Chapter 3
Internship Activities

This chapter gives information about the activities that I did during internship, the problems during the internship as well as the ways to solve those problems.

Activities in General

The main activity that I did during implementing an internship at Ganesa Library was translating children’s English story books into Indonesian. There are 42 children’s English books that I had translated. During translating process, there were some techniques of translation that I used such as literal translation, description, modulation, amplification, and borrowing techniques. Besides, when I faced some problems in translating difficult terms of the books, I tried to solve those problems by using online and offline dictionaries, asking my supervisor, native speaker and my partners, and searching for some references in the Internet.

Besides, the secondary activities I did were; participating in Ganesa English Speaking (GES) activity both as a conductor and as a participant; participating in Storytelling activity both as a story teller and a guide; and participating in Ganesa Reading Community and Ganesa nulis Community (GnC) as a participant.

In addition, as an intern, in conducting my activities I mentioned above, I had to obey the rules of Ganesa Library, such as following some activities held by Ganesa Library, the working hour and the dress code. During the internship, I had to come to Ganesa Library every Tuesday until Sunday. On Tuesday until Saturday I had to go to Ganesa Library at 09.00 a.m. until 04.30 p.m. While on Sunday I went to work to Ganesa Library at 12.00 p.m. until 04.30 p.m. Relating to the dress code, as the rule of Ganesa Library, all interns have to wear neat clothes on Tuesday, Wednesday, Thursday, and Saturday. While on Friday all interns have to wear batik and on Sunday all interns can wear neat clothes. Moreover, during internship I worked with my two internship partners, Bela Qurnelia and Dewi Ratnasari and there was also my internship supervisor at Ganesa Library, Mr. Haerul Afandi.

Translating Children’s English Story Books

My main activity was translating children’s English story books at Ganesa Library. When translating those books, there were some steps that I did. The followings are the steps that I did when translating children’s English story books at Ganesa Library:
1. Choosing the children’s English story books
2. Translating children’s English story books
3. Adjusting the font and size as well as making the text boxes in Microsoft Word Office
4. Editing the translations
5. Printing, cutting, sticking, and labeling

The first step was choosing the children’s English story books. There are about 200 children’s English story books provided by Ganesa Library for the interns to be translated into Indonesian. Those books are usually selected randomly by the interns. Consequently, as an intern at Ganesa Library, I chose some of those books that I would translate into Indonesian. The books that I chose must have empty space as a place to stick the translations. The position of the empty space could be beside the source text or below the source text. For example, I chose the books entitled Dora Goes for a Ride, Happy Easter Mouse, and Babybug. I chose those books because they have empty space to stick my translations on each page. Besides, the sentences on those books were not too long and the pictures contained on those books were not too big. Therefore, I could put my translations easily on those books.

After I chose the books, the second step was translating the texts on those books into Indonesian. There were three steps of translating process that I did; analyzing, transferring, and restructuring process (Nababan, 2003). The first step was analyzing the source text. A translator should identify or review the source text that will be translated before translating a book or text is done. Before I translated the books, I reviewed the books that I would like to translate into Indonesian. The purpose of that activity is to make me understand the contents of those books by identifying and reading the whole texts. If I did not understand the story, I read those books not once time only, but many times, until I understood the contents of the book. However, after reading, there were still some difficult words to translate. For instance, I found some difficult words when I read the books entitled Wild Animal Baby and Babybug. Those difficult words were porcupine and hedgehog. At the first I did not know the meaning of porcupine and hedgehog. Then I looked the picture of the book. It showed the picture of landak, the name of animal in Indonesia. Therefore, I could know the meaning of that word. And then, to make sure its meaning, I searched for the meaning of porcupine and hedgehog in the Cambridge dictionary.
The second step of translating process was transferring the message of the source text. I had to transfer the message of the books that I wanted to translate. A translator is demanded to find the equivalent words of the source text into target text (Nababan, 2003). I used some techniques of translations such as literal, description, modulation, amplification, and borrowing techniques when I translated the children’s English story books. When I translated the book entitled *The Tale of Peter Rabbit*, I used modulation technique in the sentence of “he left his jacket behind”. Thus I translated that sentence into *jaketnya tertinggal di belakang*.

