CAUSES AND IMPLICATIONS OF LANGUAGE CONFUSION ERRORS IN STUDENTS' SIMULTANEOUS INTERPRETATION

(A Case Study at the English Tadris Study Program in IAIN Curup)

THESIS

This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in English Language Education

By:

YONGKI RAMADHAN PUTRA
NIM. 20551077

ENGLISH TADRIS STUDY PROGRAM

EDUCATION (TARBIYAH) DEPARTMENT

STATE COLLEGE OF ISLAMIC STUDIES

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Nomor: 176 /In.34/F.TAR/I/PP.00.9/02/2024

Name : Yongki Ramadhan Putra
NIM : 20551077
Faculty : Tarbiyah
Department : Tadris Bahasa Inggris
Title : Causes and Implications of Language Confusion Errors in Students'Simultaneous Interpretation

Has been examined by examining board of English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day, Date : Friday, Februari 16th 2024
Time : 08.00-09.30 AM
At : Room 01 of The Department of English Study Program

Has been received to fulfill the requirement for the degree of Strata 1 in English Study Program of *Tarbiyah* Faculty IAIN Curup.

Examiners,

Head,

Dr. Sakut Anshori, S.Pd., M.Hum.
NIP. 19811020 200603 1 002

Secretary,

Dr. Prihantoro, SS., M.Pd.
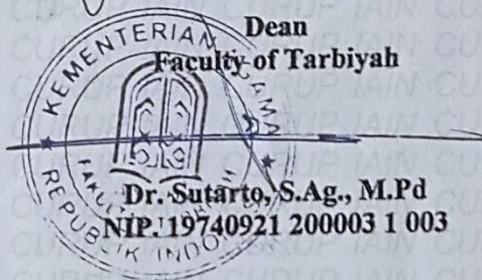NIP. 19750820 200801 1 004

Examiner I,

Dr. Leffy Noviyenty, M.Pd.
NIP. 19761106 200312 2 004

Examiner II,

Sarwo Edy, S.Pd.I., M.Pd.
NIDN. 2007068102

Dean
Faculty of Tarbiyah

Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 200003 1 003

Hal   : Pengajuan Sidang Munaqasah

Kepada

Yth. Bapak Dekan Fakultas Tarbiyah IAIN Curup

Di

    Curup

Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Yongki Ramadhan Putra (20551077)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"Causes and Implications of Language Confusion Errors In Students' Simultaneous Interpretation"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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Curup,   Januari 2024

Advisor

Dr. Sakut Anshori, S.Pd., M.Hum
NIP. 19811020 2006041002

Co-Advisor

Dr. Prihantoro, SS., M.Pd
NIP. 197508202008011004

THE STATEMENT OF OWNERSHIP

The author who had signed below:

Nama   : Yongki Ramadhan Putra

NIM   : 20551077

PRODI   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah

Declare that the thesis entitled **"Causes and Implications of Language Confusion Error in Students Simultaneous Interpretation"** was written honestly and to the best of my ability. In the event that this thesis is shown to be incorrect the next day, the author agrees to accept responsibility for the results, to comply with IAIN Curup's regulations, and to face any further criticism.

Curup, 31 January 2024

Author

F6377AKX716900015

Yongki Ramadhan Putra
NIM. 20551077

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PREFACE

All praise and thanks are due to Allah SWT. With the help of His blessings, I, the author, have finished this thesis with admirable outcomes and putting forth on my best effort. This thesis has been turned in to fulfill the requirement of Institut Agama Islam Negeri (IAIN) Curup for the S1 degree.

This study phenomenon lies on the cascade of cognitive processes, especially one that related to the interpretation performance, that resulting in errors. While many researchers see these errors and try to classifies them to certain types, researcher view this as the dynamic orchestra between the cognitive and linguistic knowledge that need to be clarify. Researcher believe that these errors is a window for us to see the interplay between language and how they affect our language acquisition simultaneously when we speak in multilingual.

Although there are rooms for improvement in the analytical results of this study, particularly considering how the need about interpretation study in the English Study Program, researcher think that more researchs on interpretation has the potential to make ground-breaking discoveries. Researcher hopes that this study is useful to the further exploration.

Curup, 31 January 2024

Author

Yongki Ramadhan Putra

NIM. 20551077

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In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

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In order to be success in the future, the author still requires constructive feedback. The findings of this study hopefully be able to positively impact how other schools build their educational programs. May Allah bestow onto those who are not mentioned and for the acknowledgment above the greatest recompense. Aamiin.

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Curup, 31 January 2024

Author

Yongki Ramadhan Putra

NIM. 20551077

MOTTO

"Study in silence, win in silence"

<div align="right">

—Yongki R. Putra

</div>

ABSTRACT

Yongki R. Putra : **Causes and Implications of Language Confusion Errors in Students' Simultaneous Interpretation**

Advisor : Dr. Sakut Anshori, S.Pd., M.Hum.

Co-advisor : Dr. Prihantoro, SS., M.Pd.

This study aimed at investigating errors in simultaneous interpretation and examining the cognitive procesess of interpreters using Error Analysis theory. The study emphasizes the link between Second Language Acquisition (SLA) and interpretation, highlighting the transfer of linguistic repertoire in interpreters' minds. It assumed that this transfer plays a crucial role in the manifestation of potential new types of errors.

To clarify this assumption, this study conducted Document Analysis in 6 videos of the simultaneous Interpretation exam and perform interview to the 6 of the student interpreters at IAIN Curup. From 281 line of data that had 73 classified coded errors, researcher noted the finding of two new errors namely Language Confusion Errors and Repetition Errors. This new finding proved the cross-linguistic issues highlighted in this study. This study also found multiple error in one utterance that serving as a source to explain the cognitive causes of it.

Another result of this study is the strong interference of Indonesian language to the performance of the interpreter. It argues for negative transfer of L1 and representational nature of how underdeveloped language error is triggered by nervousness, mind blank, speaking speed, interpreting struggle, L1 interference, lost of focus and not catching the messages. These concerns are particularly evident in the connection of the language and interpreters L2 acquisition, which are the factors that help in exploring how language is mixed and altered in the brain. This study suggests the improvement of feedback on student interpreter and error-based evaluation at any practice regarding the development of students' language acquisition.

Keywords: simultaneous interpretation, error analysis, interference, second language acquisition, interpretation performance, cross-linguistic transfer;

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LIST OF ABBREVIATIONS

AD   : Addition error

DT   : Distortion error

DV   : Developmental error / Intralingual

HE   : Hesitation error

Int   : Interpreter

IN   : Interference Error / Interlingual

LP   : Inadequate Language Proficiency error

LT   : Literal Translation error

OM   : Omission error

PA   : Paralinguistic error

PE   : Protocol & Ethic error

RG   : Register error

SB   : Subtitution error

EA   : Error Analysis

SLA   : Second Language Acquisition

L1   : First Language

L2   : Second Language

LCE   : Language Confusion Errors

CHAPTER I

INTRODUCTION

A. Background of the Research

In the modern world, language interaction is very common in multicultural settings and also a natural and unavoidable outcome of linguistic diversity within cultures[1] which serving as the primary tools for communication.[2] Even if language learning is made possible by technological advancements, linguistic barriers and cultural differences often lead to challenges in multicultural communities and international business[3] making the communication hard and requires a need for interpreters.

Interpretation has seen as difficult job and become common practice at large international communication since the 1920s.[4] Despite its difficulties, interpreters are currently trained in and employed at all educational levels, across a wider range of different types.[5] According to US job demography statistics, 54% of interpreters are individuals with a Bachelor's degree, contributing to a decrease in the unemployment rate

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[1] Brent L Iverson and Peter B Dervan, *Handbook of Intercultural Communication* (Lviv University Publishing, 2023), 20.
[2] K. Penuel and Matt Statler, "Language Issues and Barriers," *Encyclopedia of Disaster Relief*, 2014, 1–5, https://doi.org/10.4135/9781412994064.n153.
[3] Iverson and Dervan, *Handbook of Intercultural Communication*, 52.
[4] Ako Ghazaee and Wrya Ali, "Difficulties and Problems of Simultaneous Interpretation in Kurdistan Region – Iraq," *Journal of Garmian University* 6, no. 3 (2019): 272
[5] Ghazaee and Ali, 274.

from 2010 to 2021.[6] These statistics highlight the trends of interpretation in this century which could be the prove of the importance of the interpretation since the beginning of its emergences.

Looking back to the early 1990s, Interpretation emerged comparatively in the same year as Second Language Acquisition theories.[7] SLA researchers in the early nineties such as Lado[8], Corder[9], and Ellis[10] proposed the model of Contrastive Analysis, Error Analysis, and Interlanguage.[11] But it was crucial to remember that interpretation studies in that era primarily described source and target languages (SL/TL), ignoring things like the actual learning process, output, context, and individual differences.[12] This phenomenon makes it possible in this present time to use these vital models to determine the errors that occured in the interpreter's performances with SLA lens of study, the linguistic discipline that rised in this study. By refer to this discipline in interpretation study, it was very crucial to not despiting the process of the interpretation performance.

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[6] *'CONFERENCE INTERPRETER DEMOGRAPHICS AND STATISTICS IN THE US'*, *Zippia*, November 18, 2023, https://www.zippia.com/conference-interpreter-jobs/demographics/
[7] Ayad Hameed Mahmood and Ibrahim Mohammed Ali Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before," *English Language Teaching* 11, no. 10 (2018): 95
[8] Robert Lado and Ann Arbor, "Linguistics across Cultures : Applied Linguistics for Language (Reviewed by Walter S . Avis , Royal Military College)," *Canadian Linguistic Association / Revue de l'Association Canadienne de Linguistique*, 2017.
[9] S.P Corder, "International Review of Applied Linguistics in Language Teaching," *International Review of Apllied Linguistics in Language Teaching* 5, no. 4 (1967): 161–70.
[10] Rod Ellis, *The Study of Second Language Acquisition*, 2nd ed. (Guangdong: WH Press - Shanghai Foreign Language Education, 1999).
[11] Mohammad Hamad Al-Khresheh, "A Review Study of Error Analysis Theory," *International Journal of Humanities and Social Science Research* 2 (2016): 49–59.
[12] Fahad Hamad Aljumah, "Second Language Acquisition: A Framework and Historical Background on Its Research," *English Language Teaching* 13, no. 8 (2020): 201.

Hence, it is important to remember Prof. Daniel Gile's well-known theory published in 1995, the Effort Model,[13] which was briefly explained the difficulties and factors that interfere with simultaneous, consecutive, sight, and script interpretation.[14] Nevertheless, Prof. Gile's model ignores the interpreter's prior learning process and only describes how the interpretation process operates[15]. Since achieving proficiency in both the source and target languages is a prerequisite for all interpreter, further researchs were needed to determine the negative factors that making interpretation learning uneffective, especially the one that focused on the education side of the interpretation study.

For this purpose, researcher highlighted the Error Analysis (EA) as it is a model to assess for the errors of L2 learners to their L1 during interpreting.[16] EA evaluates students' performance in both speech and writing and looks for errors made by L2 learners, examines them, pinpoints the precise places of these errors, and then only compares those exact parts.[17] Considering that it is not always possible to tell what the L2 student has learned by focusing only on errors[18], we need a way to assess the students interpreting performance, which then could be linked with both

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[13] Daniel Gile, "Basic Concepts and Models for Interpreter and Translator Training: Revised Edition (Benjamins Translation Library)," 1995,.

[14] Yue Wang, "Strategies in Simultaneous Interpreting Based Upon Effort Model" 8677 (2022): 431.

[15] Wang, "Strategies in Simultaneous Interpreting Based Upon Effort Model."

[16] Mahmood and Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before."

[17] Mahmood and Murad, 98.

[18] Muriel Saville-Troike, *Introducing Second Language Acquisition*, *Introducing Second Language Acquisition*, 2012, 43.

Error Analysis and Interpretation study. Using this, the causes of errors in the interpreting process can be studied and briefly explored.

In the previous studies, researchers like Barik, Pratiwi, Ako, and Immaculata have conducted significant research that contributed groundbreaking work to categorize interpreting errors. Barik initially undertook the brief categorization and subclassification of omission and addition errors in interpreter performance.[19] Subsequently, Pratiwi and Immaculata quantified and expanded the scope of Barik's error categories[20] and what factors that affecting interpretation performance[21], while Ako meticulously analyzed the difficulties and challenges encountered by interpreters.[22] However, even with the extensive analysis provided by the aforementioned studies, it is still unclear exactly how the errors relate to the language acquisition process. Furthermore, the aforementioned study makes no mention of how Prof. Gill's Effort Model influenced the interpretation. This is very unfortunate, especially if we look back to the rich study of SLA[23] and its potential effect on student language acquisition.

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[19] Henri C. Barik, "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation," *Meta: Journal Des Traducteurs* 16, no. 4 (1971): 199.
[20] Rully Sutrirasa Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH," *Journal of English and Education* 4, no. 1 (2016): 127–46.
[21] Regina Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting" 13, no. April (2022).
[22] Ghazaee and Ali, "Difficulties and Problems of Simultaneous Interpretation in Kurdistan Region – Iraq."
[23] Amirreza Karami, "Systematic Review of Research in Second Language Acquisition : A Snapshot of the Past Ten Years (2009 – September 2019)," no. November (2019), https://doi.org/10.20944/preprints201911.0088.v1.

Several researchers agree[24] that the mistake process from SL to TL was the cause of the errors and mistakes in the interpreter's performance. Nevertheless, the miss-transfer procedure is not the only cause of errors.[25] With this in mind, the negative transfer in both linguistic repertoires[26] are assumed to be another causes that affecting interpretation errors, which this 'transfer assumption' will be refered in this study as Language Confusion Errors. Additionally, a number of external variables are contributing to the errors in the aforementioned studies[27], raising questions about the main causes of the errors and the implications of those in the SLA progress of the interpreter itself. However, before we delve straight to find the answer of the causes and implications, the pre-observation were needed to determine the manifestation of errors.

Following this intention, a pre-observation was carried out in the Interpretation Course practice on 6B and 6C class of the English Study Program at IAIN Curup to check wheter the interpreting errors were existed or not. The pre-observation conducted using observational checklist consist of 10 kinds of interpretation error categories from Pratiwi[28]. The pre-observation revealed that eight interpreters who took part in the Interpretation practice out of a group of thirty-one students had msrked

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[24] Al-Khresheh, "A Review Study of Error Analysis Theory."

[25] Rahmila Murtiana, "An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition," *Journal Educative : Journal of Educational Studies* 4, no. 2 (2019): 204, https://doi.org/10.30983/educative.v4i2.2544.

[26] James Cummins, "Linguistic Interdependence and the Educational Development of Bilingual Children," *Review of Educational Research* 49, no. 2 (1979): 222–51, https://doi.org/10.3102/00346543049002222.

[27] Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting," 143.

[28] Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH."

significant amounts of errors. These errors manifest in different ways, such as omissions, additions, proficiency lapses, and paralinguistic features. More specifically, it includes 16 instances of omission errors, 24 instances of addition errors, 8 instances of proficiency errors, and 31 instances of paralinguistic errors.

Using the pre observation data results, researcher constructed the other relevant error categories to make sure that all kind of errors are covered. These pre-obseration results also indicated that researcher could combine the error analysis classification of errors to the interpretation assessment. However, even though these pre-observation data prove the existence of the interpretation errors, further research still required to ascertain the exact root causes of each of these errors and the implications they have on the process of acquiring second language. Researcher also stumbled upon some interesting pre-observation data that might be the new kinds of errors or new area of cognitive interplay that is really fascinating to be studied.

By understanding the nature of interpretation errors and their connection in their learning process, we can alter the trigger and condition that lead to better Intepretation courses. The researcher hopes to bridge these knowledge gap left by earlier research and attempt to prove the existence of Language Confusion Errors under the title of **"Causes and Implications of Language Confusion Errors in Students' Simultaneous Interpretation".**

B. Research Questions

Based on the background posted earlier, the research focused on addressing the following research questions:

1. What kinds of interpreting errors occurred in English Study Program IAIN Curup during simultaneous interpretation according to the constructed theory?

2. What are the underlying causes that manifest all of these errors based on Error Analysis?

3. What are the implications of LCE in student's language acquisition progress?

C. Research Objectives

The objectives of this research are covered below:

1. Identify and categorize the interpretation errors using the constructed theory.

2. Analyze the underlying causes of these errors through Error Analysis.

3. Examine the implications of the LCE on student language acquisition progress

D. Significances of the research

1. Significance for Students

    The findings of this research on Language Confusion Errors In the interpretation study are important for the English Study Program at IAIN Curup's undergraduate student interpreters because they offer insightful information about the particular difficulties—especially errors—that they might encounter in their future careers as interpreters. This information also helps them pinpoint areas where they can improve and raise their level of competence.

2. Significance for Teachers

    Teachers and educators should take note of this research because it will help them better understand the difficulties faced by student interpreters when interpreting simultaneously and the part mistakes play in the process of learning a second language. This will allow them to create focused interventions and instructional strategies that will improve the standard of interpreter training.

3. Significance for Further Researchers

    This research contributes to the field of interpretation studies by examining the contextual factors of the LCE in the role of Second Language Acquisition. The EA's connection to language confusion problems is also mentioned in this study which established the framework for additional investigation, motivating upcoming scholars

to look into cutting-edge approaches, treatments, and training methods to enhance interpreting practice and education.

E. Delimitation of the Research

To ensure a focused examination, the researcher has established several key delimitations. Firstly, the research specifically focused on assessing simultaneous interpretation exam video on Interpretation course at English Study Program IAIN Curup. Secondly, the primary participants of this study are six unprofessional student interpreters which choosen as interpreter in the Interpretation course exam. Also, the timeframe of the investigation is limited to assess errors in the interpretation exam video only and not assessing the Interpretation course all the way from the beginning. The theories that used in assessing interpreting errors are constructed from Barik, Pratiwi, and Immaculata to cover all of the types of errors that had identified and then the assessment were conducted using Error Analysis procedure.

By establishing these delimitations, the researcher aimed to provide a comprehensive and detailed analysis of language confusion errors in English Study Program IAIN Curup.

F. Definition of Key Terms

1. Simultaneous interpretation

   Simultaneous interpretation is a process in which the interpreter simultaneously interpreting the messages to the targeted audience while the speaker is speaking.[29] The process of interpretation involves engaging with objects, artifacts, landscapes, and locations in order to uncover the linkages and meanings inherent in both our natural and cultural heritage.[30] In this study context, the simultaneous interpretation is a practice that student interpreter done in Interpretation Course.

2. Language Confusion Errors (LCE)

   LCE is the assumption that there are another unidentified error that originate from the negative transfer made by student interpreters while attempting to interpret messages, analyzed from the standpoint of Second Language Acquisition (SLA). It is crucial that LCE term are used in this study to make clear the necessity of this assumed error. LCE term raised from the issue of the existence of cross-linguistic transfer[31] and other studies related that are further discussed in Chapter 2.

3. Second Language Acquisition (SLA)

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[29] Debra L Russell, "Interpreting in Legal Contexts: Consecutive and Simultaneous Interpretation," *National Library of Canada*, 2000.

[30] John Veverka, "What Is Interpretation? An Overview of Interpretive Philosophy and Principles," 2020.

[31] Nurul Aini, "A Study on the Effect of Multilingual Repertoire on Speaking in Three Universities in Metro City, Lampung – Indonesia," *Pedagogy : Journal of English Language Teaching* 6, no. 2 (2018): 87; Mark Guiberson, "Bilingual Myth-Busters Series Language Confusion in Bilingual Children," *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations* 20, no. 1 (2013): 5–14; Mohammad Hamad Al-Khresheh, "Interlingual Interference in the English Language Word Order Structure of Jordanian EFL Learners," *European Journal of Social Sciences* 16, no. 1 (2010): 105–16.

