

Report of Apprenticeship Program

Remote Internship: Taking Part in Translating International Articles at the
Yogyakarta Language Center

(From personal experience perspective)



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2020

APPROVAL SHEET

Apprenticeship Report

Title : Remote Internship: Taking Part in Translating International Articles
at the Yogyakarta Language Center
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Surabaya, 2nd December 2020

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STATEMENT OF ORIGINALITY

Who will the undersigned below, I:

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Study Program/Year : English Literature / 2017

Department : English Department

Faculty : Languages and Arts

Institution : State University of Surabaya

Title : Remote Internship: Taking Part in Translating International Articles
at the Yogyakarta Language Center

I hereby declare that this submission is my own work and to the best of my knowledge, it doesn't contain any material previously published by other parties. This report has not been submitted for any other purposes. Any work taken from another source has been appropriately referenced and acknowledged.

If I prove wrong, I will take responsibility.

Surabaya, 2nd December 2020

Inkarizki Swedianisa Amalia

DEDICATION SHEET

First, the writer would like to give deep gratitude to Allah SWT. for all grace and guidance in any situation. Despite the difficulties with the process, the writer was finally able to get through it all and complete the apprenticeship by writing this report as well.

Every process in order to complete the apprenticeship period will not be carried out well without the help and support of various parties. Therefore, with all humility and respectfully also with every limitation, the writer would like to thank to:

1. Dra. Pratiwi Retnaningdyah, M.Hum.,M.A., Ph.D. as the head of English Department, Faculty of Language and arts, State University of Surabaya.
2. Adam Damanhuri, S.S., M.Hum. as the Advisor of English Literature Study Program.
3. Drs. Imam Budi Utomo, M.Hum. as the Head of Yogyakarta Language Center who has warmly welcomed me in this division.
4. Ratun Untoro, M.Hum. as my field advisor who has welcomed and accept me to be the translation field.
5. Yohanes Adhi Satiyoko, S.S., M.A. as the Head of Javanese Literature field who has been helping me to completing the Apprenticeship final project.
6. My friends who always support me at Yogyakarta Language Hall.
7. All employees in Yogyakarta Language Hall who have been helping and guiding for a whole month.

PREFACE

Alhamdulillah all praises to the Almighty Allah SWT. for the mercies and blessings so that the writer can complete the apprenticeship report properly on time. The aims of writing the report of apprenticeship are as a sign and the outcome of completing the apprenticeship and as one of the requirements for graduation in English Department, Faculty of Languages and Arts, State University of Surabaya.

The purpose of this apprenticeship program was not only to familiarize the students with the world of work, but also to utilize the knowledge that has been learned, regarding translation. The writer carried out the apprenticeship at Yogyakarta Language Center, on 1st October – 30th October 2020. This apprenticeship report discussing about the steps of translating article and the progress day by day.

The writer realizes that there might have problems regarding some aspects and also some minor mistakes such as typing mistakes. Though I have tried my best to write this report, I apologize if any error is still found which was not deliberately made. Therefore, criticism and suggestions are very helpful and needed. Hopefully, it will be useful and able to help any person in providing information.

Surabaya, 2nd December 2020

Authors

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CHAPTER I

INTRODUCTION

This chapter discusses the basic points which related to the apprenticeship program. It encloses of Background of Apprenticeship, Purpose of Apprenticeship, and Significant of Apprenticeship.

1.1. Background of Apprenticeship

State University of Surabaya or known as Unesa is one of the government educational institution located in Surabaya. Like most universities that have clear vision and mission in education and its implementation, Unesa also prepares a myriad of missions to escort students to the real world. The question that often arises among students is what plans after they graduate, maybe some students have their own plans and the others are still confused about what to do. Although the goal of continuing education in the university is not only to find work, but we should take a look at the realities of life where it is difficult to find work and high competition. Therefore, apprenticeship is one of the starting points for students to be faced with the world of work which requires them to have an attitude of responsibility, ethics, and exercise all the pressures they will face in the world of work.

During this pandemic, many parties are disadvantaged causing economic decline. Some companies that want to remain standing in the midst of a crisis, they have no other choice rather than give up some of their employees to be laid off. There are also those who are forced to reduce employee salaries for equal distribution of income. These kinds of difficulties and confusion are also experienced by final students who have to complete community service as well as apprenticeship as one of the graduation requirements, especially for the English

Literature degree, State University of Surabaya. Several companies, institutions, and constitutions ended up opening up online apprenticeships as a way out. Online apprenticeship is not new case, but we are still too rare and unfamiliar with this term. In line with Unesa's joint health and safety recommendations, the Yogyakarta Language Center took part in giving the final students the opportunity to carry out an online apprenticeship.

