

CHAPTER I

INTRODUCTION

1.1. Background

According to the Oxford Dictionary of English, one of the meanings of translation is to express the sense of words or text in another language, and translation means the process of translating those words or text from one language to another. Effective translation, in other words, plays an important role in international cooperation, business expansion, and ideas exchange. In the translation industry, we focused on facilitating global communication, breaking down linguistic barriers and fostering cultural exchanges. In this era of increasing globalization, the demand for proficient and culturally sensitive translators has surged across various sectors, including business, diplomacy, literature and technology. Translators, as we know, can be the mediator for various groups that have different languages and cultures to help each other communicate effectively.

As a student from the English Letters Program of Universitas Ma Chung, we got some lessons during our study to translate various texts. With that knowledge, before entering the real world of translation work, doing an internship in a translation agency will help students prepare for their career in the world of professional translation. Through the internship program, students can practice their ability to translate words and how to make it easier to read by the reader. Not only improving their translating ability, students can also improve their soft skills such as adapting to the workplace environment,

communicating with other employees and/or coworkers, also improving teamwork, sense of responsibility, and creativity.

For some of the reasons mentioned, I chose to conduct my internship in TranslationLinker, a translation agency located in Perumahan Bumi Meranti Wangi, Jl. House of BMW No.B23, Malang, Jawa Timur 65124. TranslationLinker is known for its reputation for excellence, commitment to quality and diverse portfolio. Besides the reasons that have been mentioned, I got more knowledge in translation work from the mentors, so that I can improve my translation work and be a high-quality translator.

The internship was conducted in 4 months, starting on August 7th, 2023 to December 6th, 2023. Students from Universitas Ma Chung who also conducted their internship in this agency were given Monday to Friday from 9 AM to 1 PM as their working hours. During the internship program, we were given various kinds of texts to be translated. Mainly we translate general texts, promotional texts (including game-related texts), and UI/UX texts from English to Indonesian. The mentors also taught us how to type efficiently using all of our fingers, use words efficiently in subtitling, and make a translation of a song sound like its actual language without losing the meaning of the whole song.

1.2. The Objective of the Internship

The primary objectives of the internship were as follows:

1.2.1. To gain practical experience in professional translation workflows and methodologies.

1.2.2. To enhance language proficiency and translation skills in specialized fields

1.2.3. To work on a variety of real-world translation projects to develop adaptability and versatility in translating different document types.

1.2.4. To develop an understanding of the cultural nuances that play a critical role in translation accuracy.

1.3. Scope of the Report

This report will cover the bad habits of workers and the cause of it in general.

1.4. Significance

The significance of the internship done in TranslationLinker includes:

1.4.1. For Students

1.4.1.1. Applying the knowledge of translating that I have been learning through the year at Universitas Ma Chung.

1.4.1.2. Improving the English to Indonesian translation skills.

1.4.1.3. Getting a lot of tips on how to make the results of translated documents/texts better.

1.4.1.4. Improving soft skills such as how to adapt to a sudden change of environment, how to communicate properly with colleagues, improving teamwork, sense of responsibility, and be more disciplined.

1.4.2. For TranslationLinker: to maintain a good relationship between TranslationLinker and the English Letters Program of Universitas Ma Chung.

1.4.3. For the English Letters Program of Universitas Ma Chung

1.4.3.1. To create a good relationship between TranslationLinker and the English Letters Program of Universitas Ma Chung as an institution partner so that students' translation skills are improved and provide a good internship place for the students.