Another example is in the book entitled *Finding Nemo*. I was confused when I translated the word *anglerfish* in the sentence of “back in the ocean, Marlin and Dory faced many dangers –from a scary anglerfish to a forest stinging jellyfish”. Then, I browsed in the Internet on [https://id.wikipedia.org/wiki/Lophiiformes](https://id.wikipedia.org/wiki/Lophiiformes). Anglerfish is *Lophiiformes* (*bahasa Inggris: Monkfish, Goosefish, Anglerfish*) adalah ikan karivora, *mulutnya besar dan bergigi*. Thus I decided to use description technique by translating *anglerfish* into *ikan pemakan daging, mulutnya besar dan bergigi*. Moreover, I also used description and borrowing technique in the book entitled *Wild Animal Baby*. That book has some chapters or titles inside of book. One of the chapters contains about studying the alphabet. I was confused when I translated the sentence of *S is for sea lion. And S is for sand*. I used description and borrowing technique to make the children understand the meaning of the sentence. Therefore I decided to translate that sentence into *S untuk sea lion (singa laut). Dan S untuk sand (pasir)*.

In the book entitled *Dora Goes for a Ride* I used pure borrowing technique of the word *bus*. I looked in [http://kbbi.web.id/bus](http://kbbi.web.id/bus) the word *bus* is *kendaraan bermotor angkutan umum yang besar, beroda empat atau lebih, yang dapat memuat penumpang banyak*. In addition, I used pure borrowing technique when I translated “Ramadan” in the book entitled *Golden Domes and Silver Lanterns*. I translated “Ramadan” into Ramadan because that term is already familiar in Indonesia. Moreover, in the book entitled *The Great Kapok Tree* I used naturalized borrowing by translating *kapok* into *kapuk*. First, I looked for the meaning of kapok on [http://www.merriam-webster.com/dictionary/kapok](http://www.merriam-webster.com/dictionary/kapok). The meaning is *a mass of silky fibers that invest the seeds of the ceiba tree and are used especially as a filling for mattresses, life preservers, and sleeping bags and as insulation*. Then I looked the word *kapu* in [http://kbbi.web.id/kapuk](http://kbbi.web.id/kapuk). randu; kabu-kabu. Randu, in
randu is kapas Jawa or kapok Jawa, or pohon kapas sutra called as ceiba. Thus I decided to use naturalized borrowing to translate Kapok.

Another technique that I used was amplification technique. In the book entitled Wild Animal Baby, I was confused when translating the sentence Leo is a baby leopard. A baby leopard is called a cub. I translated that sentence into Leo adalah bayi macan tutul. Dalam bahasa Inggris, bayi macan tutul disebut cub. In Merriam Webster dictionary the meaning of cub is young animal that eats meat. Because there is no equivalence in Indonesian of the name of baby leopard, I decided paraphrasing the word cub by adding the information like adding “Dalam bahasa inggris”. Another example was in the book entitled Wild Animal Baby. In the sentence “I am a baby zebra. A baby zebra is called foals”. I translated that sentence into Aku adalah bayi zebra. Dalam bahasa inggris, bayi zebra disebut foals. In Merriam Webster dictionary the meaning of foal is a young horse; especially a horse that is less than one year old. Because there is no equivalence in Indonesian, the name of baby zebra, thus I decided paraphrasing the word foals by adding the information.

Furthermore, I used literal translation. In the book entitled A Day at the Beach, I translated the sentence word by word. I translated “I found a purple seashell” into Aku menemukan kerang laut ungu. I also used this technique when I translated the sentence in the book entitled Golden Domes and Silver Lanterns, I translated the sentence Grandpa wears this traditional hat into kakek memakai topi tradisional ini.

The third step of translating process was restructuring. The function of this step is to restructure the text or the message on the source text that have been translated (the first draft) into the target text. I did this step by reading again my first draft in order to make my translation readable and understandable for the target reader especially the children. Sometimes when I read again my translation, I found some mistype words and punctuations. For example in the direct sentence, I did not find the quotation mark. So, I had to add the quotation mark on the direct sentence in order to make my translation appropriate with the source text. Besides question mark, sometimes I forgot to give other punctuations in my translation, like exclamation points, and commas. I also found some unnatural sentences or phrases in my translation so that I needed to change those unnatural sentences or phrases to become natural sentences in order to make my translation more acceptable. For instance, at the first, in the book entitled I Can Make
Du’a Anywhere, I translated the sentence of I can make du’a before I eat a piece of steak so juicy and thick into Aku bisa berdoa sebelum aku makan sepotong steak yang mengandung banyak air dan tebal. I thougt the phrase of mengandung banyak air (juicy) is unnatural. Then, I checked again the word juicy in the dictionary. On the http://dictionary.cambridge.org/dictionary/english/juicy, juicy is Juicy foods contain a lot of juice and are enjoyable to eat. Consequently, I changed the meaning of juicy into lezat and rewrote that sentence into Aku bisa berdoa sebelum makan sepotong steak yang lezat dan tebal.