Founded in 1948, Yogyakarta Language Center has undergone several name changes to become a Language Center. It serves as a technical implementation unit within the scope of the education and culture department under the language development and development agency. As an institution engaged in Literature and Language, the Yogyakarta Language Center also supports the role of foreign Languages (English) given that Yogyakarta as one of the well-known areas that is often visited by foreign tourists because it has a strong culture, history, and customs regarding Javanese tribes. In addition, the Yogyakarta Language Center continues to expand its scope of work by conducting research to improve the role, function and position of language and literature (Javanese and Indonesian) in Yogyakarta. Coaching, correctional, and teaching are also carried out as implementations and instilling positive attitudes towards language and literature in society. Facilities for improving the quality and place for community training were also established under the names of the *Bengkel Bahasa dan Sastra* and *Sanggar Bahasa dan Sastra*. Finally, the Yogyakarta Language Center has also a Language and Literature Gathering program, competitions, and awards.

1.2. Purpose of Apprenticeship

The purposes of holding the Apprenticeship activity are:

1. To accomplish Praktik Kerja Lapangan (PKL) course in the 7th Semester.

2. Learning academic and non-academic skills.
3. With an online apprenticeship of approximately a month at Yogyakarta Language Center, it is expected to improve discipline by filling in the online attendance list on time as well as the time of return.
4. Adding student knowledge about Javanese literature by translating the article written by international researchers.

1.3. Significance of Apprenticeship

By taking part in being a translator at the Yogyakarta Language Center, student get some significance of Apprenticeship. It can be divided into three, are:

1.3.1. Significance for the Students

- a. Introducing the students to the challenges of the world of work.
- b. Provide an overview of the actual concept of working and experience for the student further career.
- c. Get the opportunity to join the Yogyakarta Language Center as an article translator which is in line with the knowledge gained from English major.
- d. Train communication skills with the advisors and get used to the work environment.
- e. Gain new experience and knowledge about regional literature that will not be found in the English major.

1.3.2. Significance for the University

- a. Establishing mutual cooperation between University and Yogyakarta Language Center.

- b. Expanding relations with government institution engaged in Language and Literature.
- c. Producing graduate students who are reliable in the Language and Literature field.

1.3.3. Significance for the Institutions

- a. Introducing State University of Surabaya to the Yogyakarta Language Center as well and it is expected to create a good relation between institutions and University.
- b. Cooperation between institutions in the field of Language and Education.
- c. Assisting in the completion of work programs made by the institution and promoting the institution to the next prospective apprentice.

CHAPTER II

COMPANY PROFILE

The second chapter consists of information about the company of the apprenticeship program. Moreover, some information are name of the company, location of the company, type of business, the history of company, vision, mission and division of the company. In addition, there is also the structure of organization.

2.1 Name, Location, Type of Business

In fulfilling the apprenticeship course or (PKL), students are given the freedom to determine which agency, institution or company they want to carry out the internship as long as the selected institution is still associated with the English Literature study program. Therefore, the Yogyakarta Language Center is the institution that we chose as the place for the internship which is in line with the recommendation of online internships from the State University of Surabaya. This institution is located in D.I Yogyakarta Province, where the capital is located in the city of Yogyakarta which is known as "City of Students" or "City of Culture". Yogyakarta Language Center is precisely located on Jl. I Dewa Nyoman Oka No. 34, Kotabaru, Gondokusuman District, Yogyakarta.

Yogyakarta Language Center serves as a Technical Implementation Unit (UPT) within the Ministry of Education and Culture which is under the Language Development and Development Agency. However, technically and administratively, the Yogyakarta Language Center is directly responsible to the Head of the Language Development and Development Agency. As previously explained, the Yogyakarta Language Center is a government-shaded institution that operates in the scope of Language and Literature (Javanese and Indonesian). It carries out a work scope that is constantly engaged in

conducting research in various aspects of language including morphology, syntax, sociolinguistics, semantics, etc. In addition, research in the field of literature is also carried out including the periodization (history) of literature, types of literary works (poetry, short stories, novels, and drama) criticism, etc. As a form of increasing human resources and to increase the positive response of society to language and literature, the Yogyakarta Language Center conducts teaching activities.