SLA is principally defined as the process of acquisition of a secondary language (L2) that is different from one's native or first language (L1). The *Second Language* in this discipline refers to the acquisition of third, fourth, and subsequent languages that are also called *second language* and encompassed within the realm of second language acquisition.[32] SLA is used in this study's synthesis, analysis, and in-depth exploration of the interplay of the interpreter's errors, language acquisition development, and the act of interpretation.

4. Error Analysis (EA)

Ellis and Barhkuizen defined Error Analysis as "de facto of the errors that learners make in their speech and writing".[33] EA is also the first method for studying SLA that puts internal emphasis on students' performance and imaginative language construction skills[34]; in connection to the cognitive process they employ in recognizing or encoding the input they get from the target language.[35] In this study, error analysis is employed as a method to examine and ascertain the reasons behind the errors as well as their consequences by connecting the errors to the interpreter's educational development. In order to explain the mistake category in the developed theory, this study uses the classification of errors in EA as a point of references, disscussed in detail at chapter II.

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[32] Aljumah, "Second Language Acquisition: A Framework and Historical Background on Its Research," 200.
[33] Mahmood and Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before."
[34] Saville-Troike, *Introd. Second Lang. Acquis.*, 60.
[35] Al-Khresheh, "A Review Study of Error Analysis Theory," 49.

5. Effort Models (EM)

    Effort Models is a central theory in the cognitive processing research and serve as the study of the process of interpreting.[36] EM is used to establish the field of analysis that focuses on the interplay between processing and conveying meaning in the interpreters' minds. This model provides a robust explanatory framework for identifying, understanding the difficulties, and clarifying challenges encountered in the field of interpreting[37] that will be very useful in conducting this study.

6. Student Interpreters

    The student interpreters refer to the English Study Program IAIN Curup students who choosen as interpreters in the Interpretation course exam video. The amount of student interpreter in this study are six students. All of this students does not have the professional competence as the professional interpreter does.

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[36] Wang, "Strategies in Simultaneous Interpreting Based Upon Effort Model."
[37] Wang, 431.

CHAPTER II

LITERATURE REVIEW

A. Introduction

This chapter offers thorough descriptions of interpretation studies, second language acquisition, and study of errors. This chapter also described how the studies link to establish the concept of language confusion errors in students' simultaneous interpretation along with the relevant studies that supports this research.

B. Interpretation

Interpretation according to Pöchhacker, cited in Immaculata, is the process of transferring spoken or signed language from one language (source language) to another language (target language) while keeping the speaker's original meaning and intent preserved.[38] The intepretation involves a trained interpreter who pays attention to what the speaker says and then skillfully and precisely expresses it in the target language while accounting for the context and cultural nuances of both languages.

As interpretation is a unique skill that requires far more skill than only the ability to speak multiple languages[39], it is impossible to completely prevent linguistic and cultural interruption when communicating and ensuring clear language communication. It is necessary to clarify this study

[38] Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting."

[39] Data USA, "Language Interpretation and Translation" under "Radar Distribution", January 31, 2024, https://datausa.io/profile/cip/language-interpretation-translation#radar

since there is a possibility that interferences pertaining to the brain's word arrangement process are the source of language processing problems.

1. Types of Interpretation

There are types of interpretation. Bendazzoli distinguished between two categories of language interpretation: simultaneous and consecutive interpretation, while Ghazaee mentioned other three types: Whispered interpretation, Relay interpretation, and Liaison interpretation.[40] This study only mentioned simultaneous interpretation (SI) as the focus of the study in order to narrow its scope considering simultaneous interpretation that require a greater mental effort and brain-language link[41], which both requirements are critical components that contribute to errors than the others[42].

The process of interpreting speech in real-time with the least amount of delay is known as simultaneous interpretation (SI), and it is essential for enabling international trade, official gatherings, and courtroom situations involving non-native language speakers.[43] In Simultaneous Interpretation (SI), the interpreter provides the interpretation in real time, usually with the assistance of specialized tools like microphones and headsets.[44]

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[40] Ghazaee and Ali, "Difficulties and Problems of Simultaneous Interpretation in Kurdistan Region – Iraq," 273.
[41] David Gerver, "A Psychological Approach to Simultaneous Interpretation," *Meta: Journal Des Traducteurs*, 2023.
[42] Daniel Gile et al., "Efforts and Models in Interpreting and Translation Research," *Benjamins Translation Library. EST Subseries* 80 (2008): 302.
[43] Nikolai Vogler, Craig Stewart, and Graham Neubig, "Lost in Interpretation : Predicting Untranslated Terminology in Simultaneous Interpretation," 2019, 109.
[44] Vogler, Stewart, and Neubig, 114.

In comparison to the SI, Consecutive Interpretation, which Santiago mentioned in Maulida, is an interpretation method where the speaker pauses their speech to give the interpreter time to convey the messages. Only after the speaker has finished speaking in the original language do the subsequent interpreters begin working on the message's overall interpretation.[45]

Another different types of interpretation is Relay Interpretation that typically employed when there are multiple TLs, choose one for the main language. In Whispered Interpretation, the interpreter sits or stands near the tiny TL audience while whispering SI on the issue at hand and Liaison Interpretation entails relaying what is said to one, two, or many persons.[46] In summary, all the kind of interpretation requires the interpreters to render messages to their corresponding target language after a brief speech, consecutively, sentence by sentence, or by whispering to the target audience.

2. Effort Model

Align to phenomenon of the greater mental effort in the simultaneous interpretation,[47] Professor Gile suggests using the Effort Model, a technique intended to show how efforts were distributed during interpretation. Researchers have used this model, which addresses cognitive burden, to examine related strategies. He

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[45] Delara Siti Maulida and Andang Saehu, "The Procedures of Consecutive Interpreting," *Linguists : Journal Of Linguistics and Language Teaching* 8, no. 1 (2022): 126, https://doi.org/10.29300/ling.v8i1.6339.

[46] Ghazaee and Ali, "Difficulties and Problems of Simultaneous Interpretation in Kurdistan Region – Iraq," 273.

[47] Gerver, "A Psychological Approach to Simultaneous Interpretation."

also contends that simultaneous interpretation comprises three fundamental tasks. These include the Listening and Analysis Effort, the Speech Production Effort, and the Short-term Memory Effort. Furthermore, there is the Coordination Effort, designed to coordinate the aforementioned three basic tasks. [48]

1. The Listening and Analysis Effort pertains to the phase where sound waves containing information are conveyed from the source language to the interpreter's ears, interpreting into expressed thoughts. This process is centered around comprehension.[49]

2. The Speech Production Effort denotes the final phase of interpretation, encompassing the process from organizing language, post the translator acquiring information in the source language, to articulating the target language.[50]

3. The Short-term Memory Effort involves the interpreter's practice of temporarily storing a portion of the source language information in memory from the moment of receiving it until producing the interpretation. Occasionally, when the source language information is dense or lacks clarity in logic, interpreters may opt to pause briefly, store some information, and then proceed with the interpretation

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[48] Gile et al., "Efforts and Models in Interpreting and Translation Research."
[49] Gile et al.
[50] Gile, "Basic Concepts and Models for Interpreter and Translator Training: Revised Edition (Benjamins Translation Library)."

after listening to and discerning the subsequent information, thus gaining a clearer contextual understanding.[51]

4. The Coordination Effort entails the interpreter's responsibility to synchronize the three efforts of listening, memorizing, and speaking. This coordination is crucial to maximize the benefits and ensure the seamless progression of the interpreting process.

Additionally, Gile introduced the concept of "problem triggers," which are factors that can easily disrupt the interpreter during the interpreting process, leading to errors. He focused on various types of challenging trigger points, including:

1) Factors related to cognition

This involves language aspects that demands on the interpreter's listening, analysis, and interpreting output capabilities. External factors, such as poor sound recognition due to equipment issues, dealing with terminology or numerical information increases memory load of the translator, insufficient prediction of the speaker's intentions and an inability to grasp the general logical trend of the speech can make the interpretation reactive rather than proactive.[52]

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[51] Wang, "Strategies in Simultaneous Interpreting Based Upon Effort Model."
[52] Wang, 432.

2) Factors related to language which spread from challenges in different grammatical rules, word order, and syntactic structures across languages contribute to the complexity of interpretation.

3) Factors related to culture that require interpreter to consider the cultural background of both the speaker and the audience, presenting the interpretation in a manner suitable for their acceptance[53]. These trigger points serve as root classification of the factors that influence errors. The effort model fundamental tasks and concept of the problem trigger only refers to this study to determine in what phase interpreter done the errors.

C. Second Language Acquisition

James argues that although the student focuses on learning foreign languages, language acquisition has occasionally happened accidentally.[54] SLA is a theory that studying the way children learn their first language(s).[55] This theory emerged and encompasses a broad spectrum of language learning environments as well as learner attributes and situations, particularly when viewed from the disciplinary viewpoints of linguistics, psychology, and society.[56] Given the variety of L2 learning options available, a number of factors, including formal education in schools, casual language exposure with speakers of different languages, or immersion in a setting where learning the language is required to meet fundamental needs,

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[53] Wang, 432.

[54] Carl James, *Errors in Language Learning and Use*, *Errors in Language Learning and Use* (Routledge Taylor & Francis Group, 2013), 23–24,.

[55] Saville-Troike, *Introd. Second Lang. Acquis.*

[56] Amirreza Karami, "Systematic Review of Research in Second Language Acquisition : A Snapshot of the Past Ten Years (2009-2019)," (2019).

have an impact on second language acquisition.[57] Keeping the aforementioned topic in mind, the well-known techniques of Error Analysis, is an effective way to study errors in student second language acquisition.[58]

D. Error

Error is an unsuccessful bit of language.[59] It is obvious that errors can also provide insight into how students think about language. Although in recent studies researchers had already used the Error notion as a primary methodology to assess for errors in the late century, [60] it is still a valuable technique to utilize in studying the linguistic process. To make the clear distinction between mistakes and errors the researcher brought up Brown standpoint of error and mistakes which say:

> "The error is a noteworthy variation from adult grammar or a native speaker showing the interlanguage competency of the learners while the mistake is a performance error that is either a random guess or "slip," in that it is an inaccuracy in correctly using a known system."[61]

Basically, Brown distinguished between error and mistakes in his study. As response to this statement, Corder furthermore states that "systematic error" is referred to as an "errors of competence," and "unsystematic error" is referred to as an "error of performance"[62] which Ellis later distinguishes even further, saying that mistakes are gaps in a student's

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[57] Aljumah, "Second Language Acquisition: A Framework and Historical Background on Its Research."

[58] Milton M. Azevedo and S. Pit Corder, "Error Analysis and Interlanguage," *The Modern Language Journal* 67, no. 1 (1981): 85.

[59] Mahmood and Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before," 96–98.

[60] Irawansyah, "Why Study Error?," *IJEE (Indonesian Journal of English Education)* 4, no. 2 (2017): 120–29.

[61] Irawansyah.

[62] Azevedo and Corder, "Error Analysis and Interlanguage."

knowledge that occur from the learner's uncertainty about what is right and error is the incapacity of a student to apply what they have learned in a given context that results in errors.[63] Indeed, because the focus of this study is errors, the researcher tends to choose "errors" and neglecting "mistakes" considering the study focus.

Furthermore, Ellis proposes two methods for distinguishing mistakes from errors: the first involves examining the consistency of the learner's deviations, and the second involves evaluating the learner's capacity for correction; errors are those that are consistent and left untreated.[64] The investigator emphasized this approach for analyzing the mistakes in this investigation.

Even though James takes it a step further and divides performance defects into mistakes, errors, slips/lapses and solecisms and also classified error according to their nature or cause into many sorts, such as developmental, intralingual, interference and unique[65], Al-Khresheh state that these classifications cannot be reliable for their inconsistent terminology to account for errors. Al-Khresheh further classified error as two main different sources: interlingual and intralingual[66], which is the best way to classify errors. Therefore, using Ellis and Khresheh foundation, the interpretation errors that this research gathered from the samples will be checked in both intralingual and interlingual sources.

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[63] Ellis, *The Study of Second Language Acquisition*.
[64] Saville-Troike, *Introd. Second Lang. Acquis.*
[65] James, *Errors Lang. Learn. Use*.
[66] Al-Khresheh, "A Review Study of Error Analysis Theory."

1. Error Analysis

Error analysis (henceforth referred to as EA) is a technique invented in the 1960s by Steven Pit Corder which is used in language teaching and learning that involves recognizing, categorizing, and systematically evaluating the undesirable forms produced by a learner of a foreign language.[67] Although EA is a behaviorist approach connected to the structuralism school of thinking it is essentially a subfield of Applied Linguistics rather than linguistic theory or "pure" linguistics.[68]

EA, as stated by Crystal, is a model that allows L2 learners to analyze and account for their mistakes in terms of causes before evaluating and making corrections based on linguistic principles and procedures.[69] EA according to Erdogan cited in Al-Khresheh, referred as "the learners' performance in terms of the cognitive processes they make use of in identifying or coding the input they receive from the TL".[70] It does this without restricting the causes of L2 learners' mistakes to the learner's L1.

Numerous academics have shown that the EA hypothesis may be used to explain a variety of errors made by FL learners, such as phonological, syntactic, and grammatical issues. Al-Khresheh, for instance, has demonstrated the value of EA in examining a certain

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[67] Mahmood and Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before," 97.

[68] Mahmood and Murad, 98.

[69] David Crystal, *A Dictionary of Linguistics and Phonetics*, *The Modern Language Journal*, vol. 76, 1992, https://doi.org/10.2307/330198.

[70] Al-Khresheh, "A Review Study of Error Analysis Theory."

kind of word order errors that occur in simple phrase structures.[71] Abisamra has also looked into many grammatical, syntactic, semantic, and lexical faults by using EA.[72] This method also suggested a few specific processes for looking into L2 faults, including gathering, identifying, describing, and explaining errors. However, suitable performance is not assessed by EA; rather, it simply evaluates L2 learners' language skills in relation to their errors.

The methodology for performing error analysis was initially introduced by Corder.[73] This process primarily involves three key stages: recognition, description, and explanation of errors. Additionally, as outlined by Sridhar, error analysis involves several stages: (1) gathering data; (2) pinpointing errors; (3) categorizing errors into types; (4) presenting the relative frequency of error types; (5) identifying challenging areas in the target language; and (6) implementing therapy or remedial measures.[74]

The process of analyzing the error, as outlined by Ellis, involves several key steps: Collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors.[75]

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[71] Al-Khresheh, "Interlingual Interference in the English Language Word Order Structure of Jordanian EFL Learners."

[72] N Abisamra, "An Analysis of Errors in Arabic Speakers' English Writing" (American University of Beirut, 2003), https://abisamra03.tripod.com/nada/languageacq-erroranalysis.html.

[73] Azevedo and Corder, "Error Analysis and Interlanguage."

[74] Irawansyah, "Why Study Error?," 126.

[75] Ellis, *The Study of Second Language Acquisition*.

E. Connection between Interpretation and Error Analysis.

While Interpretation and Second Language Acquisition emerge from distinct conceptual frameworks, a common thread unites them is in errors that manifested during the process. This is why Error Analysis is employed in this study to link both theories. Corder also emphasizes in his research that:

> "Error analysis is an experimental technique for validating the theory of transfer … it aims at telling us something about the psycholinguistic processes of language learning. We hope to be able to draw certain conclusions about the strategies"[76]

1. Classification of Errors

  a) Interlingual

Interlingual errors, also referred to as "transfer errors", are mistakes made in more than one language (L1). To some extent, these mistakes hinder or interfere with the language learner's ability to pick up the patterns and rules of the target language and typically made by L2 learners who use their L1 as learning material for L2.[77] According to Richard, a person is considered interlingual if they make mistakes in the target language because of their mother tongue.[78] To create their L2, they transfer certain structures from their L1. Because they are unable to distinguish between L1 and L2, learners of second languages make mistakes when interpreting words for words from the L1 structure.[79] There were several

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[76] Azevedo and Corder, "Error Analysis and Interlanguage."

[77] Al-Khresheh, "A Review Study of Error Analysis Theory."

[78] Jack C. Richards, "A Non-Contrastive Approach to Error Analysis," *ELT Journal* 25, no. 3 (1971): 204–19.

[79] Murtiana, "An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition," 207.

characteristics of Interlingual errors according to Zobl: Errors are caused by interference differ from developmental errors; and at low levels of L2 proficiency, learners rely on L1 as a crutch. Learners make assumptions about L2 using L1 while also unable to distinguish between L1 and L2. L1 habits are the cause of learners' error. [80]

b) Intralingual

Intralingual errors, also known as "developmental errors", are caused by either the target language (L2) or the language being taught.[81] The characteristics of Intralingual covered by Zobl as: the mistakes made resemble those made by native speakers that indicates learners construct rules that resemble those of fluent speakers.

Intralingual errors serve as a reflection of a learner's proficiency at a certain developmental level. Students make attempts to formulate theories regarding the L2, and these mistakes often stem from this process. These errors are also indicative of general aspects of learning linguistic norms. Lastly, learners employ strategies such as simplification, generalization, and the reduction of grammatical redundancy.[82]

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[80] Helmut Zobl, "Developmental and Transfer Errors: Their Common Bases and (Possibly) Differential Effects on Subsequent Learning," *TESOL Quarterly* 14, no. 4 (1980): 469.
[81] Al-Khresheh, "A Review Study of Error Analysis Theory."
[82] Helmut Zobl, "A Direction for Contrastive Analysis: The Comparative Study of Developmental Sequences," *TESOL Quarterly* 16, no. 2 (1982): 169.

2. Error in Interpretation

It is crucial to construct the substantive theories from subsequent research by Barik, Pratiwi, and Immaculata because it offers a more comprehensive understanding of errors in interpretation, whereby the advantages of each theory outweigh the disadvantages of the others. All of the errors mentioned in above study could be simplified in the table below:

Table 1 – Error Categories

Pratiwi (2016)	Immaculata (2022)	Barik (1971)

1. **Literal Translation**
 2. **Inadequate language proficiency**
 3. **Register conservation**
 4. **Distortion**
 5. **Additions**
 6. **Omissions**
 7. **Protocol and ethical errors**
 8. **Non-conservation of paralinguistic features.**
	1. **Hesitations**
	 2. **Additions**
	 3. **Omissions**
	   a) Skipping omission
	   b) Delay omission
	   c) Compound omission
	 4. **Substitutions errors**
	   a) Incorrect verb tense
	   b) Incorrect syntax
	   c) Incorrect preposition
	   d) Incorrect construction
	   e) Semantic errors
	   f) Pharsing change
		1. **Ommision**
		   a) Skipping omission
		   b) Comprehension omission
		   c) Delay omission
		   d) Compounding Omission
		 2. **Addition**
		   a) Qualifier addition
		   b) Elaboration addition
		   c) Relationship addition
		   d) Closure addition
		 3. **Substitution and other errors**
		   a) Semantic errors
		   b) Phrasing change

As we can see, several errors are overlapped between each study. Therefore, based on this revelation, this research blends the insights from above studies, resulting in a consolidated list of ten substantial interpretation errors which are (1) literal translation, (2) inadequate language proficiency (grammatical and lexical), (3)

register conservation, (4) distortion, (5) additions, (6) omissions, (7) protocol and ethical errors, (8) non-conservation of paralinguistic features, (9) hesitations, and (10) substitutions errors. These errors will be used as the parameter in this research.

According to Barik, Pratiwi and Immaculata[83], these categories can be described as follow:

1)   Literal Translation errors

Literal Translation Errors occurred when interpreters focus on replacing words in the source language with words from the target language rather than preserving the ideas. This approach can lead to a misinterpretation of the speaker's intended message as the structure of both language is different.

