quality (A Case Study in English Literature Study Program)

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**Abstract:** This research aims to assess the quality of students' consecutive interpreting in terms accuracy, fluency, and acceptability in English Literature study program, Faculty of Adab and Humanities, UIN Sunan Gunung Djati Bandung. This research uses qualitative case study method with the results that shows 153 data from 10 students that have interpreted the messages consecutively. In terms of accuracy, there are 137 (89.56%) data were transferred accurately, 11 (7.18%) data were transferred less accurately, and 5 (3.26) data were transferred inaccurately. In terms of fluency, there are 125 (81.69%) data were transferred fluently, 25 (16.33%) data were transferred less fluently, and 3 (1.98%) data were not transferred fluently. Meanwhile, in terms of acceptability there are 128 (83.66%) data were transferred acceptable, 20 (13.07%) data were transferred less acceptable, and 5 (3.27%) data were transferred not acceptable. This research shows students are having considerable skill in interpreting the messages from source language into the target language consecutively.

**Keyword:** Accuracy, Fluency, Acceptability

## INTRODUCTION

English Literature study program in UIN Sunan Gunung Djati has two translation courses. They are translation and interpreting courses. Both courses have similarities and differences. The similarity is that these courses translate the message from source language into the target language. Meanwhile, the difference is that translating is an activity of transferring the message from source language into the target language in written. At the time, interpreting implies that there is a transition of source language into the target language in spoken form (Saehu, 2018).

The students were required to take consecutive and simultaneous interpreting during their years. The interpreting courses focused on theory, simulation, and practice. During practicing, students experienced some problems in transferring the message from source language into the target language. The problems that appeared are grammar, vocabulary, speaking, meaning, listening and many more. Those problem led to the quality of each student's interpretation. Students who did not master grammar affected the meaning and naturalness of sentences. For example, in the message of source language (SL) "*Najwa mengatakan bahwa anggota parlemen di negara lain sibuk soal virus korona.*" Which was interpreted into target language (TL) as, "*She said that by the letter, in other countries, they are more focus about covid-19.*" The interpretation is less acceptable because there is a grammatical error. The word *focus* is a verb and it should be attached to preposition *on*. Thus, the interpretation would be "*She said that in other countries, they are more focus on covid-19.*"

Likewise, the lack of vocabulary when interpreting the message from SL into the TL impeded the fluency of the process and the accuracy of the meaning. In the example, "*I just need that one thing this missing key,*" that was interpreted as, "*Aku butuh sesuatu itu. Sesuatu yang hilang adalah kunci.*" The word *key* can be replaced by the word *petunjuk* to make it easier for audiences to understand the message conveyed by interpreter. Supposedly, the acceptable interpretation would be, "*Aku hanya memerlukan petunjuk yang hilang ini.*" Mastering vocabulary is also important to avoid misunderstandings. A word can have many meanings. Thus, interpreters must be able to choose the appropriate words for use according to the message.

This assessment quality can be used to determine students' understanding of the lectures' topic and the quality of students' interpretation. This quality assessment is divided into three parameters. They are

accuracy, fluency, and acceptability. When students are able to interpret the message from SL into the TL accurately, it means accurate. When students are able to interpret the message from SL into the TL fluently, it means fluent. When students are able to make audiences understand and accept their interpretation results, it can be said to be acceptable.

In the aforementioned example, the existence of a simulation in consecutive interpreting practice can facilitate students' fluency when pronouncing sentences in English. Therefore, the final examination practice that have been carried out by students through videos were the final product of the consecutive interpreting lecture process. In addition, the videos have been well prepared by students in terms of grammar, vocabulary, speaking, meaning and listening. Therefore, it is necessary to assess the consecutive interpreting quality of students in terms of accuracy, fluency and acceptability. From the statements above, this research aimed to assess students' consecutive interpreting quality in English Literature study program, Faculty of Adab and Humanities, UIN Sunan Gunung Djati using parameters of accuracy, fluency and acceptability.

