**Appendix**

**Investigating LEx Students' Difficulties and Strategies in Interpreting**

**Activities**

Research question

1. What are the difficulties faced by LEx students in doing interpreting activities?

2. What are the strategies done by LEx students to overcome the difficulties in doing interpreting activities?

**Interview Protocol**

| Research question | Reference | Interview questions |
|---|---|---|
| **What are the difficulties face by LEx students in doing interpreting?** | According to Nosratzadegan (2014) usually the problems in consecutive interpreting, there are three problems such as note-taking, memory, and speed. According to Ribas (2012), the problems in consecutive interpreting practices have four phases; there are Listening and Understanding, Note-taking, Decoding note, | 1. Apa saja masalah yang anda temui pada saat melakukan interpreting? Bisa dijelaskan?  a. Adakah masalah atau kendala lain selain yang telah disebutkan? |

| | and Expressing and Reformulating. | |
|---|---|---|
| **What are the strategies done by LEx students to overcome the difficulties in doing interpreting activities?** | ***Understanding the context*** Meliadiny (2017) exclaimed that understanding the context assists interpreter's performance better and makes the interpreter more confident. ***Making note-taking*** The interpreter should write notes to assist record information as much and accurately as possible (Ma, 2013). | 1. Apa saja strategi yang anda lakukan untuk mengatasi masalah saat interpreting? tadi anda kan menyebutkan masalah A bagaimana strateginya? lalu untuk masalah B apa strateginya? Bisa dijelaskan? <br>   a. Apakah anda memiliki strategi lain? <br> 2. Dapatkah anda menjelaskan lebih detail mengapa anda memilih strategi tersebut untuk mengatasi masalah yang anda hadapi? <br> 3. Menurut anda seberapa efektif strategi yang anda gunakan? Bisa dijelaskan? strategi A? strategi B? |

**Categorization Table**

1. RQ: What are the difficulties faced by LEx students in doing

interpreting activities?

| Category | Interpretation | Compacting word |
|---|---|---|
| Lack of understanding source language | Lack of understanding source language | LEx students did not understand Javanese meanwhile the speaker spoke Javanese (P1.1) |
| | | LEx students did not comprehend Javanese (P2.10) |
| Difficulty in understanding speakers' speaking speed | Difficulty in understanding speakers' speaking speed | LEx students' difficulty in understanding the language because the speech is quite fast (P1.3) |
| | | The difficulty was Polytechnic students speak so fast (P2.6) |
| | | Polytechnic students spoke very fast so that cannot be grasped (P3.2) |
| Difficulty in understanding pronunciation | Pronunciation and accent is hard to be understood | Difficulty in understanding the language because of the accent was unfamiliar (P1.4) |
| | | Polytechnic students have difficult accent (P2.3) |
| | | Singapore English Language is mixture of Chinese and British accent (P2.3) |
| | | LEx students' difficulty was Polytechnic students has different accent (P3.1) |
| | | Polytechnic students spoke using unfamiliar accent such as mixture |

| | | among Chinese, Indian and British accent P3.1) |
|---|---|---|
| | | LEx students heard different pronunciation from Polytechnic students  (P3.1) |
| Different cultural background | Having different cultural background | Singapore students have different culture with Indonesian (P2.2) |
| | | Difficulties when discussing because Polytechnic students have a different understanding of culture so that it is difficult to explain the intended perception (P3.7) |
| Lack of vocabulary | Lack of vocabulary | Polytechnic students did not understand the vocabulary (P2.1) |
| | | LEx students had difficulty mentioned vocabulary about things or object (P2.8) |
| | | LEx students did not know the vocabulary (P2.12) |
| | | LEx students forgot the vocabulary (P3.5) |

2. What are the strategies done by LEx students to overcome the
   difficulties in doing interpreting activities?

| Category | Interpretation | Compacting word |
|---|---|---|
| Asking for repetition | Asking for repetition | LEx student asked for repetition   (P1.5) |
| | | LEx student asked for repetition and Polytechnic students repeated using British accent (P2.17) |
| Ask to use second language | Ask to use second language | LEx student asked to maximize Indonesia language (P1.6) |
| | | LEx student asked to use Indonesia language (P2.11) |
| Increasing focus on source language | Listen to the point carefully | LEx student listened to the point of conversation carefully (P1.7) |
| | Pay attention and focus to speaker | LEx student had to pay attention and focus to the speaker (P1.8) |
| Asking the meaning | Ask the meaning | LEx student asked the meaning of speech (P2.4 ) |
| Asking speakers to change the way they speak | Ask to speak clearly | LEx student asked Polytechnic student to speak clearly (P2.5) |
| | Ask to speak loudly | LEx student asked Polytechnic student to speak loudly (P3.4) |

| | | LEx student asked Polytechnic student to speak slowly (P2.7) |
|---|---|---|
| | | LEx student asked Polytechnic student to speak slowly (P2.13) |
| | | LEx student asked Polytechnic students to low their intonation and voice (P3.3) |
| | Ask to speak slowly | LEx student asked Polytechnic student to speak slowly (P3.3) |
| | | LEx student asked Polytechnic student to speak slowly (P3.3) |
| | | LEx student asked Polytechnic student to speak slowly so that can be understood (P3.3) |
| Using smartphone | Using dictionary | LEx student had to open dictionary (P2.9) |
| | | LEx student need dictionary to translate vocabulary (P2.9) |
| | Using English mobile application | LEx student downloaded English mobile application (P2.13) |
| Familiarizing with pronunciation | Familiarize the pronunciation | LEx students familiarize themselves with those accents that finally understand themselves (P2.14) |
| | | LEx student familiarize pronunciation (P2.14) |
| Pointing the item intended | Pointing the item intended | LEx student pointed the object around (P2.15) |
| Asking friend's help | | LEx students asked to friend |

| | Ask friend who speak English fluently | who speak English Fluently (P2.16) |
|---|---|---|
| | | LEx students asked to friend who speak English fluently because had knew his/her capability (P2.16) |
| | Ask friend to explain the meaning | LEx students choose one of their friends to explain to Polytechnic students (P3.9) |
| | Ask friend who grasp Javanese | LEx student asked the friend who understand Javanese (P1.2) |
| Using body language | Using body language | LEx student gave body language (P3.6) |
| Finding a synonym | Finding synonym or other explanation | LEx student replaced vocabulary by using synonym or other explanation (P3.8) |
| | | LEx student searched synonym or other explanation that refer to the word (P3.8) |