2)   Inadequate Language Proficiency

Inadequate language proficiency is terms of errors in grammatical accuracy and lexical knowledge errors. Insufficient language proficiency can result in inaccuracies, linguistic errors, and confusion in the interpretation. This preventing the interpreter from faithfully interpreting ideas into the target language (TL) at the necessary pace without encountering disruptions or breakdowns in communication.

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[83] Barik, "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation"; Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH"; Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting."

3) Registering conversation

Registers encompass the varying styles and levels of formality used in different contexts and situations. Failure to maintain the appropriate register can lead to unmatching style or convey messages in an inappropriate manner.

4)   Distortion

Distortion is the act of changing or misrepresenting the speaker's intended meaning, frequently as a result of miscommunication or a speaker's inability to express complexity and subtleties. The problem of misinterpreting a communication is that elements of the original message may be lost along with the overall meaning. This problem may arise because they fail to appreciate how important it is to convey the message in its totality. Pratiwi claims that distortion included three possible causes of communication distortion are: a) poor language skills; b) memory retention issues; and c) poor interpretive abilities.[84]

5)   Addition

Additions occur when the interpreter includes information or details that were not present in the original message. These errors can stem from misunderstandings, attempts to clarify ambiguous statements, or even personal biases of the interpreter that can alter

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[84] Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH."

the speaker's intended meaning and potentially lead to misunderstandings or misrepresentations. In interpretation, additions can take four different forms. First, qualifier addition is when a translator adds words to the target language that were absent from the source language in order to provide more context. Second, elaboration addition happens when the interpreter adds details beyond the initial message that are unrelated. Thirdly, relationship addition occurs when an interpreter inserts terms that were not initially there in the source language, such as conjunctions or connectives. Last but not least, closure addition are additions that go along with rewording, omitting, or misinterpreting in the target language.[85] They serve to wrap up a phrase unit without adding any significant substance.

6) Omission

Omissions transpire when the interpreter unintentionally skips or leaves out certain parts of the speaker's message that can result in a loss of crucial information or key points of the message, potentially distorting the overall meaning conveyed. These errors can result from challenges in keeping up with the pace of speech, memory limitations, or distractions in the interpretation setting.

Barik divides the four categories of omission in interpretation. The first kind is known as skipping omission which

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[85] Barik, "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation."

happens when an interpreter purposefully omits a word or brief phrase without materially changing the message's overall structure. The second kind of omission is comprehension omission, which occurs when an interpreter is unable to accurately express information that they have not understood and as a result, leaves those passages out of their rendition. The third kind is the delay omission, and it occurs when an interpreter hesitates or delays a moment before rendering a passage of the text in the target language. Compounding omission is the fourth kind, in which the interpreter joins two sentences by leaving out specific words. This kind of omission causes a shortened version and could cause crucial information or subtleties from the original message to be missed.

7)   Protocol, Procedures, and Ethic

Respecting convention, guidelines, and morality is crucial when working in the interpreting profession. Interpreters are required to adhere to established protocols and standards of behavior in order to uphold objectivity, privacy, and precision in their job. The integrity and trustworthiness of the interpreting profession may be impacted, as well as the quality of the interpretation, if these criteria are not upheld.

8)   Non-conversational Paralinguistic Features

Paralinguistic elements like tone, pitch, gestures, and facial expressions are also as important in transmitting meaning as spoken

language. When paralinguistic characteristics are not preserved during interpretation, important nonverbal cues may be lost, and the speaker's intended emphasis or feelings may be misunderstood. These paralinguistic clues need to be recognized by interpreters, and they should work to maintain their importance throughout the interpretation process.

9)   Hesitation

When an interpreter is involved in the planning phase, hesitation may arise. The interpreter is mentally taking in what the speaker is saying, understanding what they mean, choosing the right words to say what has to be said, and building sentences. This entire procedure takes place in a split second. These moments of uncertainty show themselves as hedges, filler and pauses. Fillers and hedges are used by speakers to convey ambiguity and can lessen the effect of their remarks.

10)   Substitutions

When the interpreter substitutes the speaker's words, substitution takes place. The interpreter has the option to change a word or a sentence. While some view this as a minor issue, others believe it to be a severe one. This issue arises from inadequate language ability, a lack of educational experience in the target language, and sometimes incorrect pronunciation. The categories of improper verb tense, incorrect syntax, incorrect preposition,

erroneous construction, semantic error, and phrase alteration encompass a variety of substitutions and faults.

F. Language Confusion Error

Since the interpretation process involves talking in a multilingual setting, we already know that the interpreter's mind is transferring and interacting with linguistic elements and structural changes[86] as they are being communicated. Because this cross-linguistic interaction is never perfect as the cultures, structures, and linguistics of both languages are different[87], interpreters frequently deliver error messages. Especially student interpreter at English Study Program IAIN Curup. The cross linguistic interaction is manifested as linguistic transfer and had already confirmed by Common Underlying Proficiency models on Interdependence Hypothesis.[88]

1. Cross-linguistic transfer

Interpretation has a strong bind with the billingual ability of the speakers.[89] Cummin's Interdependence Hypothesis proves that there is relation of first and second language in one's mind, which plays a significant role to understand the Language Confusion Errors. Cummin states that:

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[86] Veverka, "What Is Interpretation? An Overview of Interpretive Philosophy and Principles."

[87] Philipp Sebastian Angermeyer, "Interpreter-Mediated Interaction as Bilingual Speech: Bridging Macro- and Micro-Sociolinguistics in Codeswitching Research," *International Journal of Bilingualism* 14, no. 4 (2010): 466–89.

[88] Cummins, "Linguistic Interdependence and the Educational Development of Bilingual Children."

[89] Guiberson, "Bilingual Myth-Busters Series Language Confusion in Bilingual Children."

"Acquiring linguistic skills in one language (Lx) by anyone can lead to the transfer of those skills to another language (Ly) when there is sufficient linguistics support for (Ly) language."[90]

This hypothesis proofs that there is potential for cross-linguistic transfer between languages, as an example: skills learned in one language can be applied or support the comprehension to another language. According to Cummins there are two models of bilingualism in the Cummins Interdependence Hypothesis: the separate underlying proficiency (SUP) model and the common underlying proficiency (CUP) model.

a) Separate Underlying Proficiency (SUP)

In the SUP model, it is believed that the first language (L1) and second language (L2) have distinct proficiencies and do not interact with each other. This model suggests that L1 and L2 can compete with each other and potentially hinder each other's development.

b) Common Underlying Proficiency (CUP)

On the other hand, the CUP model proposes that progress in any language contributes to overall linguistic development, regardless of the specific language involved. According to this model, experiences with either L1 or L2 enhance proficiency in both languages. The CUP model envisions two channels feeding into a shared language container, indicating that there is a positive interdependence

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[90] Cummins, "Linguistic Interdependence and the Educational Development of Bilingual Children."

between languages. In this view, language development in any language supports overall language learning. However, the common underlying proficiency model is proven to be exist in his study.[91]

This statement further supported by Mahmood et al. that states: positive transfer results in correct language production and negative transfer leads to errors.[92]

G. Relevant Studies

The relevant studies that are important and necessary to conduct this case study are detailed below. These studies ranged from interpretation error[93], error analysis by several researcher[94] and several studies that support language confusion error, which ranged from multilingual repertoire[95], to the negative cross-linguistic transfer.

First study from Rully Sutrirasa Pratiwi studies the errors utilizing error validation and the qualitative method and successfully identified nine

[91] Guiberson, "Bilingual Myth-Busters Series Language Confusion in Bilingual Children." 6
[92] Mahmood and Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before," 100.
[93] Barik, "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation"; Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH"; Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting."
[94] Richards, "A Non-Contrastive Approach to Error Analysis"; Azevedo and Corder, "Error Analysis and Interlanguage"; Mahmood and Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before"; Eny Maulita Purnama Sari, "Interlingual Errors and Intralingual Errors Found in Narrative Text Written By Efl Students in Lampung," *Jurnal Penelitian Humaniora* 17, no. 2 (2016); Nur Raissah and Zulfadli A. Aziz, "AN INVESTIGATION OF INTERLINGUAL AND INTRALINGUAL INTERFERENCE FOUND IN ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS' COMPOSITION OF RECOUNT TEXT," *EEJ - English Education Journal*, 2020.
[95] Al-Khresheh, "Interlingual Interference in the English Language Word Order Structure of Jordanian EFL Learners"; Guiberson, "Bilingual Myth-Busters Series Language Confusion in Bilingual Children"; Corder, "International Review of Applied Linguistics in Language Teaching."

types of interpretation errors.[96] According to this study, addition is the most common error made by students, accounting for 8 out of 27 instances, or 30% of the total. The study also identified seven distinct factors that contributed to the error, including anxiety, lack of language skills, time constraints, practice gaps, lack of vocabularies, focus issues, and environmental factors. The difference between this study to the researcher study is in the theme of the interpretation that Pratiwi use, which is Consecutive Interpretation.

Next, still within the same theme, Regina Immaculata examined five master's degree candidates who attended the interpreting class 32 times over the course of a year, putting in a total of 90 hours of study time. According to the study, hesitation and omissions were the most frequent errors made in the online course. Numerous reasons contribute to these errors, including anxiety and time constraints, inadequate prior knowledge and linguistic skills, a bad network connection, and background noise. Immaculata study differs in that it assesses subjects for master's degrees while holding online Interpretation classes that make the interpretation affected by technical factors.[97] While in this study researcher evaluated the English Study Program's IAIN Curup student interpreters in class.

The noteworthy study is from Henry C. Barik's paper, that offers thorough justifications and breaks down subtitution, omission and addition errors. Furthermore, Barik offers coding technique to analyze interpretation.

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[96] Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH."

[97] Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting."

However, the coding technique he employed ignores crucial elements like the interpreter's comprehension and cognitive aspect.[98] This issue indicates that further work is needed to code the interpretation research, particularly the one that concentrated on interpreter errors.

Besides interpretation error, researcher also include studies about the process of how interpreters convey messages. With this, researcher cited a few studies about the process of interpretation such as Gile[99] and Wang[100] that provides insight about Effort Model which are model to assess procedures of how interpreter process the messages from source language to the target language. Wang study also summarizes the equation technique that Gill proposed, resulting in better explanation of the procedures. With these studies, researcher can look into the interplay of the process and determining what is causing the errors in the interpretation.

Next, regarding Error Analysis that is crucial in determining and link interpretation to the Second Language Acquisition, the vital study is from Al-Khresheh that provide robust explanation from the Error Analysis study over decades.[101] Al-khresheh provide the timeline and the change of the studies about Error Analysis. Besides Al-Khresheh, the article that covered the explanation of error analysis classifications, interlingual and intralingual, has

[98] Barik, "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation."
[99] Gile et al., "Efforts and Models in Interpreting and Translation Research."
[100] Wang, "Strategies in Simultaneous Interpreting Based Upon Effort Model."
[101] Al-Khresheh, "A Review Study of Error Analysis Theory."

also used as references to this study, such as study from Sari[102], Murtiana[103], Azevedo and Corder[104], and al-Khresheh[105] that explained how both classifications emerged and described what characteristics resulted from each error. These studies give researchers a way to evaluate each interpretation error's SLA classification.

To understand the SLA, researcher mentioned a noteworthy book of Muriel Saville-Troike entitled "Introduction to Second Language Acquisition"[106] that is already have the clear and complete history of the development of SLA with its explanation. To support researcher comprehension about SLA, researcher uses several references such as Mahmood[107] and Aljumah[108]. Mahmood specifically focuses on the explanation of the Contrastive Analysis, Error Analysis and Interlanguage, and Aljumah provides references on SLA as applied linguistic.

Last, researcher use several studies to conduct the comprehension and the assumption of Language Confusion Errors such as Guiberson[109], Cummins[110], and Aini[111]. With these studies, researcher clarify that the

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[102] Eny Maulita Purnama Sari, "Interlingual Errors and Intralingual Errors Found in Narrative Text Written By Efl Students in Lampung," *Jurnal Penelitian Humaniora* 17, no. 2 (2016)

[103] Murtiana, "An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition."

[104] Azevedo and Corder, "Error Analysis and Interlanguage."

[105] Al-Khresheh, "Interlingual Interference in the English Language Word Order Structure of Jordanian EFL Learners."

[106] Saville-Troike, *Introd. Second Lang. Acquis.*

[107] Mahmood and Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before."

[108] Aljumah, "Second Language Acquisition: A Framework and Historical Background on Its Research."

[109] Guiberson, "Bilingual Myth-Busters Series Language Confusion in Bilingual Children."

[110] Jim Cummins, "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students," no. January 1981 (2014), 9.

[111] Aini, "A Study on the Effect of Multilingual Repertoire on Speaking in Three Universities in Metro City, Lampung – Indonesia."

transfers between linguistic repertoires on the brain are existed and allowed

to bring LCE to the discussion section of this study.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology employed in the study, outlining the research design, subject of the research, technique of collecting data, instruments of the research, and techniques for analyzing the data that will be taken to clarify the language confusion errors in student simultaneous interpretation.

A. Research Design

The research design adopted for this study is a qualitative approach, specifically a case study design. Cases are defined as individual entities in a study that aims to explain individual behavior, and so on. Case study methodology is the examination of these matters as they relate to case-based inquiry.[112] A case study allows for an in-depth examination of a specific phenomenon within its real-life context.[113] Qualitative methods are also successful in uncovering intangible elements like social norms, socioeconomic status, gender roles, ethnicity, and religion.[114] The main advantage of qualitative research is in its capacity that offer detailed explanations of how the causes and implications of errors occurred in simultaneous interpretation. This reason is why researcher choosen this specific study design.

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[112] Norman K. Denzin and Yvonna S. Lincoln, *The SAGE Handbook of Qualitative Research Fifth Edition*, *SAGE Publication Ltd*, 5th ed., vol. 195 (London: SAGE Publications Ltd, 2018).
[113] John Gerring, *Case Study Research - Principles & Practices* (New York: Cambridge University Press, n.d.), 19.
[114] Natasha Mack et al., *Qualitative Research Methods : A Data Collector's Field Guide* (USA: Family Health International, 2005).

B. Subject of the Research

The researchers employed *purposive sampling* as it is a widely used technique in qualitative research where participants are selected based on predetermined criteria that are relevant to the research question[115] which entails the purposeful and selective choice of specific units from the entire population to form a sample that accurately represents the overall population.[116] By using this, the researcher selected subjects of the research based on a group of individuals with these criteria:

1. Students who enrolled in the interpretation course at IAIN Curup.

2. Students who had completed all components of the speaking subject.

3. Students are participating or had participated in the recorded exam of simultaneous interpretation practice.

4. Students acts as an interpreter in the Interpreting Course.

C. Technique of Collecting Data

Data for this research had collected through 2 techniques. Firstly, researcher collected interpretation videos from student's exam, then, Document Analysis performed to analyze the error made by the interpreter. Secondly, semi-structured interviews had conducted with student interpreters to gain deeper insights into their causes and implications regarding Interpretation errors.

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[115] Karina Kielmann, Fabian Cataldo, and Janet Seeley, "Introduction to Qualitative Research Methodology," *DFID; Department for International Development*, 2011.

[116] C. R. Kothari, *Research Methodology - Methods and Techniques (Second Revised Edition)* (New Age International (P) Limited Publisher, 2004), 15.

1. Document analysis

   Document analysis is a methodical process for evaluating written information, including computer-generated and Internet-transmitted content, as well as printed materials. The researcher is utilizing the video of the interpretation exam as the primary data to be transcribed. With this, researcher successfullt gathered 5 video of simultaneous interpretation exam on the English Study Program, then manually transcribed the video to text format. The transcribed listed with the total of 237 line of dialog. Next, researcher mark the utterances that is contain errors. Researcher used document checklist covered in instrument section as the parameter of the errors. The errors that are used in the instrument are listed below:

Table 2 – Error Categories

Pratiwi (2016)	Immaculata (2022)	Barik (1971)

1. Literal Translation
2. Inadequate language proficiency
3. Register conservation
4. Distortion
5. Additions
6. Omissions
7. Protocol and ethical errors
8. Non-conservation of paralinguistic features.
	1. Hesitations
	2. Additions
	3. Omissions
	  a) Skipping omission
	  b) Delay omission
	  c) Compound omission
	4. Substitutions errors
	  a) Incorrect verb tense
	  b) Incorrect syntax
	  c) Incorrect preposition
	  d) Incorrect construction
	  e) Semantic errors
	  f) Pharsing change
		1. Ommision
		  a) Skipping omission
		  b) Comprehension omission
		  c) Delay omission
		  d) Compounding Omission
		2. Addition
		  a) Qualifier addition
		  b) Elaboration addition
		  c) Relationship addition
		  d) Closure addition
		3. Substitution and other errors
		  a) Semantic errors
		  b) Phrasing change

The errors above have identified by few researchers.[117] However, researcher simplify the error categories and adding 2 error classifications[118] to unit of abbreviations as shown in the table below.

Table 3 – Error Abbreviations

NO	Error Categories	Abbreviations
1	Literal Translation Error	LT
2	Inadequate Language Proficiency Error	LP
3	Register Error	RG
4	Distortion Error	DT
5	Addition Error	AD
6	Omission Error	OM
7	Protocol & Ethical Error	PE
8	Paralinguistic Error	PA
9	Hesitation Error	HE
10	Subtitution Error	SB
	Error Classifications	
1	Interlingual / Interference Native Language	IN
2	Intralingual / Development Error / L2 Error	DV

The use of this abbreviations is to make the coding can be read with ease. For example, **Int1.data01DV** can be read as the *first data of interpreter number one with Intralingual/developmental error,* or, **Int6.data05IN** can be read as *the fifth data of Interpreter number six with Interlingual/Interference error*. The abbreviations above are used thoroughly in the table of analysis section.

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[117] Barik, "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation"; Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH"; Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting."

[118] The reason of why these error classifications added was discussed in chapter II

2. Open-ended semi-structured Interview.

Interview is the most used technique in qualitative.[119] A semi-structured interview is a qualitative research method that combines a pre-determined set of open questions with the opportunity for the interviewer to explore particular themes or responses further.[120] Rather than asking respondents to explain why they had particular experiences, interviewers typically want accounts of how people perceive their world, its episodes, and its happenings.[121] According to Hancock, these open-ended questions not only help define the research's emphasis but also allow for in-depth discussions between the interviewer and the responder.[122]

The researcher chooses this interview approach because it enables the researcher to make the subject to become visible as a knowledge-producing participant in the process itself, rather than hiding behind a preset interview guide.[123] The 6 Interpreters that is choosen have given questions based on the constructed theory and relevant gap derived from the analysis of the transcription. The indicator that are need to be clarified with interview are type of errors, Error Analysis (EA), and Second Language Acquisition (SLA). The questions had listed in the instruments section below.

[119] Johanna Rivano Eckerdal, "Qualitative Research Methods: Interviewing as a Way of Learning and Knowing," *EAHIL* 12, no. 1 (2016): 36–39.
[120] Eckerdal, "Qualitative Research Methods: Interviewing as a Way of Learning and Knowing."
[121] Denzin and Lincoln, *The SAGE Handbook of Qualitative Research Fifth Edition*. 983
[122] Eckerdal, "Qualitative Research Methods: Interviewing as a Way of Learning and Knowing," 40.
[123] Denzin and Lincoln, *The SAGE Handbook of Qualitative Research Fifth Edition*. 1002

D. Instrument of the Research

There are several instruments that are serving as the parameter to the analysis phase. It is including Document Checklis and Interview Guideline. All of them are covered below:

1. Document Checklist

In this checklist, the error is listed with its parameter to help researcher determine what category does the errors come. Researcher use this instrument to have an account of how every error needed to be observed.