## **METHOD**

This research uses a qualitative case study method. This qualitative case study method is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. Zainal states that in their true essence, case study explore and investigates contemporary real-life phenomenon through detail contextual analysis of a limited number of events or conditions and their relationship (Zainal, 2007). This research involves 225 students at 4<sup>th</sup> semester in batch 2018 of English Literature study program who took part in consecutive interpreting practice from class A-E. 10 of 225 video were then selected purposively, consisting of 2 best videos from each class. The considerations of taking 10 best videos were based on the highest score students in the courses of translation, speaking and listening. These courses are considered to support directly the course of consecutive interpreting which requires the ability to listen, speak, and translate.

The data were collected by using audiovisual material and documents. The following steps of collecting data are downloading consecutive interpreting video from YouTube by English Literature study program. After that, the researchers watched and listened to the videos. Finally, the researchers transcribed them verbatimly. The researchers used the audiovisual material method in collecting data. Audiovisual materials take the forms of photographs, art objects, videotapes, or any forms of sound (Cresswell, 2012). The researchers documented the consecutive interpreting videos from 10 best students who did the first try in doing consecutive interpreting and was uploaded to YouTube channels, namely Bunga Kartika, Astin Gusmiyati, Eka aulia, Dhisa Ayu, Ridwan Muhammad, Lulu, Ani, Dini Nur, Arya Nurusy, dan Desri Utari.

Those collected data videos were then transcribed to assess the accuracy of the content of messages and the acceptability of the message naturalness-grammatical parameter. The videos were also watched and listened to assess the fluency of pronouncing and transferring the message to audiences.

In working with the data analysis, the researchers assessed how accurate the consecutive interpretation done by students of English Literature study program. The analysis to accuracy covered the lagging time, the similarity of meaning, and the choice of lexical items. The researchers also assessed how fluent the message is. The analysis of fluency consisted of assessing stressed words, stressed phrases, sentence intonations, juncture, mispronouncing, softness and loudness. At last, the researchers assessed how acceptable the messages delivered to the audiences. This covered naturalness, context based on culture, grammar, diction, and expression. In assessing those three parameters of interpreting quality, the researchers used scoring rubric under 3,2, and 1 scale for each parameter. 3 (three) means high score, 2 (two) means moderate score, and 1 (one) means low score gained by student in interpreting the messages consecutively in terms of accuracy, fluency, and acceptability.

## **RESULT AND DISCUSSION**

This result of the research includes the assessment of each interpreting quality namely accuracy, fluency, and acceptability. From those 10 videos, the researchers found 153 data to be analyzed which is finally became the valid results.

### *The accuracy of students in interpreting the messages consecutively*

The term accuracy is closely related to the meaning equivalence of the message between SL and TL. Accuracy represents how accurate the content of SL that transferred into TL (Wiguna, 2019). Shuttleworth and Cowie (Cowie, 1997) in Angono's thesis states that accuracy is a term used in translation evaluation to refer to the extent to which a translation matches its original. Its actual meaning in the context of a given translation must depend of the type of equivalence (Angono, 2012). Not only that, accuracy attentive to the terms used by interpreters. As stated by Zgusta in Mona Baker course book, every word or lexical unit has something that is individual, that makes it different from any other word (Baker, 1992). From Zgusta's statement, the interpreters should be able to catch every word, phrase, or sentence delivered by speaker.

Paying much attention to the number of accurate information conveyed by speakers and the interpreter is of great necessary. For example, if there are 10 information given by speaker, then interpreter must transfer the same. The first type of interpreting quality is accuracy which can be found on the data 008,026,001,011,110, and 119. Take a look at the following table 1.