Apart from holding regular activities, the Yogyakarta Language Center provides services such as a library which provides various information about Indonesian and Javanese languages and literature for researchers and the public. As a city of students and culture, Yogyakarta Language Center takes advantage of this to make Indonesian an international language by providing guidance on information about Indonesian (BIPA). In addition, the existence of BIPA is very much needed as many foreign tourists come to Indonesia and are interested in learning Indonesian language and culture.

2.2 History of Company

After Indonesia's independence on 17 August, the government saw that this country needed to establish an institution that was tasked with dealing with language problems. Therefore, in June 1947, the government began to form an Indonesian Language Workers Committee, chaired by K.R.T. Amin Singgih. However, due to political events, the Indonesian Language Workers Committee postponed its work due to the transfer of the central government from Jakarta to Yogyakarta. After this transfer, the committee began working and in February 1948 succeeded in establishing an institution called *Balai Bahasa*.

Initially, the *Balai Bahasa* was led by Amir Dahlan, who had an office at the *Sekolah Guru Puteri*, Jl. Jati 2, Yogyakarta. Since June 1951, *Balai Bahasa* was moved from

Yogyakarta to Jakarta. In August 1952, *Balai Bahasa* officially became part of the Faculty of Literatures, University of Indonesia and then its name was changed to the *Lembaga Bahasa dan Budaya*. Over time, the Language and Culture Institute has 3 branches, in Yogyakarta, Singaraja, and Makassar. At that time the Yogyakarta Branch had two offices with different names; *Lembaga Bahasa dan Budaya Cabang Yogyakarta* which is under the auspices of the University of Indonesia and the *Jawatan Kebudayaan Bagian Bahasa* which is under the auspices of the Cultural Bureau.

In 1966, the name of the *Lembaga Bahasa dan Budaya* was changed to the Directorate of Language and Literature in line with the transition of this institute to being under the auspices of the Directorate General of Culture, Ministry of Education and Culture. The name of this institution continued to change in 1969 - 2012, which basically had 2 different institutions called the Language Development and Development Agency and the Yogyakarta Language Center.

2.3 Vision and Mission

The vision of Yogyakarta Language Center is to create a society with character through language and literature. As an Indonesian citizen, loving the diversity of Indonesian languages and literature is very important considering the many impacts that have entered the era of globalization in Indonesia.

Yogyakarta Language Center also has a clear mission to realize its vision, as bellow:

1. Improving the quality of language and literature (Indonesian and regional) as well as their use and appreciation;
2. Increasing the involvement of the role of language and literature (Indonesia and regional) in building the educational and cultural ecosystem; and

3. Increase the involvement of stakeholders in the development, construction and protection of Indonesian and regional (Javanese) language and literature.

