

## References

- Amini, M. (2011). On the relationship between the interpreters' speed of speaking in their mother tongue (i.e. Persian) and their speed of consecutive interpreting (i.e. from English to Persian). (Unpublished MA dissertation). Islamic Azad University of Central Tehran Branch, Iran.
- Asgari, R. (2015). Issues in interpreting. *Ciencia e Natura*, 37, 61-68.
- Baranyai, T. (2011). The role of translation and interpretation in the diplomatic communication. *Journal of Translation and Interpretation*, 5(2), 2 - 12.
- Chang, C. C., & Wu, M. M. C. (2014). Non-native English at international conferences: Perspectives from Chinese–English conference interpreters in Taiwan. *Interpreting*, 16(2), 169-190.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th edition ed.). London: Routledge.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research* (4th Edition ed.). Boston: Pearson.
- Hasanshahi, P., & Shahrokhi, M. (2016). The relationship between simultaneous interpreters' speed of speaking in Persian and the quality of their interpreting: a gender perspective. *International Journal of English Linguistics*, 6(3), 11 - 20.
- Hough, A. (2010, August 7). Humans 'subconsciously mimic other accents', psychologists claim. Retrieved from: <https://www.telegraph.co.uk/news/science/science->

news/7931299/Humanssubconsciously-mimic-other-accents-  
psychologists-claim.html

- Jiang, L. (2007). From 'community interpreting' to 'discourse interpreting': establishing some useful parameters. *EU-High-Level Scientific Conference Series* (pp. 1-10).
- Kharis, A. A. (2018). *Exploring students' strategies to cope with the problems in communicating*. (Unpublished undergraduate's thesis). Universitas Muhammadiyah Yogyakarta, Indonesia.
- Li, X. (2015). Are interpreting strategies teachable? correlating trainees' strategy use with trainers' training in the consecutive interpreting classroom. *EUT Edizioni Università di Trieste*, 105 - 128.
- Lin, I.-h. I., Chang, F.-l. A., & Kuo, F.-l. (2013). The impact of non-native accented English on rendition accuracy in simultaneous interpreting. *Translation & Interpreting*, 5(2), 30-44.
- Ma, J. (2013). A study of interpreting skills from the perspective of interpreting process. *Journal of Language Teaching and Research*, 4, 1232-1237.
- McNamara. (1999). Interview theories. *Qualitative research*, Vol.1
- Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa inggris secara efektif. *Jurnal pedagogia*, 5(2), 147-156.
- Meliadiny, H. F. (2017). *Exploring students' strategies in consecutive interpreting from Indonesian*. (Unpublished undergraduate's thesis). Universitas Muhammadiyah Yogyakarta, Indonesia.
- Merriam, S. B. (1998). *Qualitative research and case study applications in*

*education*. San Fransisco: Jossey-Bass Publishers.

Nolan, J. (2005). *Interpretation techniques and exercises*. Clevedon: Multilingual Matters Ltd.

Nosratzadegan, N. (2014). The problems awaiting an interpreter in the process of consecutive interpreting from persian into English: A case study. *Journal of Language and Translation*, 4, 55 - 65.

Nurfauyah, A. (2017). *Exploring problem experienced by students in interpreting practices*. (Unpublished undergraduate's thesis). Universitas Muhammadiyah Yogyakarta, Indonesia.

Pradana, H. D. (2018). *The perception of English education students of a private university in Yogyakarta on the various accents of the English language*. (Unpublished undergraduate's thesis). Universitas Muhammadiyah Yogyakarta, Indonesia.

Pratiwi, R. S. (2016). Commons errors and problem encountered by students English to Indonesian consequitive interpreting. *Journal of English and Education*, 4(1), 127 - 146.

Pochhacker, F. (2015). *Routledge encyclopedia of interpreting studies*. New York: Routledge.

Pujiyanti, U. (2013). *Kajian penerjemahan lisan*. Solo: LKP Indonesia Belajar.

Pujiyanti, U., & Zuliani, R. F. (2014). *Cross cultural understanding : a handbook to understand others' cultures*. Yogyakarta: CV. Hidayah.

Qian, W. (2017). Comparison and contrast between the audiolingual method and total physical response to improve efficiency of college students English

- learning. *Studies in Literature and Language*, 15(2), 38-40.
- Ribas, M. A. (2012). Problems and strategies in consecutive interpreting : a pilot study at two different stages of interpreting training. *erudit*, 812 - 835.
- Russell, D. (2005). Interpreting in legal contexts consecutive and simultaneous. In D. Russell, *Consecutive and simultaneous interpreting* (pp. 135 - 164). Canada: University of Alberta.
- Saldana, J. (2016). *The coding manual for qualitative researchers*. London: SAGE Publication Inc.
- Wang, B. T., Teng, C. W., & Chen, H. T. (2015). Using iPad to facilitate English vocabulary learning. *International Journal of Information and Education Technology*, 5(2), 100 - 103.
- Wang, Q. (2017). Application body language in Interactive Teaching. *Proceeding of the Sixth Northeast Asia International Symposium on Language, Literature and Translation* (pp. 715 - 719). Datong: The America Scholars Press.
- Yu, S. (2017). New perspectives of note-taking training in consecutive interpreting. *International Conference on Advanced Education and Management*, 43 - 47.
- Yu, X. (2015). From dual-nature view of language to audiolingualism: a reappraisal of memory aspect of language. *Theory and Practice in Language Studies*, 5(3), 493-497.