Table 4 – Document Checklist

No	Kinds of Errors	Indication / Parameter
1	Literal Translation Errors	• Note instances where the interpreters i**nterpret words or phrases literally**, resulting in **inaccurate or unnatural interpretations**. • Cases of word-for-word interpretations that do not convey the intended meaning effectively
2	Language Proficiency Errors	• Identify errors related to inadequate language proficiency, including **grammatical errors, lexical inaccuracies, and vocabulary limitations.** • Instances where the interpreter struggles with syntax, word choice, or understanding the context.
3	Register Conservation Errors	• Observe **errors in maintaining the appropriate register or style** of language for the given context. • Note instances where the interpreter fails to adapt the interpretation to the required level of formality or informality
4	Distortion	• Identify instances where the interpreter **distorts the original message, either by adding or omitting information**. • Cases of unnecessary additions or significant omissions that impact the accuracy of the interpretation

5	Additions	• Identify instances where the interpreter **changes the original message by addition**
6	Omissions	• Identify instances where the interpreter **changes the original message by omitting** information
7	Protocol and Ethical Errors	• Note any **violations of professional interpreting protocols, such as breaches of confidentiality, impartiality, or conflict of interest.** • Document instances of ethical errors, including inappropriate interventions, personal opinions, or bias in the interpretation
8	Non-Conservation of Paralinguistic Features	• Observe errors in conveying paralinguistic features, such as **tone, volume, pitch, or non-verbal cues**, which can influence the meaning and impact of the interpretation • Listen for verbal cues that suggest hesitation, such as using fillers (um, uh), repeating or rephrasing the question, or seeking clarification multiple times.
9	Hesitation	• Note how often **individuals hesitate** when interpreting information or instructions. • Pay attention to the length of **time individuals take to process and interpret information** before responding. • Observe any non-verbal cues that indicate hesitation, such as **pauses, fidgeting, or uncertain body language.** • Consider the factors that may contribute to hesitation, such as complexity of information, ambiguity, lack of familiarity with the subject matter, or time pressure.
10	Substitution	• Identify instances where individuals **substitute an incorrect interpretation** for the intended meaning of information or instructions.

2. Interview Guidelines

The data discovered by the document checklist was then clarified using the interview guidelines. The interview was done by fabricating a question based on the items as a consistent account. The interview was performed by posing questions regarding type of errors, the error

classifications, and causes and implication in the context of Second

Language Acquisition. The interview questions are listed in the table 5.

Table 5 – Interview Guidance

NO	INDICATOR	SUB-INDICATOR	ITEM
1	Type of Errors	Literal Translation Error	Do you aware of the difference or change of the sentence structures when interpeting to target language? Why?
		Inadequate Language Proficiency Error	What kind of mistakes in your grammar or structure when interpreting messages? Do you aware of grammatical error when interpreting? Why?
		Register Error	Do you aware when you speak formal on non formal when interpreting?
		Distortion Error	Do you ever change meaning in TL completely different from SL? Why?
		Addition Error	Please explain why do you add the words in your messages when interpreting?
		Omission Error	Do you ever omiting your messages when interpreting? Why?
		Protocol & Ethical Error	Have you ever done ethical error when interpreting?
		Paralinguistic Error	Can you describe why you give filler words like "ee" words when interpreting?
		Hesitation Error	Do you hesitate when interpreting messages?
		Subtitution Error	Do you subtitute word when interpreting? Are

			you sure it maintained the messages?
2	Error Analysis	Interlingual	Do your nativve language somehow interfere with your interpretation performance? In What form does the Native Language interference take whiie you interpret?
		Intralingual	Do the English language rules is messing with your message while you Interpreting? Why?
3	Second Language Acquisition	Causes	In your opinion, what are the causes of error in your performance in interpreting messages?
		Implication	In your opinion, what are the implication of these errors in your overal language learning progress or acquisition?

E. Technique for Analyzing the Data

Researcher adopted the qualitative analysis techniques by Miles, Huberman & Saldana and slightly adding the Error Analysis procedure in the data condensation phase to ensure effective and robust exploration of the data collected. In the qualitative analysis technique, the analysis process involved data collection, data condensation, data display and conclusion.

Figure 1 – Miles, Huberman, & Saldana's Interactive Model of Data

Analysis[124]
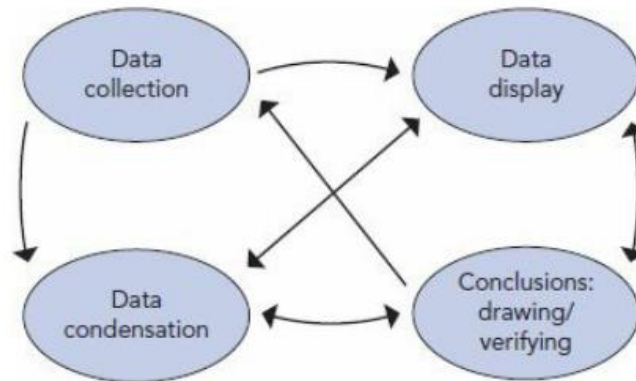
1. **Data Collection**

Data collection is the first procedure that researcher did in order to conduct this research. This research data are 6 videos from the interpretation exam and the interview results. Researcher manually transcribed all of the video utterances and dialog into transcripts and also conducted interview to all six interpreters.

2. **Data Condensation**

Data condensation is the process of taking information from the entire corpus of video transcripts, papers, and other empirical sources and concentrating, simplifying, abstracting, and/or transforming it. This method named "condensation" which avoids the term "data reduction" to highlight the reinforcing character of the condensation process, tries to reinforce the data by

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[124] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis - A Method Sourcebook*, 3rd ed. (United States: SAGE Publications Ltd, 2014), 33.

sharpening and strengthening its focus.[125] In this phase, researcher editing, coding and tabulating the data.

In editing phase, researcher tidying up the data to make them easier to read. Next, the transcripts results are coded to increase readability of the data and make it easier to br refered in the discussion sections. Researcher used abbreviations to code the errors in each dialogue using error category abbreviations and error classification abbreviations.

Table 6 – All Error Abbreviations

NO	Error Categories	Abbreviations
1	Literal Translation Error	LT
2	Inadequate Language Proficiency Error	LP
3	Register Error	RG
4	Distortion Error	DT
5	Addition Error	AD
6	Omission Error	OM
7	Protocol & Ethical Error	PE
8	Paralinguistic Error	PA
9	Hesitation Error	HE
10	Subtitution Error	SB
Error Classifications		
1	Interlingual / Interference Native Language	IN
2	Intralingual / Development Error / L2 Error	DV

For the same purpose, researcher coded the interpreter data with the following structure:

Int[number].data[number][classification]

For example, **Int1.data05IN** read as *interpreter number one, data number 5 with the interference errors*. Six interpreters—codenamed Int1, Int2,

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[125] Miles, Huberman, and Saldana, 31.

Int3, Int4, Int5, and Int6—were selected from six interpreter videos as a result of this purposeful sampling. The purpose of using these codenames is to facilitate reference in the chapter IV findings explanation. These codenames used to name the error data that had tabulated in total and clustered to the total of each interpreter. According to Thornberg and Charmaz, researcher could look for connections between categories, compare categories, and assess how their categorization of documents and integration of categories into a grounded theory represent the reality under study.[126]

In this phase, the transcript data that had been coded will be identified for initial codes that capture the various types and classifications of errors. Last, in the tabulation phase, researcher tabulated the data in structured table.

The transcribed data of the interpretation activity have categorized in accordance with the Barik, Immaculata and Pratiwi categories and examined using the Error Analysis Procedure[127] as follow:

    a. Collection of a sample of learner language

    b. Identification of errors.

        1. Categorizing the error as **Interlingual** (Interference between language or interference from TL) or **Intralingual** (Developmental error or interference from NL)

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[126] Denzin and Lincoln, *The SAGE Handbook of Qualitative Research Fifth Edition*, 195:748.

[127] Al-Khresheh, "A Review Study of Error Analysis Theory."

2. Classify the error into categories based on ten errors in constructed theory

c. Description of errors.

In this phase researcher described what errors that had been identified in those particular SL and TL using error abbreviations and refer to the error data with the codename of the errors.

d. Explanation of errors

e. Evaluation of errors or conclusion

Other than the Error Analysis procedure above, the data resulted from interview later had collected to broaden the discussion of this study by using Qualitative Research procedure.

3. **Data Display**

After the data condensed and tabulated, the analyzed data had organized in the form of written explanation. This visual representation underlining the finding with the representation of the errors found in each English Study Program's interpreters.

4. **Data Conclusion**

When the display procedure is complete, data summarized. This conclusion should provided a concise overview of the analysis outcomes.

To analyze interpretation errors, information was organized into tables for classification and summarization.

By employing this research methodology, the study aims to provide an in-depth understanding of the language confusion errors experienced by English Study Program student interpreters, their underlying causes, and the implications they have on the interpretation process and second language acquisition.

CHAPTER IV

FINDING & DISCUSSION

This section reports on the discovery of the types of errors found at English Study Program IAIN Curup based on the analysis of data obtained before delving further into the discovery of new errors.

Remarkably fascinating, this study had revealed two new findings that had not been addressed by previous researcher. The outcome of this discovery had covered in more detail below.

A. FINDINGS

The data of this research had collected from 6 final video projects completed by students in Interpretation course. Then, researcher used Document Analysis to gather a total of 281 lines of transcript utterances and 73 occurrences of errors, which grouped into 37 instances of multiple faults. What's interesting is that 20 of those cases were identified as new errors. Subsequently, an interview is conducted to determine the reasons behind and implications of Language Confusion Errors in students' simultaneous interpretation. The recordings' durations varied from one another. The length of the video recording from each group is displayed in the following table.

Table 7 - Duration of Simultaneous Interpretation Video

Subject	Duration
Interpreter 1	7 mins 28 s
Interpreter 2	5 mins 26 s
Interpreter 3	4 mins 13 s
Interpreter 4	5 mins 10 s
Interpreter 5	5 mins 08 s
Interpreter 6	5 mins 20 s

1. **Type of errors in simultaneous interpretation**

    This section displayed the errors occurred in English Study Program IAIN Curup as well as the finding of the new errors.

    a. **Types of error**

        By collected and classified the errors from 6 student simultaneous interpretation videos, researcher successfully clarified the occurences of 8 out of 10 interpretation errors in English Study Program. Researcher display the error frequencies of each interpreter in the table below.

        Table 8 – Kinds and Occurence Frequencies of Errors

NO	Error Categories	Frequency
1	Addition (AD)	25
2	Distortion (DT)	20
3	Omission (OM)	19
4	Paralinguistic (PA)	19
5	Subtitution (SB)	15
6	Language Proficiency (LP)	10
7	Literal Translation (LT)	4
8	Protocol & Ethic	2

        The most frequent errors made by students when interpreting simultaneously are shown in the above table. The reason of why this errors occurred had been explained in the discussion section below. The data above revealed that Addition errors (AD) are the highest, with 25 instances noted. Following closely are Distortion Errors (DT) with 20 occurrences. Omission (OM) and Paralinguistic Errors (PA) each happened 19 times.

Substitution errors (SB) were observed 15 times, while Language Proficiency Errors (LP) occurred 10 times. Additionally, there were 4 instances of Literal Translation Errors (LT) and 2 instances of Protocol & Ethic errors (PE). The amount of each error in the students' simultaneous interpretation is displayed in the graph below.

Table 9 - Error Categories Frequency

Int	Error Frequencies							
	AD	DT	OM	PA	SB	LP	LT	PE
1	7	7	4	11	7	6	2	0
2	5	2	5	2	5	1	0	0
3	4	0	2	1	2	0	1	1
4	0	0	1	0	1	0	1	0
5	3	5	2	2	0	0	0	0
6	6	6	5	3	0	2	0	0

More complex and detailed data analysis had been appended in the appendixes section.

b. First uncategorized error

Then, researcher found the errors that does not match the parameter of constructed errors. The occurrence of the first error are listed in the table below:

Table 10 – The Finding of Unclassified Errors

Code	Source Language		Note
	Target Language		
Int1.data01DV	SL	Selamat pagi juga	Speaks ***Selamat*** to the english speakers
	TL	***Selamat***, good morning too	
Int1.data07IN	SL	Saya mau Komplain	

	TL	*Saya mau*, I want to complain	Speaks *Saya mau* to the english speaker
Int1.data22IN	SL	baiklah saya sangat mengapresiasinya	Speaks *Baik* to the english speaker
	TL	*ee baik* -alright I *ask* - appreciate for it	
Int3.data07IN	SL	maaf atas segala kesalahan, kami akan menggantinya. Dan kami akan mengganti kamar anda	Speaks phrase of *Baiklah kami* to the English speaker
	TL	**baiklah kami** -I am sorry for that we will solve this problem and apologize for the inconvenience instead we will change your room	
Int5.data03IN	SL	---I order first than them it should be us to be served first	Speaks *serve* when to Indonesian Speaker
	TL	---Bukankah seharusnya - bukan sayalah yang harus di *serve* terlebih dahulu	
Int4.data02IN	SL	---our official website is **www dot gucciresmi dot com** mam	Spelling W with *double-u* which is wrong in Indonesian language.
	TL	website asli kami yaitu **double-u double-u dot gucciresmi dot com**	

In table above we can see that the interpreter mixed both language when interpreting. The total occurrences are 6 times with 4 error from Indonesian to English and 2 error from English to Indonesian.

In ***Int1.data01DV***, interpreter 1 mixing word *Selamat* when speaking with english language. Next in ***Int1.data07IN*** interpreter 1 mixing phrase of *saya mau*, and in ***Int1.data22IN*** Interpreter 1 mix the word *Baik* to english speaker. In

Int3.data07IN interpreter 3 mix the phrase of *Baiklah kami* while speaking english.

Reciprocally, in *Int5.data03IN* interpreter 5 mix word *serve* to the indonesian speaker, and in *Int4.data02IN* interpreter 4 mix the spelling of the website to english language when speaking to indonesian speaker.

The mixing of different language errors did not present in the parameter of constructed errors compiled from Barik, Pratiwi, and Immaculata. During the interview, Int1, who made the most mistakes when moving between languages, reported that she became suddenly confused while trying to understand the contents. While Int5 and Int6 believe that the errors were merely mistakes, Int3 claimed that she was ignorant of the mistake she had made when interpreting. All interview results indicated that mixing language error occurred suddenly when interpreter produces the messages.

c. **Second Uncategorized Error**

Then, another uncategorized error manifested in repetition of certain words. On the analysis results, there were 8 instances of repetition error that covered in detail in the table below. The repeated word shown as the bold words.

Table 11 – Repetition of certain words

No	CODE	SL	TL	Repeated word
1	Int1.data11DV	ee, Im sorry mam but I have make same with your request mam	ee mohon maaf mam saya ee kira saya kira sudah membuat pesanannya seperti pesanan anda ***mam - mam***	mam
2	Int1.data21DV	oo oke. Sebaiknya kamu memberikan training terlebih dahulu kepada staff baru. Ini untuk menghindarkan kerugian terhadap saya dan juga customer dari kafe ini	ee you must give her ee training before used to word **-to work – to work** -I mean **to work** and you ee **so** if ee **so** ee she is done making mistakes	to work
3	Int2.data04DV	I apologize for this unsatisfactory experiments, I will take a note of your complaint, can you explain more about late meals and order	kami minta maaf atas membuat anda tidak nyaman. Dan kami akan mencatat keluhan anda. Bisa anda bisa jelaskan lebih lanjut lagi tentang -mengenai ee **makanan - makanan** terlambat dan tidak sesuai	makanan
4	Int2.data07IN	ya, kami ingin mengganti hidangan yang telah kami pesan sebelumnya, kami berharap, ee, kami berharap pelayanan anda dapat lebih baik kedepannya	we want to request this **tha -that** doesn't not match our order, also we hope for **better - bitter** service in the future	that
5	Int2.data10DV	thanks for telling us about your experiences, and sorry for the mistakes	terimakasih **atas** pemberitahuan -**atas** pengalaman anda, maaf **atas** ketidaknyamanannya terimakasih	atas
6	Int3.data02IN	ee, we want to order one room in	Kami ingin memesan satu kamar di hotel ini,	memberi

		this hotel, can you give me recommendation	bisa kamu **member - memberi** rekomendasi	
7	Int3.data03IN	ya, di hotel raflesia ini ada dua kamar. Dua kelas kamar. Yang pertama adalah kelas ee ekonomi dan yang kedua adalah kelas VVIP. Saya rekomendasikan anda untuk memesan kelas VVIP. Karna disana anda akan mendapatkan ee shower bathtub dan fasilitas lainnya	on the raflesia hotel, there are two clases group ee namely economy and VVIP. I recommend you ordering ee VVIP room **you can**, **-you can** get two bed and a shower television food clothes and bath tub	you can
8	Int3.data04IN	okay we want to order VVIP room	oke kami akan memesan VVIP - **kamar VVIP**	vvip

In ***Int1.data11DV***, Int1 repeating the word *mam* twice instead of just once. Next, in the ***Int1.data19DV*** and ***Int1.data26IN***, Int1 used the word *as* repeatedly in two turns. In ***Int1.data21DV***, Int1 repeatedly speaks the word *to work* triple times. In ***Int2.data04DV*** Int2 uses the word makanan twice, and in ***Int2.data07IN*** the word *that* is repeated twice and one of this are incomplete, also Int2 attempt to subtitute the word *better* but turned out wrong to *bitter*.

Next, in ***Int2.data10D***V the word *atas* speaks triple times; but only two of them are wrongly used. In ***Int3.data02IN***, Int3

repeated the word *memberi* and one of this are incomplete. In ***Int3.data03IN*** Int3 repeated the phrase of *you can;* and in ***Int3.data04IN***, Int3 repeating VVIP and one of them turned to phrase. According to this finding, the repetition error can be classified to repetition of words, repetition of phrases and repetition of words to phrases.

d. Classification of Errors

Table 12 – Error Classification Frequencies

No	Classification	Frequency
1	Interlingual / Interference (IN)	46
2	Intralingual / Developmental (DV)	27

In the table of error classifications above, the researcher noted 46 occurrences of Interlingual error and 27 occurrences of Intralingual Error. The use of these specific classification can be seen on the examples below:

Int1.data08IN:

> SL: *Saya rasa kamu terlalu banyak memasukkan gula kedalamnya*
>
> TL: *I feel you very much ee put sugar in here*

The IN or interlingual error is indicating that these errors raise from the interference of the native language of the student themselves by looking at the interpreter that trying to interpret the message literally word by word even though the english sentence structure is wrong. In this context, Int1 divide the sentences into chunk of phrase then interpret that word by words resulting in

English sentence that uses Indonesian structure that the meaning is unclear.