**Table 1.** Quality of Accuracy

No data	Source Language	Target Language	Accuracy
008	Mendapatkan vaksin untuk virus korona sangat mahal	The development of a vaccine of corona virus is expensive.	Accurate
026	Harganya yang murah, gampang ditemukan serta mudah digunakan membuat plastic digemari masyarakat di Indonesia	Because of its cheap price, easy to find and easy to use, plastics become popular in Indonesian society.	Accurate
001	Wabah menakutkan bisa diakhiri dengan penemuan sebuah vaksin	A terrifying <b>pestilence</b> can end by a vaccine	Less accurate
011	Meski demikian, tak sedikit yang ikut berlomba untuk mendapatkannya, sebab siapa yang menang akan mendapatkan untung besar.	But, people don't give up and still fight because it will bring the huge profit and benefit to its inventor and <b>to many people</b> .	Less accurate
110	Satu keluarga yang terdiri dari 9 orang di desa Pagaule kabupaten Nias, Sumatera Utara mengalami demam tinggi, satu diantaranya meninggal dunia pada hari minggu kemarin.	-	Not Accurate
119	Dari keterangan sementara, seluruh anggota keluarga tersebut memiliki riwayat perjalanan dari kawasan zona merah.	From the temporary statement the family ha.. have the <b>history of travelling</b> to the red-zone of corona .	Not Accurate

Table 1 shows the analysis of consecutive interpretation delivered by students. In the 001 data, the interpreter used the term **pestilence** rather than pandemic. Regardless of how terrify the pandemic is, the

term pestilence is less appropriate because it refers to *Yersinia Pestis* or *Pasteurella Pestis*. That is why, it is better to change pestilence into pandemic. In addition, the 011 data shows less accurate quality when the interpreter added **to many people** which was not mentioned by speaker at all. However, it did not give significant effect for the interpretation result and still understood by audiences. The table 1 also shows inaccurate interpretation such as in 110 data, when speaker delivered the messages, the interpreter cannot transfer the message and keep silence for a second. The 119 data has the same case with 001. It is when the interpreter chose less appropriate diction to use. The SL phrase of **riwayat perjalanan** which was interpreted into the TL as **history of travelling** seems not suitable for that condition. When corona virus attacked the world, many countries were applied impose restrictions towards community activities which is impossible for citizens to travel. Here, the researchers conclude that rather than using the term of **travel**, it is better to change it as **history of crossing the red zone of corona**.

The data belong to this first type of quality assessment can be seen in the table 2.

**Table 2.** Interpretation Accuracy Quality Data

Parameter	Data Number	Total	%
Accurate (3)	2,3,4,5,6,7,8,9,10,12,13,14,15,16,17,18,19,20,21, 23,24,25,26,27,28,29,30,31,33,34,35,36,37, 38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53, 54,55,56,57,58,59,60,61,63,65,66,67,68,69,71 73,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89, 90,91,92,94,95,96,97,98,99,100,101,102,103, 104,105,106,107,108,109,110,111,112,114,116,120, 121,122,123,124,125,126,127,129,130,131,132,133,13, 135,136,137,138,139,140,141,142,143,144,145,146, 147,148,149,150,151,152,153.	137	89.56%
Less accurate (2)	1,11,22,32,62,64,70,72,113,115,117	11	7.18%
Inaccurate (3)	74,93,118,119,128	5	3.26%
<b>Total</b>		<b>153</b>	<b>100%</b>

Table 2 shows result of consecutive interpreting quality in terms of accuracy. From 153 data that was assessed, there are 137 (89.56%) data with the high quality in transferring accurate message. 11 (7.18%) data were transferred less accurately and 5 (3.26%) data were transferred inaccurately. When interpreters try to understand the contents of source messages, it means they have to understand the context. Thus, interpreters can choose the appropriate diction to be transferred. From the data above, most of students were able to choose appropriate word that has similar meaning between SL and TL. However, there are still less accurate and inaccurate quality which described that there are students who did not master the vocabulary well. Nevertheless, the table shows a high presentation was highly accurate which can be conclude that students were highly accurate to interpret the messages from SL into the TL consecutively.