2.4 Division in Company

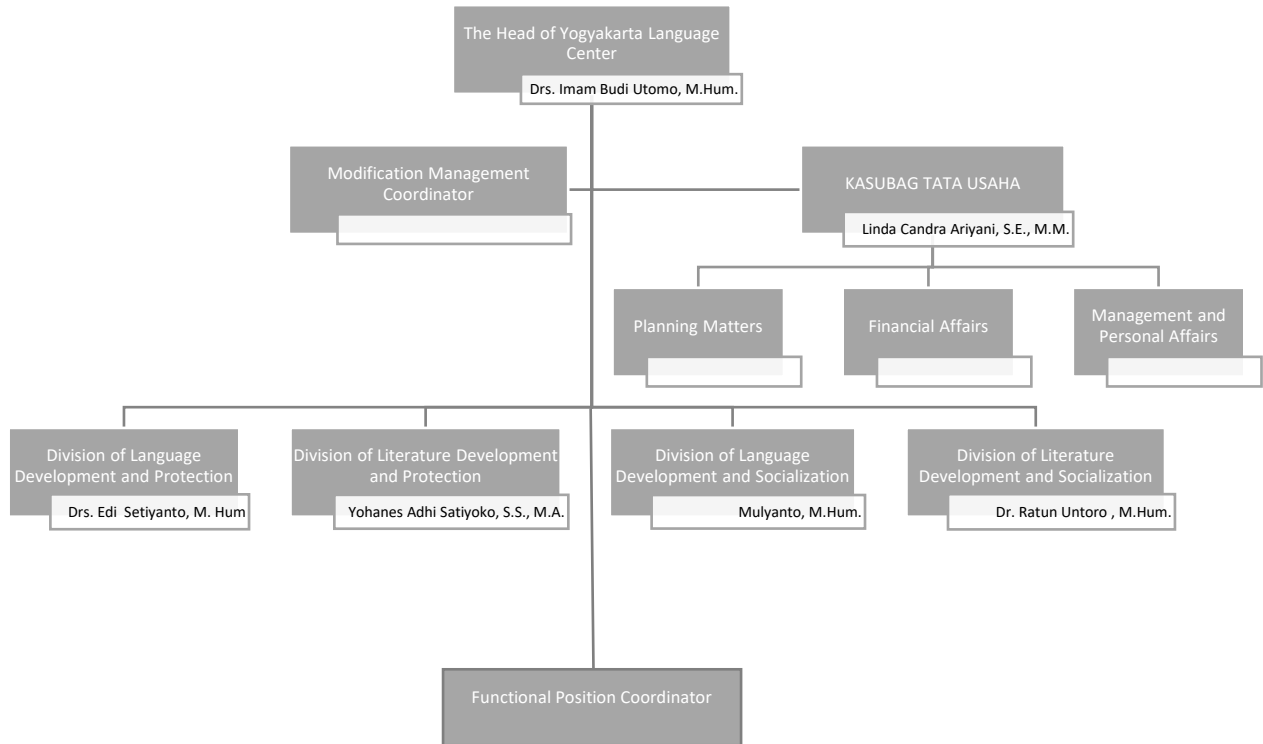
Yogyakarta Language Center is divided into several divisions. According to Yogyakarta Language Center official website, it can be categorized as follows:

1. Modification Management Coordinator
2. KASUBAG TATA USAHA
3. Division of Language Development and Protection
4. Division of Literature Development and Protection
5. Division of Language Development and Socialization
6. Division of Literature Development and Socialization

2.5 Structure of Organization

In an institution, it has an organizational structure that functions to divide each task, obligation and authority to each division. In order to clearly understand the position of each division, the following is the organizational structure of the Yogyakarta Language Center:

The Structure of Organization Yogyakarta Language Center



CHAPTER III

IMPLEMENTATION OF APPRENTICESHIP PROGRAM

3.1 Job Description

The division of duties of apprentices from the State University of Surabaya (Unesa) in the October period was different from the previous period. Because all apprentices come from the English Literature study program, our advisor decided to assign the same portion of the task in the field of translation. However, this source text is different from what we learned and got in lectures. Working in the Division of Literature Development and Protection and Division of Literature Development and Socialization, we were tasked with translating two international articles containing Javanese literature into Indonesian. So, the steps we are taking to complete this task are as follows:

1. Search for two international articles containing Javanese literature.
2. Discuss the entire content of the article with the head of the Division of Literature Development and Protection regarding whether the selected article is in accordance with the provisions.
3. After the article is approved by the head of the Division of Literature Development and Protection, the next step is to start reading the contents of the article carefully in order to know Javanese terms.
4. Looking for reference sources for foreign terms so that the translation process into the target language has an equivalent and balanced meaning.
5. Starting the translation process to the end.
6. Re-read the translation results to correct any words that are difficult to understand.
7. Revise the translated articles.

8. Article translation ready to be submitted.

3.2 Problem and Solutions

In the process of translating international articles, interns have several problems and difficulties in interpreting a Javanese term. Although the apprentices come from Javanese tribes and have a large line of Javanese descent from their ancestors, this reason does not make the apprentice familiar with Javanese literature. In addition, because this international article was written by a foreign researcher (non-native), sometimes the interns encounter errors in writing Javanese terms so that when doing the translation process then it becomes a bit confusing. Apprenticeship online also requires apprentices to adapt to remote-working to communicate with staff and advisors.

From some of the problems above, apprentices try to overcome these problems by maximizing reading the references to terms used in Javanese literature, so as to produce maximum translation results that can be accepted by target readers. Regarding remote-working, interns learn about ethical and polite norms to use in digital communication skills so that there are no misunderstandings and question and answer and consultation activities regarding article translation run smoothly.