> Saya rasa kamu – terlalu banyak – memasukkan gula kedalamnya
>
> I feel you – very much – put sugar in here

It is clear that the structure of above example came from Indonesian language. Next, the DV or intralingual error is indicating that the error came from the missuse of TL structure, or in this case, the missuse of english structure while student interpreting. The instances of intralingual error can be seen in this example:

Int2.data01DV:
> SL: *halo saya ingin mengajukan sebuah complain kepada klien yang ada di restaurant anda*
> TL: *halo <u>I give</u> a complain to your restaurant*

In this example, the interpreter using wrong structure while interpreting the messages. The better interpretation must be: *hello, I would like to give a complain to the client on your restaurant.* But in this case, I2 struggling on word order resulting in distorted meaning because some of the sentence structures are not complete. The total error classifications of each interpreter are listed in the table below:

Table 13 – Error Classification of Each Interpreter

No	Int	IN	DV
1	Interpreter 1	17	9
2	Interpreter 2	5	5
3	Interpreter 3	7	1
4	Interpreter 4	3	0
5	Interpreter 5	7	2
6	Interpreter 6	7	10

In the table above, each interpreter's interlingual and intralingual errors are listed. Interpreter 1 experienced 17 interlingual errors and 9 intralingual errors. Interpreter 2 encountered both 5 interlingual and intralingual errors. Interpreter 3 had 7 interlingual errors and 1 intralingual error. Interpreter 4 faced 3 interlingual errors and did not experience any intralingual errors. Interpreter 5 dealt with 7 interlingual errors and 2 intralingual errors. Lastly, Interpreter 6 grappled with 7 interlingual errors and 10 intralingual errors, marking it as the category with the highest error count in interpreting performance. This data shows that Interpreter 1 experienced the most errors.

e. Multiple errors in one utterance

Researcher noted 37 data that have more than one interpretation error categories in one interpreter's utterances. Take a few of these examples that resembles the the multiple:

Table 14 – List of Multiple Errors in one utterance

No	CODE	SL	TL	Error Types
1	Int1.data05	ee, saya mau makan disini	I want to, ee, dining here	LP, LT. PA
2	Int2.data04	I apologize for this **unsatisfactory experiments**, I will take a note of your complaint, can you explain more about late meals and order	kami minta maaf atas **membuat anda tidak nyaman**. Dan kami akan mencatat keluhan anda. Bisa anda bisa jelaskan lebih lanjut lagi **tentang - mengenai ee makanan makanan** terlambat dan tidak sesuai	PA, AD, SB
3	Int3.data01	Selamat datang di **hotel raflesia**, ada yang bisa saya bantu	Welcome in **hotel raflesia**, **can** I help you	SB, LT
4	Int5.data04	ini makanannya bu, selamat menikmati, mohon maaf atas keterlambatannya	this is your meal, and then sorry for the meal **ee** we are **ee** so late **for the delay**	DT, PA
5	Int6.data03	oke kami memiliki beberapa pilihan silahkan di **lihat lihat** terlebih dahulu	of course we have ee wide ee kulots and boots **lets -hm first** *(nodding)*	PA, PE

The table above highlights five interpreters with multiple errors in a single sentence, as indicated in the far-right column. Due to the presence of several errors in these sentences, the researcher categorizes them as multiple errors. For instance:

Int1.data05:
SL: ee, saya mau makan disini
TL: I want to, ee, dining here

Following data is identified as Addition error because Language Proficiency error because Int1 have mistakenly use verb in her interpretation. However, the structure of the TL interpretation indicating that it has the same structure as SL. The use of *ee* also indicating paralinguistic error. Thus, the data identified as 3 errors in one utterance.

Int6.data03:
SL: *oke kami memiliki beberapa pilihan silahkan di lihat lihat terlebih dahulu*
TL: *of course, we have ee wide ee kulots and boots lets -hm first (nodding)*

In ***Int6.data03***, Int6 move in inappropriate protocol and using body language to interpret the messages that does not match the body language from the speaker. The messages also changed because the miss-interpreting by Int6.

Figure 2 - Interpreter moves in innapropriate gesture

Moving with innaprorpriate gestures is not allowed in interpretation ethic and protocol as interpreter need to serve as a tool that interpreting the messages thorougly and avoiding missinterpretation at any cost.[128]

2.   **The causes of errors**

The researcher interviewed the subject of the research using semi structured interview. With this procedure, researcher gathered the causes of the error that occurred in their simultaneous interpretation exam. The causes spread from (1) nervousness, (2) mind blank, (3) speed of speaking, (4) struggle to find right interpretation, (5) interference from indonesian language, (6) lost of focus, and (7) not catch the message yet.

a.   **Nervous**

First, from the result of interview, interpreter experiencing the constant pressure to maintain the communication. The nervous also because interpreter fear of not sound naturally or not speaking well. This causing interpreter to feel nervous while interpreting. As the result, their performance is not hundred percent well. In interiew interpreter 6 said that*"Maybe its because I am nervous."*while interpreter 1 said *"I feel anxious."*.[129]

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[128] David Gerver and H. Wallace Sinaiko, *Language Interpretation and Communication Nato Conference Series*, *Language Interpretation and Communicaton*, 1978.
[129] Interview of Int6 and Int1, January 2024, translated

b. Mind Blank

Second, the interpreter felt the pressure that messing with their head. They so focused on getting everything right that their brain kind of freezes up. Interpreter 6 described this as *"It's like you're afraid of saying the wrong thing, so your brain just shuts down for a second. Sometimes, your brain just needs a moment to catch up, and during that lag, everything goes blank"[130]*

Interpreting is intense *juggling* act between listening, processing, and speaking. So, when the interpreter tried their best to make interpretation exam success, their brain's *juggling* acts are collapses, resulting in blank moment. In this moment, interpreters keep speaking to maintain communications; unaware of the errors that might be the outcome of that blank moments.

c. Speed of speaking

Next, Interpreter need to find the balance between speed and accuracy while interpreting. This described as *"It's like trying to keep up with fast car when you're used to run slow".[131]* This occurences can suggest why Interpreters cannot keep up with the pace of speech. When their mind is left behind, they omit the messages.

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[130] Interview of Int6, January 2024, translated
[131] Interview of Int4, January 2024, translated

d. Struggling to find right intepretation

From the results of the interview, some interpreters feel fear of the risk of misinterpreting words, especially if they sound similar or if the speakers have strong accents. They choose the first words that come to mind without fully considering the nuances. If the indonesian or english speaker not articulating clearly, speaking too softly, or have a strong accent, interpreter feel harder to catch every point of the message. This situation pointed by Interpreter 6 as *"I don't know if I interpret right or wrong in the middle of the recording"*[132]

e. Indonesian Language Interference

Next, interpreter states that there is major interference from their Indonesian Language as their mother tongue. *"Sometimes my brain sticks with Indonesian language, even when I'm speaking in English. It's like habits since I born."*[133] They are used to speak with indonesian structure so their interpretation affected as well.

f. Lost Focus

Next, interpreter mainly respond the causes of the error as distractions while interpreting; whether it's noise in the environment, personal thoughts, or anything that diverts interpreter attention. When interviewed, they say *"I feel that*

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[132] Interview of Int5, January 2024, translated
[133] Interview of Int2, January 2024, translated

my concentration is lost when I am thinking about what people might think if I do mistakes"[134] and *"After a while, i start feeling like my focus is low battery"*[135] Interpreter think that when fatigue sets in after few minutes of interpreting, maintaining focus becomes a real struggle. The capacity of their mental energy is limited.

g.   Not catch the messages yet

From the results of interview, if the speaker is speaking into something Interpreter not familiar with or lacks background information on, interpreter cannot catch the messages as interpreter 1 said, *"I don't catch the messages yet"*.[136]

Speaking too long is another challenge that can make it tricky for student interpreters to catch every detail of the message The speaker might cover a lot of idea in one breath, making it tough to capture and convey all the information accurately, as interpreter 5 said, *"The speaker finished speaking before I understand the messages"*.[137]

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[134] Interview of Int1, January 2024, translated
[135] Interview of Int5, January 2024, translated
[136] Interview of Int1, January 2024, translated
[137] Interview of Int5, January 2024, translated

3. **The implications of errors**

The implication of this study divided into two implications which described as follow:

a. **Learning language while Interpreting**

Some interpreter think that act of interpreting is another form of practical language learning because the exposure to different linguistic situations while speaking and the necessity to convey messages accurately that are enhancing their language skills and contribute to their overall language acquisition process. They stated that after doing the errors in interpretation and clarifying it back, it helps them in learning English language.

When students encounter errors, it becomes an opportunity for reflection and learning. Take Int4 for example, he thinks that there are better interpretations than she did when checking the results of his trancript. *"When I know what was wrong in my interpretation, I can learn how to fix it".[138]* He also states that identifying and understanding the source of interpreting errors can guide him in understanding specific language challenges and refining their language skills.

4. **Increased Vocabulary Acquisition**

Through interpretation, student interpreter encountered a variety of vocabulary related to specific topics. While errors may occur, according to the interpreter, the process still contributed

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[138] Interview of Int4, January 2024, translated

to vocabulary acquisition. The interpreters said *"I learn many vocabularies and how to speak idea in different way"*[139] and *"I can learn many vocabularies".*[140]

The interview results indicated that interpreters are still learning while interpreting even though they commited many errors.

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[139] Interview of Int1, January 2024, translated
[140] Interview of Int5, January 2024, translated

B. DISCUSSION

Interpretation is the accurate interprting of oral or signed messages into another language after fully understanding them. Any mis-interpreting during this process can result in communication errors between speakers. But not every interpreter has excellent talent to interpret messages. Especially student interpreters from English Study Program IAIN Curup.

Many researchers have explored errors in interpretation. Barik[141], for instance, conducted a study on English-French interpreters across various proficiency levels, identifying Omission, Addition, and Substitution errors. Decades later, Pratiwi[142] examined common errors and challenges in consecutive interpretation, identifying eight types of errors that evolved from Barik's initial research. Immaculata[143], in a later study, focused on mistakes made by master's degree students in an online interpreter class, identifying factors contributing to errors and adding a new type: Hesitation and Substitution errors. While the study context remains the same, each research subject is different. Based on these early studies' reliability, the researcher combined these findings to identify 10 distinct errors that were utilized to classify the errors in the performances of the student interpreters. With this category, researcher noted 8 occurences of the types of the errors at English Study Program IAIN Curup.

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[141] Barik, "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation."
[142] Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH."
[143] Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting."

Particularly interesting, researcher confronted with fascinating 17 uncategorized data and noted 2 existences of the new errors. Researcher proposes the name of these error as: **1) Language Confusion Errors and 2) Repetition errors**. As these two errors are not included, this finding conceptually adds the new categories to the preliminary research done by Barik, Pratiwi, and Immaculata. The reason of why researcher choose those specific name are covered below.

1. **Language Confusion Errors (LCE)**

The concept of Language Confusion Errors (LCE) was initially posited by the researcher, taking into account of the notion that the transfer between linguistic repertoires can yield both positive and negative outcomes.[144] Multilingual individuals are capable of accessing and utilizing language resources from their first language (L1) to aid their second language (L2) or vice versa, engage in what is commonly termed as cross-linguistic transfer. [145] Considering this, researcher believe that under the big mental loads, this cross-linguistic transfer can be fail and manifest as errors.

The study's findings consistently highlight the occurrence of negative transfer, evident in the mixing of words or phrases from the first language (L1) into the second language (L2) and vice versa. The following example serves as a clear illustration of Language Confusion Errors.

> **Int1.data07IN**:
> *SL: Saya mau komplain*
> *TL: **Saya mau**, I want to complain*

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[144] Mahmood and Murad, "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before," 100.

[145] Guiberson, "Bilingual Myth-Busters Series Language Confusion in Bilingual Children," 7.

Notice that the Indonesian word phrase is included in the English interpretation. According to the interview results, this sudden confusion caused by Int1 experiencing fatal pause for a moment because of mental fatigue but next, when they attempt to speak, they choose the wrong language to convey the messages.[146] Although they experience language confusion, they quickly change the speech to the right language in the next seconds. Because the limitation of their ability, the result of their interpretation performances is full of errors. Although we can understand that experience errors because they are still learning, the evident of Language Confusion Errors is the prove that studying multilingual learner is the best way to prove assumption.

2. Repetition Error (RE)

The second uncategorized error are repetition of certain words while interpreting which researcher called as **Repetition Error (RE)** clearly because the interpreter repeats certain words while interpreting. The episodic buffer of interpreting is an important component of the working memory framework and a possible point of entry for learning.[147] Furthermore, a theory suggests that language processing capacity restrictions originate from the episodic buffer.[148] While buffer error is a better term for this kind of error, researchers used repetition errors instead since they are more directly related to the interpreter's output efforts than to the encoding or processing language. The clearest example of a repetition error is:

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[146] Interview of Int1

[147] Tracy Packiam Alloway and Susan E. Gathercole, "Working Memory and Short-Term Sentence Recall in Young Children," *European Journal of Cognitive Psychology* 17, no. 2 (2005): 207–20

[148] Whitney Boyle, Annukka K. Lindell, and Evan Kidd, "Investigating the Role of Verbal Working Memory in Young Children's Sentence Comprehension," *Language Learning* 63, no. 2 (2013): 211–42

Int1.data21IN:

> *SL: oo oke. Sebaiknya kamu memberikan training terlebih dahulu kepada staff baru. Ini untuk menghindarkan kerugian terhadap saya dan juga customer dari kafe ini*
> *TL: ee you must give her ee training before used to **word -to work –to work** -I mean **to work** and you ee so if ee so ee she is done making mistakes*

We can see that the student interpreter (I1) is repeating phrase several times in her performance. These examples prove to see that even if the early study about interpretation errors is started on early 50, we still have more study to the errors. According to Al-Khresheh, majority of errors committed by students are the same regardless of their mother tongue.[149] But we still need to see the specific errors that may worth to develop linguistic study.

3. **Error Categories**

Referencing the preceding chapter, the researcher explains the reason for integrating three interpretation studies into a list of ten combined errors. The categorized errors, however, remain consistent across various types of interpreters. Error categories and Error classifications term in this study context are different. Categories, according to Collins Dictionary, is "any set of objects, concepts, or expressions distinguished from others within some logical or linguistic theory by the intelligibility of a specific set of statements concerning

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[149] Al-Khresheh, "A Review Study of Error Analysis Theory," 50.

them".[150] However, classification, according to Collin Dictionary is "A classification is a division or category in a system which divides things into groups or types".[151] The researcher emphasizes in this explanation that two error classifications and ten error categories were used in this investigation.

According to the theory of Error Analysis, errors in L2 are attributed to two different main sources; interlingual and intralingual.[152] Therefore, classification of this error study adopting the EA sources above, which is Interlingual and Intralingual.

Interlingual means that the error from their language is affected by the native language they have. According to Brown, cited in Sari, learners make mistakes in the second language because they believe the forms of the second language are the same as those of their original language.[153] This phenomenon is known as interlingual learning. In this context, interpreter who speaking english might be affected by indonesian linguistic rules while speaking english. The interlingual and the outcomes they produce are external elements in language development. Interlinguistic interactions encompass any relationships that exist between languages inside and between different systems. The main type of interlingual communication is interference[154], which

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[150] Collin, "Definition of Categories", Collin, February 1, 2024, https://www.collinsdictionary.com/dictionary/english/categories
[151] Collin, "Definition of Classification", Collin, February 1, 2024, https://www.collinsdictionary.com/dictionary/english/classification
[152] Azevedo and Corder, "Error Analysis and Interlanguage."
[153] Sari, "Interlingual Errors and Intralingual Errors Found in Narrative Text Written By Efl Students in Lampung."
[154] Murtiana, "An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition."

appears as a speech pattern variance when a person first becomes familiar with a language. Grammar at other levels also exhibits interference, but more prominently in phonetics.[155]

Intralingual, however, is classification of errors that indicates interpreter that is speak with wrong TL structure.[156] James Cummins, cited in Al-Khresheh, said that intralingual is caused by interference with the structure of the target language itself.[157] Richard, cited in Sari, said that Intralingual interference is the term used to describe learner-produced materials that generalize from a partial exposure to the target language rather than reflecting the structure of the mother tongue.[158] Intralingual is named as developmental error because the scope of this term that is related to the development of second language or foreign language or the student interpreter themselves.

As explained in the finding section, researcher clarify that not all of the errors are occurred in the English Study program. From the list of 10 errors, only seven is identified from the interpretation video with 25 of addition errors, 20 of distortion errors, 19 errors of omission, 19 errors of paralinguistic mistakes 15 instances of substitution errors, 10 instances of language proficiency errors, and 4 instances of literal translation errors. Addition errors is the most frequent errors and the literal translation is the rarest.

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[155] Kamala Avadir Jafarova, "Role of Extralinguistic Factors in Interlingual Relations and Theoretical Issues of Interference," *Linguistics and Culture Review* 5, no. 1 (2021): 48.

[156] Murtiana, "An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition."

[157] Al-Khresheh, "A Review Study of Error Analysis Theory," 50.

[158] Sari, "Interlingual Errors and Intralingual Errors Found in Narrative Text Written By Efl Students in Lampung," 49.

An interpreter can make an addition error by providing irrelevant information in the interpretation. When interpreters encounter a term that they actually understand but are unable to find in time, they add the words or phrases in the interpretation results that the speakers do not say. One such issue can be that the interpreter has lost track of the source language.

An omission error occurs when a speaker's words, sentences, or portions thereof are purposefully left out by the interpreter. It generally happens when interpreters are pressed for time and are unable to find the correct words. Omissions can also occur when an interpreter discovers that a word is being used repeatedly or that there is no practical need to interpret a particular passage. Another option is that the interpreter is no longer focused, is not hearing the speaker well, or does not comprehend what the speaker is trying to convey.

According to Pratiwi, paralinguistic error is the non-conservational behavior of students who interpret to complete sentences; filler, on the other hand, is the interpreter's use of the sounds "ee" or "aah," which can result in incomplete interpretation or likely make it difficult for the client to understand.[159]

A substitution error happens when the interpreter substitutes the speaker's words. The interpreter has the option to change a word or a sentence. While some view this as a minor issue[160], others believe it to

[159] Pratiwi, "COMMON ERRORS AND PROBLEMS ENCOUNTERED BY STUDENTS ENGLISH," 131.
[160] Alloway and Gathercole, "Working Memory and Short-Term Sentence Recall in Young Children."

be a severe one[161]. This issue arises from inadequate language ability, a lack of educational experience in the target language, and sometimes incorrect pronunciation. The categories of improper verb tense, incorrect syntax, incorrect preposition, erroneous construction, semantic error, and phrase alteration encompass a variety of substitutions and faults.

Literal Transalation Error arise when translators concentrate on only replacing words in the source language with words from the target language, rather than maintaining the ideas.

4. The causes of errors

Causes of the errors in the interpretation is resulted by the interpreter that is continually fill in gaps as they listen to the speakers.[162] The noteworthy study that will be frequently discussed in this section is Gill's concept of problem triggers.[163] There were three trigger that causing interpreter to do errors. 1) Cognition-related factors: a high source language density; external factors: noise, accent, etc. 2) Linguistic factors, such as various grammatical standards, and 3) Culture-related factors. These three factors had considered in each of the causes that are already identifd by using interview.

The interview is successfully mentioned several factors that are contributed to the process of making the errors. The causes spread from

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[161] Barik, "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation."

[162] Jing Ma, "A Study of Interpreting Skills from the Perspective of Interpreting Process" 4, no. 6 (2013): 1232–37,

[163] See Wang, "Strategies in Simultaneous Interpreting Based Upon Effort Model," 432.

(1) nervousness, (2) mind blank, (3) speed of speaking, (4) struggle to find right interpretation, (5) interference from indonesian language, (6) lost of focus, and (7) not catch the message yet. Although several of this error has been found by other researchers, it is still noteworthy finding to be disscussed in the field of Interpretation and SLA.

Nervous, as stated by collins dictionary, is mind state of the person who is nervous will exhibit behaviors that indicate they are afraid or anxious about something that is happening or might happen.[164] The interpreter feeling nervous especially if the speaker speaks too long, adding difficulties when interpreting the messages. Also, language specificity that they not sure know the exacts vocabularies often disturbs their performance; not only while interpreting, but also in another speaking related situation. This overwhelming fear could make it more difficult to show knowledge and comprehension, and a thorough understanding of the requirements for the oral presentation exam.[165] But not every student experience anxiety. As demonstrated by Immaculata's studies, some students find interpreting to be challenging and are content with their performance even when they are aware that the outcomes may not be ideal.[166] Wheter the students' perception are positive or negative, we can associate this with Gile's cognition trigger that serve as the main factor to this cause.

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[164] Collin, "Definition of Nervous", Collin, February 1, 2024, https://www.collinsdictionary.com/dictionary/english/nervous
[165] R. Grieve et al., "Student Fears of Oral Presentations and Public Speaking in Higher Education: A Qualitative Survey," *Journal of Further and Higher Education* 45, no. 9 (2021): 5
[166] Immaculata, "Common Mistakes Faced by Indonesian Students in Doing Indonesian-English Simultaneous Interpreting," 147.