### ***The fluency of students in interpreting the messages consecutively***

Fluency is the second parameter in assessing interpretation quality. An interpreter is like a bridge that connects speaker to audiences. That is why becoming fluent is one of the characteristics related to speaking skills. When interpreters are fluently transferred the messages from SL into TL, it makes audiences believe to interpreters' ability in interpreting the messages. Here, the aspects of fluency are pronunciation, stressed words/phrases, juncture, and pauses. Yifei Zhang states that fluency refers to smooth delivery (numbers of pauses over two seconds and fillers like "en" and "ah" will be counted),

back interpreting and speed and it is as well as this research (Yifei, 2021). Hence, if an interpreter has zero mispronunciation in meaning when transferring the messages, it can be said fluent and will be given 3 score. If the messages fluently transferred but there are some doubts and appearance of pauses (*mmm..*), it can be said less fluent and will be given 2 score. However, if an interpreter makes many mispronunciations, pauses, and feel hesitant, then it can be said as not fluent and will be given 1 score.

**Table 3.** Quality of Fluency

No data	Source Language	Target Language	Fluency
050	Blautopf adalah salah satu sumber air yang penuh misteri di Jerman	Blautopf is one of the mysterious found in German.	Fluent
051	Masih saja ada hal baru yang bisa ditemukan disini, karena ada sesuatu yang tidak bisa dilihat, jauh dibawah permukaan air.	New thing can be found here because of many things that can't be seen under the water.	Fluent
018	..vaksin berbasis scan. Vaksin jenis ini menggunakan materi genetik RNA yang disuntikkan ke tubuh manusia	The vaccine developed by <b>scan</b> (repeated). It uses the material RNA. <i>Uhh..</i> RNA is given to <b>human body</b> (repeated)	Less fluent
059	Yang utama adalah rasa syukur karena bisa berada ditempat yang selama ini belum tersentuh manusia..	The main <b>think</b> (thing) is the thank because can visit undiscovered place	Less fluent
109	Meskipun begitu, dilansir dari bbc.com, para ahli di gugus tugas gedung putih COVID-19 mengatakan kurva wabah mulai mendarat diseluruh AS.	Even so, according to BBC.com, the experts in covid-19 at white house, reported that the curved of the <b>pledge</b> (plague) has <b>fleterned</b> (flatten) <b>crush</b> (across)the US.	Not fluent
128	Ini virus berbahaya dengan tingkat penularan sangat cepat	This is a dangerous virus wit a fast .....	Not fluent

Table 3 shows the variations in interpreter fluency. The 018 data shows the repetition when transferring the messages from SL into the TL consecutively. Being interpreter for the very first time makes students nervous or fearful exactly. It is same as what Natalia says in Novalo Translations websites that some fears usually arise among most inexperienced interpreters or under new circumstances (Sebastian, 2014). That is why the data 018 shows interpreter repeated twice and paused once by saying *uhh*. The 059 data mispronounced once when the interpreter needed to say **thing** but it sounds like **think**. Moreover, the 109 data shows that the interpreter did mispronouncing English words three times and it assessed to be not fluent. Those three words are **plague** that pronounced as **pledge**, the word **flatten** that pronounced as **fleterned**, and the word **across** that pronounced as **crush** while the data 128 was not conveyed all messages. When interpreters mispronouncing English word, it can happen because of feeling fearful that effects the audiences confuse about what the topic is being talked. In this case, Natalia also states that a good way to try to overcome the stage of fright is to isolate oneself from the own environment, surrounded by people, and focus one's attention on the speaker and the data providing.

Practice helps us control most of fears and increase self-esteem because if interpreters are self-confident, they will be able to success in many other situations. In this assessment, the researchers gave 3 scores to the 050 and 051 data as fluent. 2 scores for 018 and 059 data as less fluent because interpreters made repetitions but it did not make the audiences felt confused and still able to know what was being spoken by interpreters. 1 score for 109 and 128 data as not fluent because interpreters was

mispronouncing three times. Because of this, practicing spoken English words is needed to improve speaking skills and to make audiences understand the sentences that is being spoken.

The data belong to this second type of quality assessment can be seen in the table 4.

