

# "FROM STRUGGLE TO STRATEGY: ADDRESSING THE CHALLENGES OF BEGINNER INTERPRETERS IN GERMAN LANGUAGE EDUCATION IN INDONESIA"

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# INTRODUCTION

Interpreting is a complex cross-language activity requiring quick processing of source language and delivery in the target language.

In Indonesia, interpreting is underrepresented in German language curricula. Beginner interpreters face issues such as cognitive overload, lack of confidence, and limited technical training.

## LITERATURE REVIEW

Gile's Effort Model identifies cognitive, memory, and coordination demands.

Gillies and Kurz emphasize note-taking and psychological preparedness. Lack of pedagogical consistency and public speaking anxiety are noted barriers in Indonesian settings.



# METHOD

Mixed-method design: Quantitative Likert-scale questionnaire (12 items across 4 dimensions) and qualitative semi-structured interviews.

Participants: 17 German language students (level B1+), analyzed descriptively and thematically.

# FINDING AND DISCUSSION

Main challenges:

- Technical: Note-taking (avg. 4.12), managing topic shifts
- Psychological: Anxiety, low confidence
- Cognitive: Memory overload
- Linguistic: Vocabulary and grammar

Implication: Need for structured, hands-on interpreting training with emotional support.



# FINDING AND DISCUSSION

Interview themes reinforced survey findings. Students struggle to juggle listening, memory, and output. Custom symbols often unclear; pressure leads to nervousness. Strategies like rehearsals, keyword notes, and audio reviews were self-initiated but inconsistent.

## CONCLUSION

Beginner interpreters face multifaceted challenges—technical, psychological, cognitive, and linguistic. Training should integrate memory, note-taking, confidence-building, and hands-on simulations to bridge the pedagogical gaps and build real-world readiness.



# REFERENCES

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