Next, interpreter minds experiencing *blank* in the middle of the interpretation. But it cannot be concluded as only inside-head factors that affected overal interpretation. Since interpretation deals with speaking, it is likely that this occurred as a result of their unprepared speech. They would be unable to think effectively and produce a blank output if they were empty-headed. Dawood, cited in Damayanti provided more support for this syndrome, stating that it is typical for students to feel extremely stressed and anxious before exams of any kind.[167] We need to underline that this simultaneous interpretation is performed as an exam at English Study Program. Thus, this causes also related to the cognitive trigger.

The speed of the speakers also plays a crucial role in interpreting the messages. The speed of the speech causing interpreter cannot keep up with the interpretation and therefore interpreting messages to the wrong language. According to Jing Ma, while interpreter when interpreter miss an idea or hear the idea that are unclear to them, they should keep calm.[168] This environmental processing factor, which also related to the cognitive triggers, needs to be considered by speakers as well while speaking to the interpreter.

Delve deeper into the language production the interference of native language is inevitable. All of the interpreter thinks the same way that indonesian language is interfere with their performance although they

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[167] Maria Eva Damayanti and Listyani Listyani, "An Analysis of Students' Speaking Anxiety in Academic Speaking Class," *ELTR Journal* 4, no. 2 (2020): 152–70

[168] Ma, "A Study of Interpreting Skills from the Perspective of Interpreting Process."

do not know what is the exact reason of it. In linguistics, this changes in one language under the influence of another language during the contact of the two languages is called interlingual. When someone who is just starting to acquire a second language does not yet grasp the new language code, his speech deviates from a specific standard. This is known as interference and according to gill concept of problem triggers, this clearly manifestation of the language trigger. The process of learning a second language ends when codes are exchanged and ones achieve fluently. In this instance, there are extremely few instances of voice interference and the person speaks both languages fluently.[169] But in this case, student interpreters posit lot of errors which indicated that the process of their second language acquisition progress is not ends yet.

While trying best to not messing up with the interpretation because of Indonesian language interference, the interpreter experiencing lost of focus as they divide the focus listening the speaking and maintain best interpretation using appropriate structure of the TL. Focus in this context means interpreter work with concentrated and try to avoiding all distractions and learning to be allert.[170] Consequently, the lost of focus is resulting in the interpreter that is not catching the message conveyed. What interesting is this cause is related to the nervous causes above as Johnston, cited in Tiyas, said, cognitive signs like having

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[169] Jafarova, "Role of Extralinguistic Factors in Interlingual Relations and Theoretical Issues of Interference," 42–44.

[170] Ma, "A Study of Interpreting Skills from the Perspective of Interpreting Process," 1234.

difficulties concentrating is a sign to nervousness and anxiety.[171] So, this is clearly a cognitive trigger to the manifestation of the student interpreter's errors.

As all of the causes above are dominantly related to the cognitive triggers, we can conclude that language and culture triggers is not the main cause of the student interpreter errors.

d) The implications of errors

While some interpreters could become aware of their errors during interpreting, it is still unclear why these errors continue to be made. This perseverance may be due to the complex process of language learning, where students must cope with subtleties and complexities when interacting with people who speak different languages. The fact that the Interlingual errors are occurred more than the Intralingual errors (48 to 25) is indicating that the interferences of Indonesian Language are preponderant to the errors that comes from the development of the L2.

To delve into the results, the researcher employs the effort model approach that comprising three efforts: listening and analysis, speech production, and short-term memory. Language interferences arise when the interpreter listens to messages, analyzes them solely in Indonesian, considering structures, cultures, and background information in Indonesian. As the analysis originates in Indonesian, during the Speech Production Effort in English, all information is forcefully transferred

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[171] Ayuning Tiyas, Yayah Nurhidayah, and Rama Dwika Herdiawan, "'Why I Can't I Speak Up?': Students' Anxiety in Public Speaking," *Journal of English Language Learning* 3, no. 1 (2019): 2.

into English, a phenomenon proven by the presence of Language Confusion Errors (LCE) as hypothesized in Chapter II.

In a more recent study, Grieve et al found evidence to support the hypothesis that certain students exhibit high levels of social anxiety in academic settings, both from their own and other studies.[172] This anxiety barrier makes the acquisition process of L2 hampered that may lead to the uncomplete and uneffective language acquisition process; which then manifested as the errors. We are able to determine the areas in which children have intellectual impairments by looking at each kind of error.[173]

Since the results of this study show distinct signs of students' gap language learning processes and can be assessed by looking at their mistakes, we can thus modify the learning process of the students to make it more successful. To put it simply, the necessity to enhance the language learning course at IAIN Curup to increase language acquisition by exposing students to english language. Also a call for the educators at IAIN Curup to refer and designing better evaluation system on the sillabus by addresing the errors which had been identified in this study.

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[172] Grieve et al., "Student Fears of Oral Presentations and Public Speaking in Higher Education: A Qualitative Survey," 2.

[173] Al-Khresheh, "A Review Study of Error Analysis Theory."

CHAPTER V

CONCLUSION

A. Conclusion

Researcher have argued throughout this work that the point of errors in interpretation are serving as a window to see what gap of knowledge that exist in students' overall cognitive. In particular, researcher assessing interpretation error as way to clarify the language acquisition deficiencies. Additionally, researchers assumed that when multilingual people were placed in situations requiring high mental loads, there was a catastrophic negative cross-linguistic transfer.

By investigating the occurrence of eight types of errors in English Study Program's simultaneous interpretation exam, researcher prove that the failure on cross-linguistic transfer manifested as unidentified error which researcher named as Language Confusion Error and Repetition Error. The findings of these types of errors extends beyond the list of errors that the early researcher had constructed. During this finding, researcher also clarify that the significance of the errors caused by nervousness, mind blank, speaking speed, interpretation struggle, L1 interference, lost of focus and not catching the messages also all of errors triggered by interference of the Indonesian language (interlingual) itself and not really influenced by deficiencies in the development of overall English language (intralingual).

This finding opens avenues for future research to delve deeper into the underlying cognitive mechanisms at play during simultaneous interpretation.

B. Suggestion

Acknowledging the interconnected nature of interpretation errors and the cognitive load experienced by students underscores the importance of targeted training programs. Researcher suggests that English Study Program need to emphasize learning that support the usage of second language acquisition. Specifically in Interpretation course, the student interpreter needed to have feedback based on what errors they experience so that they can reflects on their mistakes and develop their interpretation skill.

Although this finding using combined error-detection methods that holistically evaluate student interpreters' performance, the subject of the research is barely enough just to clarify the existence of the Language Confusion Errors (LCE). Subsequent research is necessary to delve further into the cognitive processes of interpreters who encounter language confusion errors.

The researcher recommended that future studies investigate the existence of LCE by evaluating individuals who are multilingual or interpreters who are interacting with three distinct languages (e.g. Indonesian interpreter which interpreting Chinese language to English language simultaneously). This allows us to better understand how they deal with the challenging requirements of understanding or interacting in more than two linguistic contexts and to look more closely at the interactions between Language Confusion Errors.

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APPENDIXES

DATA CLUSTERS

Abbreviations:

NO	Error Categories	Abbreviations
1	Literal Translation Error	LT
2	Inadequate Language Proficiency Error	LP
3	Register Error	RG
4	Distortion Error	DT
5	Addition Error	AD
6	Omission Error	OM
7	Protocol & Ethical Error	PE
8	Paralinguistic Error	PA
9	Hesitation Error	HE
10	Subtitution Error	SB
Error Classifications		
1	Interlingual / Interference Native Language	IN
2	Intralingual / Development Error / L2 Error	DV

The data results are divided according to its interpreter.

INTERPRETER 1

NO	DATA	SL	*TL*	Classifications	Error types
1	Int1.data01	Selamat pagi juga	***Selamat***, good morning too	DV	AD, (?)
2	Int1.data02	Bisakah kamu memberikan saya menunya	can you bring me the menu ***please***	IN	AD
3	Int1.data03	This is our menu	Ini adalah menu	IN	OM, DT
4	Int1.data04	Alright, that's all mam? Take away or deliver mam?	***eem***. **Ngomong-ngomong**, makan disini atau dibawa pulang, mam?	DV	AD, DT, PA
5	Int1.data05	ee, saya mau makan disini	I want to, ee, dining here	IN	LP, LT. PA
6	Int1.data06	ya hanya itu	yes, ***of course***	IN	DT
7	Int1.data07	Saya mau Komplain	***Saya mau***, I want to complain	IN	AD, (?)

8	Int1.data08	Saya rasa kamu terlalu banyak memasukkan gula kedalamnya	I feel you very much ee put sugar in here	IN	LP, LT, PA
9	Int1.data09	Makanan Ini sangat asin, dan jus jeruk buat saya juga terlalu manis	This food Is so salty and *ee* orange juice is very sweet	IN	PA, OM
10	Int1.data10	Sudah jelas makanan yang kamu sajikan ini berbeda dari permintaan saya	it is different from as my requests	IN	OM, SB
11	Int1.data11	ee, Im sorry mam but I have make same with your request mam	ee mohon maaf mam saya *ee* kira saya kira sudah membuat pesanannya seperti ***pesanan anda mam mam***	DV	AD, PA
12	Int1.data12	Dimana manajer kamu	Where is ***the manager***	IN	SB
13	Int1.data13	tidak, saya harus mengatakannya ke manajer kamu	No, I must **to** talk with ***her***	DV	DT
14	Int1.data14	Kecerobohanmu ini bisa merugikan saya dan customer disini	Your careless show that to this condition	IN	DT, LP
15	Int1.data15	Alright mam, if that what you want I will get my manager for you	Baiklah mam, jika itu yang kamu mau, saya akan ***meminta*** manajer saya	DV	SB
16	Int1.data16	alright mam, I am astria the manager of startingbuck, what can I help you	Baik mam, saya astria, saya adalah manajer ***disini***, apa yang bisa saya bantu	DV	SB

17	Int1.data17	ee saya ingin menyampaikan keluhan saya mengenai karyawan disini, terutama dia	I want to complain ee this starch especially on **them**	IN	DT, SB, PA
18	Int1.data18	ee saya memesan sushi dan jus jeruk dengan sedikit gula, tapi sushi yang dia sajikan itu terlalu asin dan jus jeruknya juga terlalu manis	ee I ordered sushi and orange juice but its ***different as my request***, ee sushi is e very salty and orange juice is very sweet	IN	DT, PA
19	Int1.data19	Dan itu tidak sesuai dengan permintaan saya	***as*** *different* as my request	DV	LP
20	Int1.data20	dan dia masih mengelak bahwa dia tidak melakukan hal serup -tersebut	she doubt it, ***my did she do mistake***	DV	LP
21	Int1.data21	oo oke. Sebaiknya kamu memberikan training terlebih dahulu kepada staff baru. Ini untuk menghindarkan kerugian terhadap saya dan juga customer dari kafe ini	**ee** you must give her **ee** training before used to word **-to work – to work -I mean to work** and you **ah so if ah so eh** she is done making mistakes	IN	AD, PA
22	Int1.data22	baiklah saya sangat mengapresiasinya	***ee baik*** -alright I ***ask -***appreciate for it	IN	PA, AD, (?)
23	Int1.data23	ee baiklah saya ingin memesan	alright I want to order 2 ice cream	IN	SB

		2 eskrim dan 1 piring ice	and one *dripping* ice		
24	Int1.data24	thank you and I am sorry for the inconvenience and thank you so much	terimakasih dan maaf atas ketidaknyamanaannya	IN	OM
25	Int1.data25	alright mam if there something you need ee I ll get to my desk	*ee* baik, mam, *jika tidak ada* yang diperlukan saya akan kembali ke tempat saya	DV	PA, SB
26	Int1.data26	oke terimakasih telah mendengarkan keluhan saya	okay thank you for your *as long as my ee* complain	IN	PA, LP

Interpreter 1 errors:

NO	Error Categories	Frequency
1	Addition (AD)	7
2	Distortion (DT)	7
3	Omission (OM)	4
4	Paralinguistic (PA)	11
5	Subtitution (SB)	7
6	Language Proficiency (LP)	6
7	Literal Translation (LT)	2

INTERPRETER 2

NO	DATA	SL	*TL*	Classifications	Error types
01	Int2.data01	halo saya ingin mengajukan sebuah complain kepada klien yang ada di restaurant anda	halo **I give** a complain **to your restaurant**	DV	DT
02	Int2.data02	good afternoon miss we are ready to listen to **your** complain wait a minute	selamat sore mbak, kami siap untuk mendengarkan keluhan dari **kalian**, tunggu sebentar ya	DV	SB
03	Int2.data03	ya, pertama makanan yang kami pesan datang terlambat. Kedua ketika makanan itu datang, beberapa makanan tidak sesuai dengan apa yang kami harapkan	first, our food can wait, second when the food arrived, several my food were **not we order**	IN	DT
04	Int2.data04	I apologize for this **unsatisfactory experiments**, I will take a note of your complaint, can you explain more about late meals and order	kami minta maaf atas **membuat anda tidak nyaman**. Dan kami akan mencatat keluhan anda. Bisa anda bisa jelaskan lebih lanjut lagi **tentang - mengenai ee makanan makanan** terlambat dan tidak sesuai	DV	PA, AD, SB
05	Int2.data05	tentu, kami sudah	of course we **waiting** for food,	IN	SB, AD

		menunggu selama hampir satu jam setelah memesan makanan dan beberapa hidangan sudah dingin dan tidak lagi segar, kami sangat sangat kecewa	and when the food came so of the dishes went cold and not fresh. We really **dispers - dissapointed**		
06	Int2.data06	so sorry to hear this, we should revise the best the service, do you want to change **the dish that not suitable for you** or do you have any special request	kami sangat menyesal, kami akan memperbaiki pelayanan kami, apakah anda ingin **menggantikan** atau ada permintaan yang spesial – **yang khusus**	IN	OM, AD
07	Int2.data07	ya, kami ingin **mengganti hidangan yang telah kami pesan sebelumnya**, kami berharap, ee, kami berharap pelayanan anda dapat lebih baik kedepannya	we want to request *this* **tha - that** doesn't not match our order, also we hope for **better -bitter** service in the future	IN	OM, AD, LP
08	Int2.data08	I will take a note of your request of **to replace the wrong dishes**, we will try to make our service even better in the future. Is there anything else I can help you	**aku** akan mencatat permintaan anda, kami akan mengusahakan agar pelayanan kami lebih baik lagi, ee apakah ada lagi yang bisa saya bantu	DV	OM, SB, RG, PA

09	Int2.data09	I will take correct defection on this issue, sorry for the inconvenience, we will replace the food that not suitable **for you**, and and sure our service will be better in the future. Thank you for telling us to know about this product	saya akan melakukan perbaikan atas masalah ini. Maaf atas ketidaknyamanannya, kami akan menggantikan hidangan yang tidak **sesuai, terimakasih telah memberitahu masalah ini**	IN	OM, SB
10	Int2.data10	thanks for telling us about your experiences, and sorry for the mistakes	terimakasih **atas** pemberitahuan **atas** pengalaman anda, maaf **atas** ketidaknyamannnya **terimakasih**	DV	AD, OM

Interpreter 2 errors:

NO	Error Categories	Frequency
1	Addition (AD)	5
2	Distortion (DT)	2
3	Omission (OM)	5
4	Paralinguistic (PA)	2
5	Subtitution (SB)	5
6	Language Proficiency (LP)	1
7	Literal Translation (LT)	0

INTERPRETER 3

NO	DATA	SL	*TL*	Classific ations	Error types
01	Int3.data01	Selamat datang di **hotel raflesia**, ada yang bisa saya bantu	Welcome in **hotel raflesia**, **can** I help you	IN	SB, LT
02	Int3.data02	ee, we want to order one room in this hotel, Ican you give me recommendatio n	Kami ingin memesan satu kamar di hotel ini, bisa kamu **member** - memberi rekomendasi	IN	OM
03	Int3.data03	ya, di hotel raflesia ini ada dua kamar. Dua kelas kamar. Yang pertama adalah kelas ee ekonomi **dan yang kedua adalah kelas VVIP.** Saya rekomendasika n anda untuk memesan kelas VVIP. Karna disana anda akan mendapatkan **ee** shower bathtub dan fasilitas lainnya	on the raflesia hotel, there are two clases group ee namely economy **and VVIP**. I recommend you ordering ee VVIP room you can, you can get two bed and a shower television food clothes and bath tub	IN	OM, PA
04	Int3.data04	okay we want to order VVIP room	oke kami akan memesan VVIP - **kamar VVIP**	IN	AD
05	Int3.data05	ya. Ada yang bisa saya bantu	ya, can I help you? **whats wrong**	IN	AD
06	Int3.data06	you said we can get two bedroom but in our room we only get one	kamu bilang dikamarnya terdapat 2 ranjang tapi ternyata Cuma 1	DV	SB, AD

		room and shower and the air conditioner in the room didn't work	ranjang. **Kamu pembohong!** Dan ac serta shower tidak berfungsi		
07	Int3.data07	maaf atas segala kesalahan, kami akan menggantinya. Dan kami akan mengganti kamar anda	**baiklah kami** -I am sorry for that we will solve this problem and apologize for the inconvenience instead we will change your room	IN	AD, (?)
08	Int3.data08	baiklah terimakasih atas perhatiannya. Kamu dapat berkumpul di ruang tamu	okay, you can will – *apo bahasa inggrisnyo ini..* - okay you can wait in the waiting room	IN	PE

Interpreter 3 errors:

NO	Error Categories	Frequency
1	Addition (AD)	4
2	Distortion (DT)	0
3	Omission (OM)	2
4	Paralinguistic (PA)	1
5	Subtitution (SB)	2
6	Language Proficiency (LP)	0
7	Literal Translation (LT)	1
8	Protocol & Ethic	1

INTERPRETER 4

NO	DATA	SL	*TL*	Classifications	Error types
01	Int4.data01	Jadi saya baru saja memesan tas di **website resmi gucci** dan saya sangat kecewa dengan pelayaanan dari kalian ketika barangnya sampai	so I just ordered a bag from **your website** and I felt a really dissapointed by your service after the package arrive	IN	SB
02	Int4.data02	I am really sorry to inform you. We think you just get scammed because our official website is **www dot gucciresmi dot com** mam	sebelumnya saya minta maaf tapi sepertinya anda baru saja ditipu karena website asli kami yaitu **double-u double-u dot gucciresmi dot com**	IN	LT
03	Int4.data03	Astaga apa yang harus saya lakukan **sekarang**	**Crap!** What should I do	IN	OM

Interpreter 4 errors:

NO	Error Categories	Frequency
1	Addition (AD)	0
2	Distortion (DT)	0
3	Omission (OM)	1
4	Paralinguistic (PA)	0
5	Subtitution (SB)	1
6	Language Proficiency (LP)	0
7	Literal Translation (LT)	1

INTERPRETER 5

NO	DATA	SL	*TL*	Classifications	Error types
01	Int5.data01	Ada yang bisa saya bantu	**okay** may I help you miss	IN	AD
02	Int5.data02	I have waiting for 30 minute for one food, will it be much longer	saya telah menunggu 30 menit untuk satu makanan saja. **Apakah kalian membutuhkan waktu lebih lama**	DV	AD
03	Int5.data03	the people at the table next to mine have already eating their food. I order first than them it should be us to be served first	orang orang di meja sebelah sudah menikmati makanannya. Bukankah saya telah memesan terlebih dahulu. Bukankah seharusnya **bukan sayalah** yang harus di **serve** terlebih dahulu	DV	AD
04	Int5.data04	ini makanannya bu, selamat menikmati, mohon maaf atas keterlambatannya	this is your meal, and then sorry for the meal **ee** we are **ee** so late **for the delay**	IN	DT, PA
05	Int5.data05	ee iya bu, maaf saya akan segera menghangatkannya	no miss, **I will forge it**	IN	DT
06	Int5.data06	ee maaf saya akan segera menambahkan gula	sorry I will **make taste** for it	IN	DT
07	Int5.data07	ee selamat malam ibuk apakah ada masalah	good evening miss. What is your **recommends**	IN	DT