**Table 4.** Interpretation Fluency Quality Data

Parameter	Data Number	Total	%
Fluent(3)	1,2,3,4,5,7,8,9,10,11,12,13,14,15,17,21,22,23,24,25,26,27,28,29,30,32,33, 34,35,36,37,38, 39,40,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,60,61,62,64,65,67,68,69,70,72,76,78,80,81,82,83,84,85,86,87,89,90,91,92,93,94,95,96,98,99,101,102,103,104,105,106,108,110,111,112,113,114,116,118,120,121,122,124,125,126,127,129,130,131,133,134,135,137, 138,139,140,141,142,143,144,145,146,147,148,149,150,151,152,153	125	81.69%
Less fluent (2)	6,16,18,19,20,31,41,59,63,66,71,73,75,77,79,88,97,100,107,115,117,119,123,132,136	25	16.33%
Not fluent (3)	74,109,128	3	1.98%
<b>Total</b>		<b>153</b>	<b>100%</b>

Table 4 shows the results of interpreting quality in term fluency. From 153 data that was assessed, there are 125 (81,69%) data with the high quality in transferring message fluently. 25 (16,33%) data were transferred less fluent and 2 (1,98%) data were not transferred fluently. From the assessment above, the researchers conclude that students were highly fluent to interpret the messages from SL into the TL consecutively. The researchers also found problems that was experienced by students such as mispronunciation, repetitions, feel hesitant, appearance of pauses, and so on. Therefore, students must practice English words that hard to pronounce and learn more to reduce pauses. Consequently, Jones states that a qualify interpreter does not make fake pauses because becoming fluent is one of the important qualities in transferring the messages (Jones, 2014) which is in line with what was said by Kurtz, “*fluency is more important aspect than accuracy and acceptability for the audiences.*” (Kurz, 2001). Other than that, becoming fluent makes interpreter more confident and audience more believe in interpreter.

### ***The fluency of students in interpreting the messages consecutively***

A message transferred should be understood by audiences in terms of society and culture. Here, an interpreter must be able to understand the culture that is being discussed. So, interpreters have to choose appropriate words related to the culture (in that country), grammar, expression, and diction. Likewise, if the message transferred looks natural in term of culture, grammar, expression, and diction, it can be said acceptable and will be given 3 scores. If an interpreter does not understand the culture, grammar and chooses words that are not appropriate to the context, it can be said less acceptable and will be given 2 scores. Nevertheless, if an interpreter looks unnatural and the message transferred is not understood by audiences, it is not acceptable and will be given 1 score.

**Table 5.** Quality of Acceptability

No data	Source Language	Target Language	Acceptability
024	Namun, ia tak menjadi kaya raya dengan penemuan ini karena tak	But he did not get rich on his discovery because he didn't try to	Acceptable

	berupaya mendaftarkan temuannya.	register the copyright on his invention.	
138	Anda kembali di redaksi siang. Jika di Blitar ada shalat terawih yang berlangsung super cepat yakni kurang dari 10 menit, ternyata ada juga shalat terawih yang super lama yakni 8 jam, berikut informasinya..	Welcome back to redaksi siang. If in Blitar there is a tarawih prayer that takes place super fast which is less than 10 minutes, it turns out there is also a super long terawih prayer which is 8 hours, this is the information	Acceptable
064	Melalui surat tersebut nazwa mengatakan anggota parlemen di negara lain sibuk membahas soal virus korona	She said that by the letter in other country they are more <b>focus about</b> covid nineteen	Less acceptable
095	Amerika serikat telah menjadi negara pertama di dunia yang mencapai lebih dari 2000 kematian akibat virus korona dalam sehari.	US <b>become</b> the first country in the world that <b>record</b> more than 2000 death by corona virus in a day.	Less acceptable
002	Penemuan vaksin polio membuat nama Jonas Salk Dikenal di seluruh dunia	Jonas Salk discovered a vaccine <b>for polio</b> that made him famous around the world.	Not acceptable
093	Kita tidak malu lagi jika mempunyai tahi lalat.	We <b>wanna</b> shame of <b>our</b> if we have the moles	Not acceptable