The third step I did after translating was adjusting the font and size as well as making the text boxes in Microsoft Word Office. In this step, I had to set the font face and the font size. After that, I made the text boxes by using Microsoft Word Office as places to put my translations. The following is an example taken from the book that I had translated entitled The Tale of Peter Rabbit:

**Dongeng Peter Si Kelinci**

**Peter berlari secepat mungkin, menyelinap di bawah pintu pagar, dan akhirnya ia aman.**

The next step after adjusting the font size was editing the translations of the books I had translated. In this step, I read and looked carefully my translations again in order to make sure that there must have no mistype of sentences on each page, and to make sure that if my translations were already readable or not.

After I edited the translations, I printed, cut, stuck, and labeled the translations. Before printing activity was done, I had to make sure that the size of the boxes had to be already fit with the empty space on the books, consequently I needed to check again those text boxes in order to make them suitable with the empty space. After that, I printed my translation with legal papers and with yellow, green and blue papers in order to make children or readers more interesting in reading the books. Afterward, I did the cutting process. I cut the text boxes neatly one by one on the edge line of the text box.

After cutting, the next activity that I did was sticking my translations on the empty space on each page of the books. I stuck my translations by using transparent tapes. I had to stick the translations without covering pictures in the books. In other words, I had
to place or stick the translations in the right positions. The following is an example of sticking process:

After I finished sticking the translations on the books, I did the labeling process. I did this process by sticking a small yellow paper on the edge of each book cover. The position of the paper is nine centimeters from the bottom of the books. By labeling the books using that paper, it means that the books have been completely translated. Besides, I had to stick another paper on the back cover of the books. The paper contains my name and my college. This aims to differentiate between my translations books and other interns’ translation books. The followings are the examples of the labeling process I did:
Participating in Story Telling Activity

Besides translating children’s English story books, I participated in Story telling activity held every Saturday by Ganesa Library. This activity aims to develop children’s reading interest and children’s creativity through the story books that have been read and told by the story teller. This activity is done in the children room and it is usually joined by the children living around Ganesa Library area, especially elementary schools students. The main activity the children can do by joining this activity are listening the story of books told by a storyteller, coloring pictures, playing quiz, watching a movie, and learning English together. The story teller usually is the librarian of Ganesa and the intern. Therefore, as an intern I had to participate this activity both as a storyteller and a guide. In addition, this activity usually discusses different topics in each meeting. During internship, there were three meetings of storytelling activity I joined, on the first week, second week, and third week of my internship period.

In the first week, my supervisor appointed me as a story teller to read and tell one of the story books in front of the children and the topic was library. In conducting this activity, there were some steps that I did. First, my partners and I did some preparations such as choosing one of the story books to tell, turning the TV and VCD on to play a kid movie, searching some pictures on the internet, printing the pictures that would be colored by the children, and preparing other tools. The theme of the first meeting of storytelling activity was library.

I chose an English story book entitled *The Best Books to Read*. I decided to choose that book because it has been translated by another volunteer translator before,
so that it already has two languages, English and Indonesian. Thus, I could teach English for children through that book by reading it for them. Besides, the content of the book is about the books in the library so that it was relevant with the topic of this activity.

After choosing the book, I read carefully the whole story of the book first in order to make me understand the story of the book. After reading, I told the story of the book to the children. Then, I gave the children some questions about the story that I already told. The children who could answer the questions got gifts as rewards such as some book collections of Ganesa, some glasses carried by Michael and Debra, color pencils, etc.

Besides giving some questions to the children, I also gave them some lesson of English from the English story book entitled *The Best Books to Read*. For example I taught them the English words, such as the English words perpustakaan, buku, petugas perpustakaan, etc.

Another activity the children did after playing quiz or after giving some questions, was coloring activity. Before starting this activity, I and my partners prepared the pictures that have been already printed and some tools to color the pictures, such as color pencils, pencils, and sharpeners. After the children finished coloring the pictures, they had to submit the results to me and my internship partners. I and my partners had to assess and determine who would become the winners. The winners also got some gifts as rewards.

In the second week, I joined this activity as a guide, and the story teller was my partner, Bela. The topic of this activity was fruits. Before this activity started, I and my internship partners did some preparations such as preparing fruit pictures, turning the TV and DVD on to play the kid movie, and choosing the book that would be read and tell to the children. The book that would be told by my internship partner is entitled *Apple*. In doing this activity I and my internship partners also taught English about fruits to the children and gave them some questions related to the story of the book. The children who could answer the questions got gifts as rewards. After that, we sang some songs together.