08	Int5.data08	do you know that I spent a very long time to wait for my food. When they were finally served, one was cold and another **wasn't sweet**. It is **the worst restaurant service ever**. I am very dissapointed	kamu tau, saya menghabiskan waktu yang sangat lama untuk makanan saya ketika makanan disajikan makanan satu dingin, dan satu lagi **tidak panas**. **Layanan ini sangat buruk**. saya sangat kecewa	IN	DT, OM
09	Int5.data09	baiklah saya meminta maaf atas buruknya pelayanan di restoran kami. Baiklah untuk meminta maaf atas pelayanan kami,. kami akan memberikan kalian voucher spesial jadi kalian tidak perlu membayar makanan kalian. Sekali lagi kami meminta maaf atas buruknya pelayanan di restoran kami	sorry for our service. You don't have to pay for food and drink it is ee it is mistake from our restaurant. Ee as a token of apology we will give you special voucher. Once again we will sorry for for our yet -service	IN	PA, OM

Interpreter 5 errors:

NO	Error Categories	Frequency
1	Addition (AD)	3
2	Distortion (DT)	5
3	Omission (OM)	2
4	Paralinguistic (PA)	2
5	Subtitution (SB)	0
6	Language Proficiency (LP)	0
7	Literal Translation (LT)	0

INTERPRETER 6

NO	DATA	SL	*TL*	Classific ations	Error types
01	Int6.data01	**halo** selamat siang apakah ada yang bisa saya bantu	good afternoon, may I help you	IN	OM
02	Int6.data02	oh, good afternoon, we are **looking for something** here	ee selamat siang disini kami **sedang mencari oleh oleh**	DV	PA, DT
03	Int6.data03	oke kami memiliki beberapa pilihan silahkan di **lihat lihat** terlebih dahulu	of course we have ee wide ee kulots and boots **lets -hm first** *(nodding)*	DV	PA, PE
04	Int6.data04	hmm, I am looking for **kulots** with comfortable material	disini saya mencari **bahan yang nyaman** untuk dipakai	DV	DT
05	Int6.data05	baiklah disini saya memiliki berbagai pilihan	this is **several option**	IN	LP, OM
06	Int6.data06	**oh**, I like this model, how much price	saya menyukai model ini. **Bagaiman -ah** berapa harganya	DV	OM, AD
07	Int6.data07	Oh kalau yang ini harganya **1.5 juta**. Tapi kami hari ini memiliki diskon khusus yaitu harganya bisa anda dapatkan Cuma **1.2** juta	This shirt cost **1 hundred ee five indonesian** rupiah ee but ee there is this time you can get **one hundred two rupiah**	DV	DT, LP, PA, PE
08	Int6.data08	**Oh that right** can I try it it first	bisakah saya mencobanya	DV	OM
09	Int6.data09	the cloth fit and its comfortable, I -I will buy it	Bajunya sangat pas dan nyaman **untuk digunakan** saya	IN	

NO			ingin membelinya		
10	Int6.data10	maaf ada apa ya	**no problem**	IN	DT
11	Int6.data11	why are cloth you have choose is different	mengapa baju yang **kami pilih dan kamu berikan** berbeda	DV	DT, AD
12	Int6.data12	tapi itu tidak bisa	sorry **we do not return a shirt refund**	IN	AD, DT
13	Int6.data13	bring me -give back our money	**cepat** kembalikan uang kami	DV	AD
14	Int6.data14	we could have - we could report you call the police	kami bisa saja mengatakan kamu ke polisi **atas dasar penipuan**	DV	AD
15	Int6.data15	we could report you if you don't refund our money	Kami akan **melaporkan ke polisi** jika kamu tidak mengembalikan uang kami	DV	AD
16	Int6.data16	maaf **tapi** tolong jangan melakukan itu	Please do not do that	IN	OM
17	Int6.data17	Tapi itu tidak bisa	I am so sorry **its cannot**	IN	LP

Interpreter 6 errors:

NO	Error Categories	Frequency
1	Addition (AD)	6
2	Distortion (DT)	6
3	Omission (OM)	5
4	Paralinguistic (PA)	3
5	Subtitution (SB)	0
6	Language Proficiency (LP)	2
7	Literal Translation (LT)	0

Multiple Errors

The data below listed the occurrence of more than one errors in each interpreting attempt by student interpreters.

No	Code	SL	TL	Error Types
1	Int1.data01	Selamat pagi juga	*Selamat*, good morning too	AD, (?)
2	Int1.data03	This is our menu	Ini adalah menu	OM, DT
3	Int1.data04	Alright, that's all mam? Take away or deliver mam?	*eem*. **Ngomong-ngomong**, makan disini atau dibawa pulang, mam?	AD, DT, PA
4	Int1.data05	ee, saya mau makan disini	I want to, ee, dining here	LP, LT. PA
5	Int1.data07	Saya mau Komplain	*Saya mau*, I want to complain	AD, (?)
6	Int1.data08	Saya rasa kamu terlalu banyak memasukkan gula kedalamnya	I feel you very much ee put sugar in here	LP, LT, PA
7	Int1.data09	Makanan Ini sangat asin, dan jus jeruk buat saya juga terlalu manis	This food Is so salty and *ee* orange juice is very sweet	PA, OM
8	Int1.data10	Sudah jelas makanan yang kamu sajikan ini berbeda dari permintaan saya	it is different from as my requests	OM, SB
9	Int1.data11	ee, Im sorry mam but I have make same with your request mam	ee mohon maaf mam saya *ee* kira saya kira sudah membuat pesanannya seperti *pesanan anda mam mam*	AD, PA
10	Int1.data14	Kecerobohanmu ini bisa merugikan saya	Your careless show that to this condition	DT, LP

		dan customer disini		
11	Int1.data17	ee saya ingin menyampaikan keluhan saya mengenai karyawan disini, terutama dia	I want to complain ee this starch especially on **them**	DT, SB, PA
12	Int1.data18	ee saya memesan sushi dan jus jeruk dengan sedikit gula, tapi sushi yang dia sajikan itu terlalu asin dan jus jeruknya juga terlalu manis	ee I ordered sushi and orange juice but its ***different as my request***, ee sushi is e very salty and orange juice is very sweet	DT, PA
13	Int1.data21	oo oke. Sebaiknya kamu memberikan training terlebih dahulu kepada staff baru. Ini untuk menghindarkan kerugian terhadap saya dan juga customer dari kafe ini	**ee** you must give her **ee** training before used to word **-to work – to work -I mean to work** and you **ah so if ah so eh** she is done making mistakes	AD, PA
14	Int1.data22	baiklah saya sangat mengapresiasinya	***ee baik*** -alright I ***ask*** -appreciate for it	PA, AD, (?)
15	Int1.data25	alright mam if there something you need ee I ll get to my desk	**ee** baik, mam, ***jika tidak ada*** yang diperlukan saya akan kembali ke tempat saya	PA, SB
16	Int1.data26	oke terimakasih telah mendengarkan keluhan saya	okay thank you for your ***as long as my ee*** complain	PA, LP

17	Int2.data04	I apologize for this **unsatisfactory experiments**, I will take a note of your complaint, can you explain more about late meals and order	kami minta maaf atas **membuat anda tidak nyaman**. Dan kami akan mencatat keluhan anda. Bisa anda bisa jelaskan lebih lanjut lagi **tentang - mengenai ee makanan makanan** terlambat dan tidak sesuai	PA, AD, SB
18	Int2.data05	tentu, kami sudah menunggu selama hampir satu jam setelah memesan makanan dan beberapa hidangan sudah dingin dan tidak lagi segar, kami sangat sangat kecewa	of course we **waiting** for food, and when the food came so of the dishes went cold and not fresh. We really **dispers - dissapointed**	SB, AD
19	Int2.data06	so sorry to hear this, we should revise the best the service, do you want to change **the dish that not suitable for you** or do you have any special request	kami sangat menyesal, kami akan memperbaiki pelayanan kami, apakah anda ingin **menggantikan** atau ada permintaan yang spesial – **yang khusus**	OM, AD
20	Int2.data07	ya, kami ingin **mengganti hidangan yang telah kami pesan sebelumnya**, kami berharap, ee, kami	we want to request *this* **tha - that** doesn't not match our order, also we hope for **better -bitter** service in the future	OM, AD, LP

		berharap pelayanan anda dapat lebih baik kedepannya		
21	Int2.data08	I will take a note of your request of **to replace the wrong dishes**, we will try to make our service even better in the future. Is there anything else I can help you	**aku** akan mencatat permintaan anda, kami akan mengusahakan agar pelayanan kami lebih baik lagi, ee apakah ada lagi yang bisa saya bantu	OM, SB, RG, PA
22	Int2.data09	I will take correct defection on this issue, sorry for the inconvenience, we will replace the food that not suitable **for you**, and and sure our service will be better in the future. Thank you for telling us to know about this product	saya akan melakukan perbaikan atas masalah ini. Maaf atas ketidaknyamanannya, kami akan menggantikan hidangan yang tidak **sesuai, terimakasih telah memberitahu masalah ini**	OM, SB
23	Int2.data10	thanks for telling us about your experiences, and sorry for the mistakes	terimakasih **atas** pemberitahuan **atas** pengalaman anda, maaf **atas** ketidaknyamana nnya **terimakasih**	AD, OM
24	Int3.data01	Selamat datang di **hotel raflesia**, ada yang bisa saya bantu	Welcome in **hotel raflesia**, **can** I help you	SB, LT
25	Int3.data03	ya, di hotel raflesia ini ada dua kamar. Dua	on the raflesia hotel, there are two clases group	OM, PA

		kelas kamar. Yang pertama adalah kelas ee ekonomi **dan yang kedua adalah kelas VVIP.** Saya rekomendasikan anda untuk memesan kelas VVIP. Karna disana anda akan mendapatkan **ee** shower bathtub dan fasilitas lainnya	ee namely economy **and VVIP.** I recommend you ordering ee VVIP room you can, you can get two bed and a shower television food clothes and bath tub	
26	Int3.data06	you said we can get two bedroom but in our room we only get one room and shower and the air conditioner in the room didn't work	kamu bilang dikamarnya terdapat 2 ranjang tapi ternyata Cuma 1 ranjang. **Kamu pembohong!** Dan ac serta shower tidak berfungsi	SB, AD
27	Int3.data07	maaf atas segala kesalahan, kami akan menggantinya. Dan kami akan mengganti kamar anda	**baiklah kami** -I am sorry for that we will solve this problem and apologize for the inconvenience instead we will change your room	AD, (?)
28	Int5.data04	ini makanannya bu, selamat menikmati, mohon maaf atas keterlambatannya	this is your meal, and then sorry for the meal **ee** we are **ee** so late **for the delay**	DT, PA
29	Int5.data08	do you know that I spent a very long time to wait for my food. When	kamu tau, saya menghabiskan waktu yang sangat lama untuk makanan	DT, OM

		they were finally served, one was cold and another **wasn't sweet**. It is **the worst restaurant service ever**. I am very dissapointed	saya ketika makanan disajikan makanan satu dingin, dan satu lagi **tidak panas**. **Layanan ini sangat buruk**. saya sangat kecewa	
30	Int5.data09	baiklah saya meminta maaf atas buruknya pelayanan di restoran kami. Baiklah untuk meminta maaf atas pelayanan kami,. kami akan memberikan kalian voucher spesial jadi kalian tidak perlu membayar makanan kalian. Sekali lagi kami meminta maaf atas buruknya pelayanan di restoran kami	sorry for our service. You don't have to pay for food and drink it is ee it is mistake from our restaurant. Ee as a token of apology we will give you special voucher. Once again we will sorry for for our yet -service	PA, OM
31	Int6.data02	oh, good afternoon, we are **looking for something** here	ee selamat siang disini kami **sedang mencari oleh oleh**	PA, DT
32	Int6.data03	oke kami memiliki beberapa pilihan silahkan di **lihat lihat** terlebih dahulu	of course we have ee wide ee kulots and boots **lets -hm first** *(nodding)*	PA, PE
33	Int6.data05	baiklah disini saya memiliki berbagai pilihan	this is **several option**	LP, OM

34	Int6.data06	**oh**, I like this model, how much price	saya menyukai model ini. **Bagaiman -ah** berapa harganya	OM, AD
35	Int6.data07	Oh kalau yang ini harganya **1.5 juta**. Tapi kami hari ini memiliki diskon khusus yaitu harganya bisa anda dapatkan Cuma **1.2** juta	This shirt cost **1 hundred ee five indonesian** rupiah ee but ee there is this time you can get **one hundred two rupiah**	DT, LP, PA, PE
36	Int6.data11	why are cloth you have choose is different	mengapa baju yang **kami pilih dan kamu berikan** berbeda	DT, AD
37	Int6.data12	tapi itu tidak bisa	sorry **we do not return a shirt refund**	AD, DT

Raw Transcript Data

Marked yellow to take as error data

VIDEO 1 - DILA

1. Klara : Pelayan
2. Dila : Waiters
3. Waini : yes mam
4. Dila : ya mam
5. Waini : Good Morning welcome to our café
6. Dila : Selamat pagi, selamat datang di café kami
7. Klara : Selamat pagi juga
8. Dila : Selamat, good morning too
9. Waini : May I help you mam
10. Dila : apa yang bisa saya bantu mam
11. Klara : Bisakah kamu memberikan saya menunya
12. Dila : can you bring me the menu please
13. Waini : Oh, sure mam
14. Dila : oh tentu mam
15. Waini : This is our menu
16. Dila : Ini adalah menu
17. Klara : Oke, baiklah saya ingin memesan sushi, dan jus jeruk, plus
….
18. Dila : …. To order sushi and orange juice with
19. Waini : alright, that's all mam? Take away or deliver mam?
20. Dila : eem. Ngomong-ngomong, makan disini atau dibawa pulang, mam?
21. Klara : ee, saya mau makan disini
22. Dila : I want to, ee, dining here
23. Waini : alright, that's alll, mam?
24. Dila : oke, hanya itu mam?
25. Klara : ya hanya itu
26. Dila : yes, of course
27. Waini : alright wait a minute mam
28. Dila : ee, oke, sebentar ya mam
29. Waini : This is your food mam, enjoy for your food
30. Dila : Ini adalah makanannya mam, ee selamat menikmati
31. Klara : terimakasih
32. Dila : Thank You
33. Waini : Your Welcome
34. Dila : Sama sama
35. Klara : Pelayan
36. Dila : Waiters
37. Waini : Yes mam, Make, What can I help you
38. Dila : Ya mam, apa yang bisa saya bantu?
39. Klara : Saya mau Komplain

40. Dila : Saya mau, I want to complain
41. Klara : Makanan Ini sangat asin, dan jus jeruk buat saya juga terlalu manis
42. Dila : This food Is so salty and ee orange juice is very sweet
43. Waini : Saya rasa kamu terlalu banyak memasukkan gula kedalamnya
44. Dila : I feel you very much ee put sugar in here
45. Waini : ee, Im sorry mam but I have make same with your request mam
46. Dila : ee mohon maaf mam saya ee kira saya kira sudah membuat pesanannya seperti pesanan anda mam mam
47. Klara : bagaimana kau bisa berkata seperti itu
48. Dila : how could you say that
49. Klara : Sudah jelas makanan yang kamu sajikan ini berbeda dari permintaan saya
50. Dila : it is different from as my requests
51. Klara : Kamu ceroboh sekali
52. Dila : You are so careless
53. Klara : Dimana manajer kamu
54. Dila : Where is the manajer
55. Klara : Saya ingin berbicara dengannya
56. Dila : I would to talk …….
57. Waini : Im sorry for my mistake mam -mam, please don't tell my manager
58. Dila : Saya minta maaf mam, tolong jangan bilang ke manajer saya
59. Klara : tidak, saya harus mengatakannya ke manajer kamu
60. Dila : No, I must to talk with her
61. Klara : Kecerobohanmu ini bisa merugikan saya dan customer disini
62. Dila : Your careless show that to this condition
63. Waini : Alright mam, if that what you want I will get my manajer for you
64. Dila : Baiklah mam, jika itu yang kamu mau, saya akan meminta manajer saya

65. Astria : alright mam, I am astria the manager of startingbuck, what can I help you
66. Dila : Baik mam, saya astria, saya adalah manajer disini, apa yang bisa saya bantu
67. Klara : ee saya ingin menyampaikan keluhan saya mengenai karyawan disini, terutama dia
68. Dila : I want to complain ee this starch especially on them
69. Klara : ee saya memesan sushi dan jus jeruk dengan sedikit gula, tapi sushi yang dia sajikan itu terlalu asin dan jus jeruknya juga terlalu manis
70. Dila : ee I ordered sushi and orang juice but its different as my request, ee sushi is e very salty and orange juice is very sweet

71. Klara : Dan itu tidak sesuai dengan permintaan saya
72. Dila : as different as my request
73. Klara : dan dia masih mengelak bahwa dia tidak melakukan hal serup -tersebut
74. Dila : she doubt it, my did she do mistake
75. Astria : alright then, I am sorry for the inconvenience actually she is my …… and today is very her … very (5.04) first day working at here so …… she deliberately understand about rules And how to serve the guest
76. Dila : uum, saya minta maaf mam, dan juga tentang masalah dia dan saya minta maaf atas ketidaknyamanan ini ee jadi dia itu bekerja baru hari pertama dan dia belum mengerti peraturan yang ada di kafe ini
77. Klara : oo oke. Sebaiknya kamu memberikan training terlebih dahulu kepada staff baru. Ini untuk menghindarkan keruguan terhadap saya dan juga customer dari kafe ini
78. Dila : ee you must give her ee training before used to word -to work – to work -I mean to work and you ah so if ah so eh she is done making mistakes
79. Astria : alright thank you for your suggestion. I want to clear this problem I will give you free food, as your wish and I will ask my staff to bring here right away
80. Dila : oke terimakasih atas sarannya, untuk meluruskan masalah ini, saya akan memberikan ee makanan gratis untuk anda dan staff saya lainnya akan ..
81. Klara : baiklah saya sangat mengapresiasinya
82. Dila : ee baik -alright I ask -appreciate for it
83. Astria : alright, thank you. See the menu for food and …
84. Dila : kamu bisa memilih menu kamu dan staf saya yang lainnya akan menyiapkannya
85. Klara : ee baiklah saya ingin memesan 2 eskrim dan 1 piring ice
86. Dila : alright I want to order 2 ice cream and one dripping ice
87. Astria : alright, …… for your order and waini I think you should get rest before continue your work
88. Dila : enjoy ee tunggu sebentar atas pesanannya, ee and -dan waini kamu bisa istirahat sebentar untuk melakukan pekerjaan yang lainnya
89. Waini : thank you and I am sorry for the inconvenience and thank you so much
90. Dila : terimakasih dan maaf atas ketidaknyamanannya
91. Astria : alright mam if there something you need ee I ll get to my desk
92. Dila : ee baik, mam, jika tidak ada yang diperlukan saya akan kembali ke tempat saya
93. Klara : oke terimakasih telah mendengarkan keluhan saya
94. Dila : okay thank you for your as long as my ee complain
95. Astria : alright yah fee

VIDEO 2 - SYAHRUN

96. Syahrun : Mbak
97. Mbak : ya ada yang bisa saya bantu
98. Syahrun : em saya disini membawa 2 Turis dari amerika Saya sebagai juru bicaranya. Ee mereka ingin memesan makanan terbaik disini
99. Mbak : ee baik, ada beberapa menu spesial disini. Ada, ee, ….
100. Syahrun : there are em three best seller food in here, there are … safron and …
101. Lola : … and … how about you?
102. Kiki : I would like wagyu beef and
103. Syahrun : saya ingin memesan safron, jus mangga, wagyu beef dan satu lagi …
104. Mbak : baik tunggu sebentar, saya akan menyiapkannya
105. Syahrun : okay wait a minute, I will prepare

