CHAPTER I

INTRODUCTION

This chapter contains the background of the internship, the objective of the internship, the scope of the report, the significance, and the operational definition of key terms.

1.1 Background

People are spread all over the earth. As long as people gather, there will be languages to connect them. Language itself is a structured system using arbitrary signals (speech sounds, gestures, and written symbols) that enable humans as speakers to exchange information. Language conveys ideas, opinions, feelings, and thoughts to others. Any form of communication can be used to express a message through language. Therefore, language is an important thing in human life. Thus, humans can communicate with each other.

However, it should be considered that there are currently 7,151 languages in use worldwide, which is constantly changing as people gain more knowledge about the world's languages every day (Eberhard, 2022). But what if, say, during an international partnership, a variety of individuals from diverse nations and languages could not communicate with one another? This is where translation plays a role in connecting one language to another so that communication between people of different languages can run smoothly. Dodd (2012) defines translation as the process of conveying meaning

from one text (whether written or recorded) to another while ensuring that the two translators have the time and access to the required resources (dictionaries, glossaries, etc.) to produce a trustworthy output. Nevertheless, the meaning of translation is different for different groups of people.

Internal and external knowledge are the terms used to describe this occurrence (Pym, 1993). The translation is primarily a text for others who aren't professionals or students of the translation field (external knowledge, non-translator knowledge). For professionals, it mainly consists of an activity that aims to produce a text (internal knowledge, as a translator). The actions and processes are important when considering them from a translator's viewpoint: starting with the learning process and progressing to becoming the translator, handling client requests, researching, networking, translating words, sentences, and phrases, editing and proofreading the work, sending the finished product to clients, getting their feedback, and repeating the process until you are paid. For translators, the finished product is important but not as important as the entire process, while for non-translators, the finished product is the most important (Robinson, 2012). We often underestimate how important translation is to our daily lives. According to an article by Morel (2019), there are various significant uses for translation for everyone, which will be condensed into 3 points by the writer. These considerable aspects go beyond why the translation industry is increasingly needed in a rapidly changing modern world. First, people prefer to read, write, or speak in their mother tongue (Morel, 2019). Even though English is a language spoken globally, no matter how high the numbers are, it is still being led by people who make it their second

language or above. This can be seen through data from ethologue.com, where the language with the most speakers in 2022 is English, with 373 million native speakers and 1 billion and 80 million other speakers (second, third-, and higher).

Simply put, most people prefer their mother tongue because it's the language they feel most comfortable speaking, and that can be seen from how confidently they speak. Therefore, translation is necessary because it will help people communicate more effectively. Second, the global dissemination of new concepts, knowledge, and information requires translation (Morel, 2019).

To establish successful cross-cultural communication, translation is extremely needed. Translation plays a role in distributing new knowledge and is the only way for some people to learn about various works that will expand their understanding of the world. For instance, according to the United Bible Societies, the Bible has been translated into more than 3.324 languages (including an increasing number of sign languages), with the full Bible text being available in 804 languages and the entire Old or New Testaments being available in 2.189 languages (Protestant Canon). Third, and perhaps the most significant, with translation, we can reach more audiences related to the goals of common understanding (Morel, 2019). For example, by introducing their brand, mission, and objectives to a global audience, translation may help companies attract more clients. In addition, people will thus be able to access various marketplaces and expand their options through translation, which will be helpful in the future.

Furthermore, modern information technology is always developing. Legal documents and informational texts can be challenging to translate. Thanks to technical

translation, people can develop a common understanding across various languages, benefitting a business.

Realizing that there are different languages in each country and region, supported by the importance of communication between humans in an era that is developing every second, the translator industry was formed. Fortunately, Indonesia has realized the urgency and has been exploring this industry for a long time.

Regarding the Industrial Revolution 4.0, people can use AI-based translation applications to translate their needs. However, using that application for the translation work does guarantee 100% accuracy, and these systems often lack an understanding of context and cultural nuances within a document or conversation (Mihail, 2021). As a result, today, many Indonesians build businesses and organizations through this translation industry. One of the pioneers in increasing the need for translators in Indonesia is the Indonesian Translator Association (HPI), established on February 5th, 1974, in Jakarta. According to the information from www.hpi.or.id, HPI had 115 professional English-to-Indonesian translators and 70 professional Indonesian-to-English translators in 2019. However, not everyone can become a translator, and not all can translate a certain text. Becoming a translator is not just about dealing with language mastery; there are two other aspects: having good knowledge and understanding the user's translation needs (Pesurnay et al., 2016).