In the third week, I also joined this activity as a guide and the story teller was my other partner, Dewi. The topic of this activity was animals. Before starting this activity, as usual, I and my internship partners did some preparations same with the preparations
I did in the first week. The book that would be told is entitled *The Guest is Guest*. The book contains story of animals. After the story teller told the story to the children, I and my internship partners also taught English about animals also to the children. The next activities were coloring activity, question answer activity, and singing together.

Overall, to do the storytelling activities, the skills required are reading skill and communication skill. So, with my reading skill, I could understand the story of the book that I would tell to the children. Communication skill is also needed in order to make the children more pay attention to the story teller.

**Participating in Ganesa English Speaking (GES) Activity**

Besides participating Storytelling activity, I joined GES activity held by Ganesa Library both as a conductor and a participant. GES activity is an activity to discuss a specific topic using English language. So, it is obvious that the skill required in doing this activity is speaking skill. By joining this activity I could practice and apply my speaking skill. GES activity is usually held twice a week on Friday and Sunday. It started from 15.30 pm until 17.00 pm and is usually done in the adults room with the circle formation. Participants of this activity are teenagers, students, teachers, interns, etc. They can join this meeting for free without registration if they are interested in. In each meeting, this activity usually discusses a specific topic such as discussing the actual problem that is happening, the inspirations, skills, sciences, etc.

The followings are schedule of GES activities that I joined during internship:

*Table 3.1 The schedule of GES activities*

<table>
<thead>
<tr>
<th>No</th>
<th>Date of GES</th>
<th>Topic</th>
<th>The Conductor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>January 22(^{nd}), 2016</td>
<td>Comedy</td>
<td>Haerul Afandi</td>
</tr>
<tr>
<td>2.</td>
<td>January 24(^{th}), 2016</td>
<td>Online shopping phenomenon</td>
<td>&quot;</td>
</tr>
<tr>
<td>3.</td>
<td>January 29(^{th}), 2016</td>
<td>Telling jokes and funny story</td>
<td>Nanik Robiati</td>
</tr>
<tr>
<td>4.</td>
<td>February 7(^{th}), 2016</td>
<td>The effective transport</td>
<td>Atika Fitri Ayu H</td>
</tr>
<tr>
<td>5.</td>
<td>February 12(^{th}), 2016</td>
<td>Bullying in school</td>
<td>Bela Qurnelia</td>
</tr>
<tr>
<td>6.</td>
<td>February 19(^{th}), 2016</td>
<td>School uniform</td>
<td>Dewi Ratnasari</td>
</tr>
</tbody>
</table>
From the table above, there were five meetings of GES I joined as a participant and one activity of GES I joined both as a conductor. Every meeting had different conductor and discussed different topic. Usually, there are some sequence activities that the conductor and participants do in doing GES. Firstly, the conductor of GES has to introduce him or herself and then ask the participants to introduce themselves one by one. Secondly, the conductor must introduce the topic of discussion to the participants. The topic in each meeting must be different and interesting. After that, the conductor explains about the topic, gives some questions, and receives feedback such as comments and opinions from the participants. After the discussion is done, the conductor gives conclusion about what have discussed and finally the conductor has to close the meeting.

Based on table 3.1, I joined GES activity held on February 7th, 2016 as a conductor. When I became a conductor, there were some steps that I did before doing this activity. First, I had to choose an interesting topic. The topic that I chose was “the effective transport”. I chose that topic because it was an interesting topic to discuss and it had also never been discussed before. After I chose that topic, I prepared materials or some questions relating to the topic that would be discussed on the meeting. For example I prepared some questions relating to the topic, like how to solve transportation problems in Indonesia, the most effective transportation that can be used, and what kinds of transportation the participants usually use. The third step I did was managing the discussion by thinking what would I say to open, start the discussion, and close the meeting. In addition, this meeting was not only followed by the public or the members of Ganesa but also by native speaker that is the founder of Ganesa Library, Michael and Debra Lunn. They also shared information about the transportation system in America.

**Participating in Ganesa nulis Community (GnC)**

Another activity I did during internship was participating GnC (Ganesa nulis Community). This activity is a routine activity held once a month on Sunday in the last week. This activity started from 15.30 pm until 17.00 pm and was done in the adults room with the circle formation. Everyone, either member of Ganesa or public, can join this activity for free. This activity is done by reviewing a book done by a speaker. The speaker is usually the author of the book itself.