106. Kiki : why is it taking so long
107. Lola : yeah we have been waiting for almost 30 minutes
108. L : why is it with this company
109. Syahrun : Be patient miss, maybe there are a lot of order because this restaurant is the fampus restaurant in here
110. L : Excuse Me!
111. Syahrun : permisi
112. Mbak : <mark>Ada yang bisa saya bantu</mark>
113. Syahrun : okay may I help you miss
114. Lola : <mark>I have waiting for 30 minute for one food, will it be much longer</mark>
115. Syahrun : <mark>saya telah menunggu 30 menit untuk satu makanan saja. Apakah kalian membutuhkan waktu lebih lama</mark>
116. Kiki : <mark>the people at the table next to mine have already eating their food. I order first than them it should be us to be served first</mark>
117. Syahrun : <mark>orang orang di meja sebelah sudah menikmati makanannya. Bukankah saya telah memesan terlebih dahulu. Bukankah seharusnya bukan sayalah yang harus di serve terlebih dahulu</mark>
118. Mbak : ee.. maaf atas keterlambatannya. Kami sangat sibuk malam ini. kami akan segera memeriksa pesanan anda
119. Syahrun : sorry for the late. Ee, we are so busy tonight. I will, ee, Say to your
120. <mark>Pipi : ini makanannya bu, selamat menikmati, mohon maaf atas keterlambatannya</mark>
121. <mark>Syahrun : this is your meal, and then sorry for the meal ee we are ee so late for the delay</mark>
122. Kiki : <mark>wait, are you really serving cold wagyu beef</mark>
123. Syahrun : <mark>tunggu apa kalian menyajikan wagyu yang dingin</mark>

124. pipi : ee iya bu, maaf saya akan segera menghangatkannya
125. syahrun : no miss, I will forge it
126. lola : and why my mango juice doesn't taste sweet
127. syahrun : dan mengapa ee jus mangga saya tak manis
128. pipi : ee maaf saya akan segera menambahkan gula
129. syahrun : sorry I will make taste for it
130. lola : no this is is ee the ____ I would like to speak to the manajer please!
131. Syahrun : ya tidak – ini -ini tidak bisa diterima. Saya ingin berbicara dengan manajer anda
132. Pipi : baik saya akan memanggil manajernya
133. Syahrun : okay I will _____
134. Aisyah : ee selamat malam ibuk apakah ada masalah
135. Syahrun : good evening miss. What is your recommends
136. Kiki : do you know that I spent a very long time to wait for my food. When they were finally served, one was cold and another wasn't sweet. It is the worst restaurant service ever. I am very dissapointed
137. Lola : yes, I agree with you
138. Syahrun : kamu tau, saya menghabiskan waktu yang sangat lama untuk makanan saya ketika makanan disajikan makanan satu dingin, dan satu lagi tidak panas. Layanan ini sangat buruk . saya sangat kecewa
139. Aisyah : baiklah saya meminta maaf atas buruknya pelayanan di restoran kami. Baiklah untuk meminta maaf atas pelayanan kami. kami akan memberikan kalian voucher spesial jadi kalian tidak perlu membayar makanan kalian. Sekali lagi kami meminta maaf atas buruknya pelayanan di restoran kami
140. Syahrun : sorry for our service. You don't have to pay for food and drink it is ee it is mistake from our restaurant. Ee as a token of apology we will give you special voucher. Once again we will sorry for for our yet -service
141. Kiki : okay thankyou
142. Aisyah : baiklah terimakasih

VIDEO 3 – MEFRI

143. Isna : halo saya ingin mengajukan sebuah complain kepada klien yang ada di restaurant anda
144. Mefri : halo I give a complain to your restaurant
145. Mia agustia : good afternoon miss we are ready to listen to your complain wait a minute
146. Medfri : selamat sore mbak, kami siap untuk mendengarkan keluhan dari kalian, tunggu sebentar ya

147. Farid : excuse me I hear there a complain about our service and our restaurant? What happened?

148. Mefri : permisi, saya dengar ada keluhan terhadap layanan restaurant kami, apa yang terjadi

149. Isna : ya saya dan teman teman saya makan di restaurant anda kemarin malam, dan kami mengalami beberapa maalah

150. Mefri : me and my friend ate in your restaurant, and we have few problem

151. Farid : can you say what problem that you have?

152. Mefri : bisa sebutkan apa saja masalah yang terjadi pada anda

153. Isna : ya, pertama makanan yang kami pesan datang terlambat. Kedua ketika makanan itu datang, bbeberapa makanan tidak sesuai dengan apa yang kami harapkan

154. Mefri : first, our food can wait, second when the food arrived, several my food were not we order

155. Mia a : I apologize for this unsatisfactory experiments, I will take a note of your complaint, can you explain more about late meals and order

156. Mefri : kami minta maaf atas membuat anda tidak nyaman. Dan kami akan mencatat keluhan anda. Bisa anda bisa jelaskan lebih lanjut lagi tentang -mengenai ee makanan makanan terlambat dan tidak sesuai

157. Isna : tentu, kami sudah menunggu selama hampir satu jam setelah memesan makanan dan beberapa hidangan sudah dingin dan tidak lagi segar, kami sangat sangat kecewa

158. Mefri : of course we waiting for food, and when the food came so of the dishes went cold and not fresh. We really dispers -dissapointed

159. Farid : so sorry to hear this, we should revise the best the service, do you want to change the dish that not suitable for you or do you have any special request

160. Mefri : kami sangat menyesal, kami akan memperbaiki pelayanan kami, apakah anda ingin menggantikan atau ada permintaan yang spesial – yang khusus

161. Isna : ya, kami ingin mengganti hidangan yang telah kami pesan sebelumnya, kami berharap, ee, kami berharap pelayanan anda dapat lebih baik kedepannya

162. Mefri : we want to request this tha -that doesn't not match our order, also we hope for better -bitter service in the future

163. Mia ag : I will take a note of your request of to replace the wrong dishes, we will try to make our service even better in the future. Is there anything else I can help you?

164. Mefri : aku akan mencatat permintaan anda, kami akan mengusahakan agar pelayanan kami lebih baik lagi, ee apakah ada lagi yang bisa saya bantu

165. Mifta : I will take correct defection on this issue, sorry for the inconvenience, we will replace the food that not suitable for you, and and sure our service will be better in the future. Thank you for telling us to know about this product

166. Mefri : saya akan melakukan perbaikan atas masaalah ini. Maaf atas ketidaknyamanannya, kami akan menggantikan hidangan yang tidak sesuai, terimakasih telah memberitahu masalah ini

167. Isna : terimakasih atas perhatian anda

168. Mefri : Thank

169. Mia ag : thanks for telling us about your experiences, and sorry for the mistakes

170. Mefri : terimakasih atas pemberitahuan atas pengalaman anda, maaf atas ketidaknyamanannya terimakasih

171. Isna : iya sama sama

172. Mia ag : your welcome and have a nice day

VIDEO 4 – REZA

173. Rosi : Excuse me miss

174. Reza : Permisi Miss

175. Rosi : Selamat datang di hotel raflesia, ada yang bisa saya bantu

176. Reza : Welcome in hotel raflesia, can I help you

177. Afta : ee, we want to order one room in this hotel, can you give me recommendation

178. Reza : Kami ingin memesan satu kamar di hotel ini, bisa kamu member -memberi rekomendasi

179. Afria : ya, di hotel raflesia ini ada dua kamar. Dua kelas kamar. Yang pertama adalah kelas ee ekonomi dan yang kedua adalah kelas VVIP. Saya rekomendasikan anda untuk memesan kelas VVIP. Karna disana anda akan mendapatkan ee shower bathtub dan fasilitas lainnya.

180. Reza : on the raflesia hotel, there are two clases group ee namely economy and VVIP. I recommend you ordering ee VVIP room you can, you can get two bed and a shower television food clothes and bath tub

181. Sadia : hmm

182. Afta : okay we want to order VVIP room

183. Reza : oke kami akan memesan VVIP -kamar VVIP

184. Afria : Baiklah. Anda dapat melakukan pembayaran di awal dan anda akan mendapatkan kuncinya

185. Reza : okay you can get, you – you can … pay and collect the key [2.19]

186. Sadia : we have …

187. Afria : Terimakasih

188. Reza : thankyou

189. Afta : This is our room?

190. Sadia : why its not like our expectation. I don't like it. Lets go

191. Afta : Hey You!

192. Reza : Hei Kamu!

193. Afria : ya. Ada yang bisa saya bantu

194. Reza : ya, can I help you? whats wrong

195. Afta : you said we can get two bedroom but in our room we only get one room

196. Sadia : you lie!

197. Afta : and shower and the air conditioner in the room didn't work

198. Reza : kamu bilang dikamarnya terdapat 2 ranjang tapi ternyata Cuma 1 ranjang. Kamu pembohong! Dan ac serta shower tidak berfungsi

199. Afria : maaf atas segala kesalahan, kami akan menggantinya. Dan kami akan mengganti kamar anda

200. Reza : baiklah kami -I am sorry for that we will solve this problem and apologize for the inconvenience instead we will change your room

201. Afta : Okay thank you for this

202. Afria : baiklah terimakasih atas perhatiannya. Kamu dapat berkumpul di ruang tamu

203. Reza : okay, you can will – apo bahasa inggrisnyo ini.. -okay you can wait in the waiting room

204. Afta : okay

VIDEO 5 – PASHA

205. MEILANDIA : Halo mbak jadi kemarin tas uang saya pesan dari amerika akhirnya sampai dan hasilnya sangat mengecewakan

206. Nurul : ada yang bisa saya bantu

207. MEILANDIA : Iya tas yang sayua pesan ternyata palsu padahal saya memesan melalui website resmi lho

208. Nurul : kamu harus complain ke mereka mbak kamu harus menghubungi customer service mereka dan mengajukan komplainmu

209. MEILANDIA : ide yang bagus, mungkin aku harus segera menghubungi mereka tapi aku butuh bantuan untuk menyampaikan komplainku karna aku tidak bisa berbahasa inggris

210. Nurul : kamu bisa menghubungi interpreter untuk membantumu menerjemahkan komplainmu. nanti akan saya kiriman nomornya ya mbak

211. MEILANDIA : terimnakasih atas bantuannya

212. MEILANDIA : Halo apa ini benar jasa penerjemah

213. Pasha : : Iya benar, Ada yang bisa saya bantu

214. MEILANDIA : Jadi saya baru saja memesan tas dari amerika tetapi mereka malah mengirimkan barang palsu. Maka dari itu, saya ingin menghub – menguubi mereka melalui customer service untuk mengajukan komplain bisakah anda membantu saya

215. Pasha : : tentu saja, anda bisa segera menghubungkan panggilan ini ke customer servoice dan kita bisa segera memulainya

216. MEILANDIA : oo, baiklah tunggu sebentar

217. Mia : Hello, and welcome to gucci customer servoice where quality is our member … [02.03]. Weat can I help you

218. Pasha : Halo, selamat datang di customer service gucci. Dimana kualitas akan diingat setelah harga jauh dilupakan. Apa yang bisa saya bantu

219. Mei : Jadi saya baru saja memesan tas di website resmi gucci dan saya sangat kecewa dengan pelayaanan dari kalian ketika barangnya sampai

220. Pasha : so I just ordered a bag from your website and I felt a really dissapointed by your service after the package arrive

221. Mia : we are really sorry to hear that mam but can you tell me the detail what happened to your package? [02.40] so we can help you with it

222. Pasha : Kami sangat menyesal mendengarnya. Bisakah anda jelaskan detilnya agar kami bisa membantu anda?

223. Mei : Tas yang kalian kirimkan adalah barang palsu saya tidak percaya brand besar seperti kalian bisa melakukan kesalahan seperti ini

224. Pasha : The bag that you send is fake! I cannot believe a big famous brand like you guys can make such a mistake like this

225. Mia : we actually sorry for the problems mam. But can you tell me when did you ordered the bag? Can you please point me to these website link. So I can take it out quickly

226. Pasha : kami minta maaf atas masalah ini tapi bisakah anda memberi tahu saya dimana anda membeli tas tersebut? Bisakah anda mengarahkan saya ke link website nya agar saya bisa memeriksanya.

227. Mei : saya memesannya dari www guccasli kom

228. Pasha : I ordered it from www dot gucciasli dot com

229. Mia : I am really sorry to inform you. We think you just get scammed because our official website is www dot gucciresmi dot com mam

230. Pasha : sebelumnya saya minta maaf tapi sepertinya anda baru saja ditipu karena website asli kami yaitu double-u douible-u dot gucciresmi dot com

231. Mei : Astaga apa yang harus saya lakukan sekarang

232. Pasha : Crap! What should I do

233. Mia : Oh don't worry mam we are gong to fix this issue. By tracing the page gucciseller but unfortunately we cannot have you to replace the bag. Next time you could call this number again before buying another bag.

234. Pasha : Jangan khawatir kami akan mengatasi masalah ini dengan melacak penjual gucci palsu tersebut. tapi sayangnya kami tidak bisa mengganti tas itu, kami harap dilain waktu anda bisa menghubungi nomor ini untuk melakukan pembelian lainnya.

235. Mei : Baiklah terimakasih atas bantuannya

236. Pasha : alright thank you for the help

237. Mia : its my pleasure mam

VIDEO 6 – ELFA

238. NAdia : halo selamat siang apakah ada yang bisa saya bantu?
239. Elfa : good afternoon, may I help you
240. Sonia : oh, good afternoon, we are looking for something here
241. Elfa : ee selamat siang disini kami sedang mencari oleh oleh
242. Nadia : oke kami memiliki beberapa pilihan silahkan di lihat lihat terlebih dahulu
243. Elfa : of course we have ee wide ee   kulots and boots lets -hm first (nodding)
244. Anggi : hmm, I am looking for kulots with comfortable material
245. Elfa : disini saya mencari bahan yang nyaman untuk dipakai
246. Nadia : oke ee baiklah saya akan melihat terlebih dahulu apakah stok ini masih ada, soalnya ambil chain stock
247. Nadia : baiklah disini saya memiliki berbagai pilihan
248. Elfa : this is several option
249. Sonia : oh, I like this model, how much price
250. Elfa : saya menyukai model ini. Bagaiman -ah berapa harganya
251. Nadia: Oh kalau yang ini harganya 1.5 juta. Tapi kami hari ini memiliki diskon khusus yaitu harganya bisa anda dapatkan Cuma 1.2 juta
252. Elfa : This shirt cost 1 hundred ee five indonesian rupiah ee but ee there is this time you can get one hundred two rupiah
253. Anggi: Oh that right can I try it it first
254. elfa : bisakah saya mencobanya
255. Nadia : oke baiklah silahkan disana ada ruang ganti. Anda bisa memilih mana yang nyaman untuk anda
256. Elfa : [inaudible] you have try and ee if lets it comfortable for you
257. Anggi : the cloth fit and its comfortable, i I will buy it
258. Elfa : Bajunya sangat pas dan nyaman untuk digunakan saya ingin membelinya
259. Nadia : baiklah
260. Sonia :hey you
261. Nadia : maaf ada apa ya
262. Elfa : no problem
263. Sonia : why are cloth you have choose is different
264. Elfa : mengapa baju yang kami pilih dan kamu berikan berbeda
265. Nadia : mungkin saya salah memasukkan baju
266. Elfa : I gueess I [inaudible]
267. Anggi : bring me give back our money
268. Elfa : cepat kembalikan uang kami
269. Nadia : tapi itu tidak bisa
270. Elda : sorry we do not return a shirt refund
271. Sonia : but it is your fault. Why we have to pay for this
272. Anggi : hey you! You just want to try? Try this. Do you know that?
273. Elfa : kamu baru saja menipu kami. Apa kamu tau itu?

274. Sonia : we could have we could report you call the police
275. Elfa : kami bisa saja mengatakan kamu ke polisi atas dasar penipuan
276. Nadia : maaf tapi tolong jangan melakukan itu
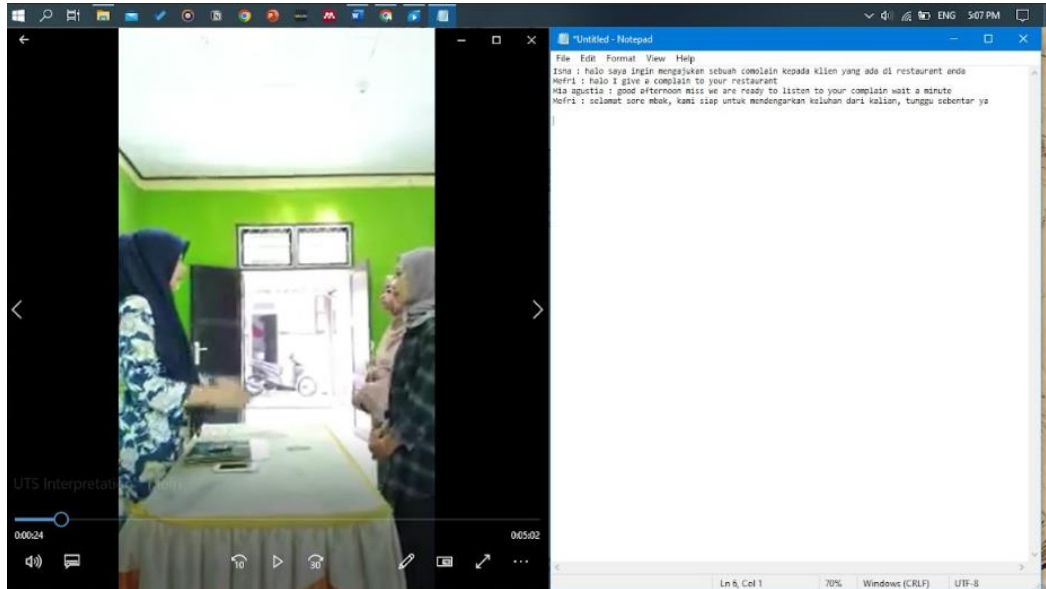277. Elfa : Please do not do that
278. Anggi : we could report you if you don't refund our money
279. Elfa : Kami akan melaporkan ke polisi jika kamu tidak mengembalikan uang kami
280. Nadia : Tapi itu tidak bisa
281. Elfa : I am so sorry its cannot

DOCUMENTATIONS

AUTOBIOGRAPHY

Yongki Ramadhan Putra is the author of this thesis, born on November 25, 2002, in Sumatra Selatan. As the third child of Suminto and Sumartin, his academic journey began at SD N 01 Simpang Sender, culminating in graduation in 2008. Subsequently, he completed his junior high school education at SMP N 01 Ranau Tengah in 2017, followed by senior high school at SMA N 01 Ranau Tengah. Advancing further, Yongki enrolled at IAIN Curup, specializing in the English language. His academic career is a story of perseverance, as he enters and progresses through the institutional education system with diligence and dedication.

The author has acquired a wealth of knowledge from various learning hubs, including Leaders Academy, IT Talks, and Teras Belajar. Concurrently with academic pursuits at IAIN Curup, the author honed skills through involvement with Pemimpin.ID and Mahad Al-Jami'ah. Valuable practical experience was gained through internships at PT. Daya Dimensi Asia and participation in the International Model United Nations (IMUN) Internship.

A notable achievement for the author is the reception of a copyright letter (HAKI) from the Indonesian government, recognizing the development of android application. With unwavering perseverance, a commitment to continuous learning, and a high level of motivation, the author successfully completed this thesis, earning a bachelor's degree. The author aspires that this final project, titled "Causes and Implications of Language Confusion Errors in Student Simultaneous Interpretation," will contribute meaningfully to the field of education. Lastly, the author expresses profound gratitude for the completion of this thesis.