To gain expertise, one can start by entering several majors in language-related courses, one of which is the English literature study program. English literature students will certainly be taught various kinds of knowledge not limited to theory,

ranging from oral and written communication skills, the ability to read and understand writing, structured thinking, the ability to perform analysis, and interpersonal skills. Meanwhile, after accepting translation commissions, it will be possible to learn about the wishes and needs of translator users.

Participating in an internship program is another opportunity to learn and gain experience handling clients' demands. Universitas Ma Chung, where the writer currently pursues her study, supports the internship program as a learning platform that encourages students to seek experience in the real world of work. According to Zhang (2020), an internship is a brief employment period provided by companies and other organizations to individuals who wish to gain entry-level experience in a particular area or field. Since it can serve as the link between theory or knowledge and practice by involving oneself in supervised work, it can be said that it is both work and a learning experience in equal measure. This is one of the reasons students or people looking for job vacancies for intern positions should apply since they can practice and apply the theories that have been studied previously. The writer has gotten a variety of education throughout her time in the English literary study program, including three courses on translation: Translation & Interpretation in semester 3, English for Natural Sciences in semester 4, and English for Social Sciences in semester 5. Additionally, the requirement that all students at Ma Chung University attend Mandarin language studies ensures the writer understands the value of exposure to languages other than her own. As a result, the writer is motivated to start her internship at TranslationLinker.

1.2 The Objectives of the Internship

The objectives of the internship program that has been carried out at TranslationLinker are as follows: First, as a student of Universitas Ma Chung, the writer is encouraged to take an internship to fulfill the graduation requirement and obtain a bachelor's degree. Second, the internship program encourages students to apply the knowledge and theories they have learned over six semesters at Universitas Ma Chung, in particular courses connected to the internship, into practice. Third, to prepare and learn more about their abilities and interests before entering the industry after graduating from college, students should be aware of the conditions of the professional working world. Therefore, the writer gains knowledge and improves their translation skills by practicing in a professional work setting. Fourth, the writer wants to improve her skills and understanding to produce translations and content that meet the company's standards. This knowledge includes both academic and non-academic learning. Lastly, using the theories gained, the writer intends to identify issues and provide solutions to those issues discovered throughout the period at the internship site.

1.3 The Scope of the Report

This report is limited to general information about the writer's internship at a translation company, TranslationLinker, including activities done throughout the internship, the job description, and challenges and problems encountered while producing translation and localization materials in response to requests and demands.

To provide answers to the issues, related theories about the problems mentioned above are presented.

1.4 The Significance

This internship program was created to provide some significance to the intern, TranslationLinker, the organization where the internship was completed, and Universitas Ma Chung, the intern's alma mater.

1. This internship program allows the intern to learn new skills by applying the theories she has been studying in the classroom in a real-world setting. The writer learns many things during the internship process, starting with a general understanding of how a translation company operates, the company's services, and areas that need improvement to produce great-quality text and documents that will meet the client's needs. Additionally, she had to develop teamwork skills while working on translation tasks with other university interns. She also had to develop the ability to work under pressure while meticulously reviewing every detail of the translation.

2. This internship program will benefit the formation of a fruitful partnership between the company, TranslationLinker, and the institution in the years ahead. Additionally, the business could hire potential interns after watching them work whenever they need someone new. The intern can also offer ideas to help the organization and its internship program improve their quality.

3. This internship program will be the first step toward Universitas Ma Chung becoming more connected to the many companies and organizations nationwide. Additionally, the university's internship program will mold its students into qualified graduates with the skills necessary to succeed in the real world of professional employment.

1.5. Operational Definitions of the Key Terms

Some key terms that will be mentioned frequently throughout the report are as follows:

1. Internship

Internships are "engaging students in service activities primarily to provide them with hands-on experiences that enhance their learning or understanding of the issues relevant to a particular area of study" (Furco, 1996).

2. Translation

9 Translation is an abstract concept that includes the translation process and the product of that process, a translation in the form of a translated text. It is a general phenomenon of exchanging information employing language (Bell, 1991).

3. Language Skills Proficiency

Language is essentially a skill. It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., which aim is to impart information and fill the human mind with knowledge (N Husain, 2015)

4. Experiential Learning

   ELT defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984)