I followed this meeting on January 31st, 2016 with my internship partners and other participants. There was a speaker invited by Ganesa Library in this meeting, named Nurul Chomaria. She shared and talked about a psychology book entitled *Who*
Am I? Tes Kepribadian Remaja Muslim, a non-fiction-book sold out in three months written by Nurul Chomaria herself. That book contains psychological tests, human nature, human intelligence, learning styles, interests and career tests, confidence tests, independence tests, troubleshooting tests, and others. At the first, she introduced herself to the participants and asked the participants to introduce themself too. After that, she started to review that book by telling the content of the book to the participants. Besides, she asked the participants to answer some questions about psychological tests in that book.

Problems during Internship

In doing my main and secondary activities at Ganesa Library, there were some problems I met. The followings are some problems I met during doing my main activity; translating children’s English story books:

1. Translating difficult terms
   a. Itty-bitty
      That term is on the book entitled Babybug. To translate that term I used offline dictionary, Merriam Webster Dictionary. According to that dictionary, itty-bitty means extremely small. Thus I decided to translate it into mungil.
   b. peek-a-boo
      Another difficult term I found was in the book entitled Peek-a-boo Lizzy Lou. I used offline dictionary, Cambridge Dictionary to find the meaning of peek-a-boo. According to that dictionary, peek-a-boo means a game played with very young children in which you hide your face, especially with your hands, and then suddenly take your hands away, saying “peek-a-boo”. Therefore I decided to translate the term peek-a-boo into cilukba. On (http://kbbi.web.id/cilukba) cilukba means permainan anak kecil dengan cara menutup dan membuka mata.

2. Translating idioms
   a. Out and about
      I found that idiom on the book entitled Wild Animal Baby. First, I was confused what the meaning of out and about is. To find the meaning of that idiom, I looked for the meaning on (http://dictionary.cambridge.org/dictionary/english/out-and-about), the
meaning was active; doing the things you usually do. Therefore I decided to translate that idiom of *out and about* into *aktifitas sehari-hari*. Besides, I also adjusted the meaning with the context of the story.

b. **Bottoms up!**

I found that idiom on the book entitled *Babybug*. Then I looked for the meaning on the online dictionary. The meaning of that idiom is sometimes said by people in a friendly way just before drinking an alcoholic drink together. Thus I decided to translate it into “*selamat minum!*”

3. **Finding onomatopoeia of something**

a. **Kertyshoo**

I had a problem to find sound of something because sometimes the sound of something in culture of the source language is different from culture of the target language. For example, in the book entitled *The Tale of Peter Rabbit*, there was onomatopoeia in the sentence of: presently Peter sneezed –Kertyshoo! I was confused to find onomatopoeia of *Kertyshoo*, the sound of sneezing. Because there is no equivalence word of that word in Indonesian, I decided to use borrowing techniques if translation by translating that word into *Kertyshoo*.

b. **Beep beep, Zoom zoom, Choo choo**

I had a problem to find sound of something in the book entitled *Babybug*. For example onomatopoeia of *beep beep*, the sound of a car, *zoom zoom*, the sound of a plane, and *choo choo*, the sound of a train. I translated *beep beep* into *pim pim*, *zoom zoom* into *wing wing*, and *choo-choo* into *tuut tuut*, because these kinds of sounds are familiar in Indonesia.

4. **Connecting to the internet connection**

Another problem I met during translating children’s English story books was problem in connecting to the internet connection. Sometimes, Wi-Fi connection in Ganesa Library was unstable and suddenly disconnected. That was disturbing me when I did translation process. Therefore I had to look for other connections to connect the internet. To overcome that problem, I decided to use the tethering from my hand phone to my laptop.
In addition, there were some problems I met during conducting my secondary activities, Storytelling activity and GES activity at Ganesa Library. The problems I met during doing my secondary activities are as follows:

1. Storytelling activity
   The problem I faced was the children did not pay attention to me when I told story of book. They were busy with their friends. So, to solve that problem, I tried to make the story of the book more interesting by showing the interesting pictures on the book.

2. Ganesa English Speaking (GES) activity
   The problem I faced in GES activity was problem in determining a topic. My internship supervisor said that I must choose a new topic. In other words, the topic must have not been used yet for the previous discussion. Besides, the topic must be interesting. If it was not interesting, participants would be bored. Consequently, to solve that problem, I asked my internship supervisor about some topics that have not been used yet for the discussion and I decided to choose “the effective transport” as the topic because it was a new and interesting topic to discuss.