Table 5 shows the results of interpreting quality in term of acceptability. The 064 data presents less acceptable because there is a grammatical error. The phrase **focus about** is less acceptable because the word **focus** is a verb and should be attached to preposition 'on' and it is known as phrasal verb. Besides that, the data 095 shows grammatical errors. It is basic grammar and as interpreters, students have to know the basic rules in sentences. US is a singular form and it followed by verb-s as well as the determiner of **that** which should be followed by verb-s. Moreover, the data 002 assessed not acceptable when speaker says "*penemuan vaksin Polio,*" which was interpreted as "*discovered a vaccine for Polio,*" it will create misunderstanding between speaker and audiences because using **for** however looks like for someone, it means the vaccine is given to someone named polio. Therefore, rather than using *discovered vaccine for Polio*, the interpreter is better to say *discover Polio vaccine* or *discover a vaccine of Polio*. The data belong to this third type of quality assessment can be seen in the table 6.

**Table 6.** Interpretation Acceptable Quality Data

Parameter	Data Number	Total	%
Acceptable(3)	3,4,5,6,7,8,9, 10,11,12,13,15,16,17,19,20, 21,23, 24,25,26,27,28,29,30,31,32,33,35,36,37,38,39,40, 41,42,43,44,46,47,48,49, 50,51,52,53,55,56,57,58, 59,60,61,62,63,65,66,67,68,69,70,71,73,75,76, 77,78,80, 81,82,83,84,85,86,87,88,89, 90, 94,96, 98,100,101,102,105,106,107,108,109,110,111, 112,113,115,116,117,118,120,121,122,123,124, 125,126,128,129,131,132,133,134,135,136,137, 138, 139,140,141,142,143,146,147,148,149,150,151,152,153	128	83.66%
Less acceptable	14,18,22,34,45,54,64,72,79,91,92,95,97,99,103, 104,114,119,127,130,144,145	20	13.07%

(2) Not acceptable (3)	1,2,72,74,93	5	3.27%
<b>Total</b>		<b>153</b>	<b>100%</b>

Table 6 shows the last results of interpreting quality in term acceptability. From 153 data that was analyzed, there are 128 (83.66%) data with the high acceptability in transferring messages from SL into the TL. 20 (13.07%) data were less acceptable transferred, and 5 (3.27%) data were not acceptable. From the assessment above, the researchers conclude that students' interpretation were highly acceptable when interpreting the messages from SL into the TL consecutively.

When interpreting the messages from SL into the TL, students faced some problems that lead to the quality of interpretation and one of them is acceptability. The researchers found that grammatical error is a dominant problem when interpreting messages. Students need to know and learn more about grammar and pronouncing English words. Therefore, when simulation of interpreting courses come, they have ready and prepared for it. A slight error in grammar may still make the audience understand. Still and all, a good grammar will make it more perfect.

Those three parameters can be a benchmark for assessing interpreting quality during interpreting simulation process. With these parameters, both lectures or students are able to find out which objectivity assessment is more dominant.

## CONCLUSION

The simulation of consecutive interpreting is the first try by students. That is why, all have been prepared well. However, students faced some problems when interpreting the messages that influenced the quality of interpreting the messages from SL into the TL. Even so, interpreting course did theory, simulation, and practice during school years. That makes students are able to prepare for examination. Here, the researchers provide the results of students' first try video that acts to be interpreters. At last, there are 153 data from 10 students that have interpreted the messages consecutively. 137 (89.56%) data were accurately transferred, 11 (7.18%) were less accurately transferred, and 5 (3.26) data were transferred inaccurately. 126 (82.37%) data were transferred fluently, 25 (16.33%) data were less fluently transferred, and 2 (1.30%) data were not fluently transferred. 128 (83.66%) were acceptability transferred, 20 (13.07%) were less acceptable, and 2 (1.30%) data were transferred not acceptable.

When students are able to interpret the message from SL into the TL accurately, it means accurate. When students are able to interpret the message from SL into the TL fluently, it means fluent. When students are able to make audiences understand and accept their interpretation results, it can be said to be acceptable.

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