1.4.3.2. To get feedback to improve the learning system for the students in translation subjects.

1.4.3.3. To build the good image of the English Letters Program of Universitas Ma Chung.

1.5. Operational Definitions of Key Terms

1.5.1. Procrastination

Procrastination – the needless delay of things one intends to do – is a phenomenon that has accompanied humankind at least since the times of Cicero (cf. Steel, 2007) and has intensively attracted researchers' interest, especially in the last four decades. It is a well-known phenomenon in everyday life. Study results point to prevalence rates as high as 20–25% in the general population (e.g., Ferrari, Díaz-Morales, O'Callaghan, Díaz, & Argumedo, 2007). The prevalence rates of academic procrastination (i.e., procrastination of study-related activities; e.g., writing a term paper, studying for an examination) among university students are considerably higher. Up to 70% of university students consider themselves procrastinators (e.g., Schouwenburg, 2004), and 50% procrastinate consistently and problematically (e.g., Day, Mensink, & O'Sullivan,

2000; Solomon & Rothblum, 1984). Students have reported that procrastination typically accounts for more than one third of their daily activities and is often carried out through sleeping, reading, or watching television (Pychyl, Lee, Thibodeau, & Blunt, 2000). Men seem to procrastinate slightly more than women, and procrastination seems to decrease with age (Steel, 2007; Steel & Ferrari, 2012). However, considering the small correlations found in these studies in light of their large sample sizes, the differences seem to be of limited informative value (cf. Ferrari, 2010).

The results of a variety of studies have suggested that procrastination is detrimental to subjective well-being. Study results have shown significant negative correlations between self-reported procrastination and health (Sirois, 2004; Sirois, Melia-Gordan, & Pychyl, 2003; Stead, Shanahan, & Neufeld, 2010; Tice & Baumeister, 1997) and between self-reported procrastination and financial well-being (Elliot, 2002; as cited in Steel, 2007). In the academic domain, studies have shown that procrastination is related to poor academic performance (Tice & Baumeister, 1997; van Eerde, 2003). Students who procrastinated were more anxious (Rothblum, Solomon, & Murakami, 1986) and stressed (Tice & Baumeister, 1997) across the entire semester, and were more agitated before a test (Lay & Schouwenburg, 1993). Compatibly, the wide variety of self-help books (e.g., Burka & Yuen, 2008; Ferrari, 2010; Steel, 2011) conveys the picture of a phenomenon that is often

accompanied by distress. The resulting need for reducing procrastination (e.g., Solomon & Rothblum, 1984) is met by different kinds of intervention programs (for an overview see Schouwenburg, Lay, Pychyl, & Ferrari, 2000).

In order to fully understand the alarming character of this phenomenon, and to develop appropriate interventions, a large body of research on the causes, correlates, and consequences of procrastination has been accumulating over the last 40 years. These research endeavors have focused on the fields of social, personality, educational, clinical, and health psychology. Strikingly, the different research endeavors have mainly developed in isolation of one another, leading to a somewhat unsystematic coexistence. Metaphorically, procrastination research can be pictured as a savage garden that has allowed its flora to sprawl everywhere (e.g., causes, correlates, consequences) within certain boundaries (e.g., student samples). In some parts of this garden, the vegetation is so thick that it is very difficult to see through (e.g., motivational approaches), whereas in others, almost no plants can be found (e.g., situational approaches). To sow new vegetation (i.e., theoretical approaches, instruments, interventions), one needs to understand the landscape of this garden.

The authors of the first book to have contributions on procrastination have stated that “a major difficulty in studying, understanding, and treating procrastination may involve variations in its subjective

definitions” (Ferrari, Johnson, & McCown, 1995, p. 5). Two decades later, a commonly shared definition of procrastination still does not exist; instead, there exist a variety of different definitions that are disparately connoted. Moreover – and partly related to the circumstance surrounding the different connotations of procrastination definitions – the term procrastination is used for different phenomena of delay. Whereas some authors use the term procrastination solely for dysfunctional forms of delay (e.g., Steel, 2007), others also circumscribe positive forms of delay to this term (e.g., active procrastination; Chu & Choi, 2005). Thus, there is no agreement about what, exactly, is the phenomenon that we study, write, and speak about. However, solid theories, valid instruments, effective interventions, and precise communication concerning this phenomenon can only evolve if there exists a commonly shared understanding of procrastination. Such an understanding would settle the discussion as to whether procrastination is solely dysfunctional or whether it has functional aspects as well (cf. Chu & Choi, 2005; Pychyl, 2009).