3.3 Reflection and Evaluation

By carrying out an online internship at the Yogyakarta Language Center, interns learn about adapting to unusual situations. Implementation of online internships has never been thought of before, but in the midst of a pandemic like this, apprentices are

grateful because there is the best way out from various parties to complete the target course this semester.

Becoming an article translator is in line with the courses that have been obtained during lectures. Starting from theory, how to translate, translation techniques, etc. we have mastered enough so that we can finish translating the article well. This is very meaningful because apprentices can apply the knowledge they get to the world of work. In addition, because the intern has an educational background in English Literature, the division of tasks is very suitable for the intern. With a period of 1 month carrying out an internship at the Yogyakarta Language Center, this is an impressive experience because interns can learn new things about Javanese Literature even though I think it is less effective because it is carried out online.

3.4 Product of Apprenticeship

The product I made after my internship at the Yogyakarta Language Center was a poster related to translation. This poster contains the translation process, methods of translation, things that translators must pay attention to in choosing language orientation, and the 5 most important translation procedures. It is hoped that the making of this poster will be of benefit to many people, especially English Literature students who are interested in translation.

CHAPTER IV

STUDENTS PERSONAL STORY OF APPRENTICESHIP

(Patient, thorough, and on time)

What is happening at this time may not always match our plans and expectations. But by not fulfilling a hope, it makes us always grateful and becomes someone who is more mature. As a student, definitely looking forward to the moment of carrying out a Community Service Program (KKN) and internships at an agency or company. But who would have thought that world conditions would become difficult and dangerous when many people gathered in public place. When the victims of the pandemic began to fall, the education system strictly changed its methods to online schools. Likewise, with the scope of work, many employees have to do Work from Home (WFH). Some companies engaged in broadcasting and services have to adjust to working according to health protocols. These are not easy things because the space is limited and the economy becomes unstable.

When I got the opportunity for an online internship at the Yogyakarta Language Center, I was very grateful because finally I found an agency that helped overcome the confusion of the final students who were always chased when looking for a company to intern. I vividly remember the struggle of sending apprenticeship applications to several companies and e-mailing them with some of my friends. It turns out that one of our struggles is paying off and we feel grateful for that.

On Thursday, October 1 at the opening of the internship, several Yogyakarta Language Center staff said that since June, many students from the State University of Surabaya (Unesa) have applied for internships there. So that every month starting from June, the Yogyakarta Language Center accepts dozens of internship students from Unesa. We were welcomed and introduced by

the head of Yogyakarta Language Center and several staff who will become our advisors during the internship.

On October 5 or in the first week, Mr. Ratun announced that the apprentice from Unesa would carry out the same task in the field of translation. Yogyakarta Language Center staff encouraged us to focus on translation because it would be useful and increase patience in doing something. They also weighed our ability considering we were getting a thesis proposal writing course. So that we are not too overwhelmed and can focus on thesis and other courses.

Before the translation process begins, apprentices are required to consult the advisor regarding the contents of the article whether the article complies with the conditions requested. I personally experience a lot of confusion when looking for articles that contain Javanese literature, because a lot of them contain Javanese elements but involve other countries such as India and Thailand. However, our supervisor, Mr. Adhi patiently explained and described the contents of Javanese literature. He also answered my questions clearly and was always encouraging until the end of the translation process.

In the second week, apart from doing the translation, we also took part in the webinar suggested by Mr. Ratun. By participating in several webinars every week, I have an overview of the Yogyakarta Language Center and its events. Despite the pandemic situation, the Yogyakarta Language Center also continues to strive for the implementation of online seminars and workshops. The third week is the time when we have to report at least a little progress on our translation with the aim of knowing if there are difficulties while working on it. All apprentice students provide their respective progress even though none of them are 100% complete with the process. Progress reports like this are actually reported every day in a logbook that can be accessed via google form every day.

In the last week, there is the completion or deadline for submitting 2 translated articles for each apprentice student. I personally have completed it well in advance so I can revise it before the results are collected. As I said before, the staff did not give us too much burden so that all apprentices could complete the translation assignments according to or before the deadline for submission.

In conclusion, I am very grateful for being able to carry out and complete the internship program in a pandemic situation. Although I think doing it online is not effective enough, it is the best option than nothing. I learned a lot about the discipline of being absent even though online, maintaining politeness and manners when communicating via chat or via zoom, and learning new things about Javanese literature. Furthermore, I believe that what I have learned and got now will be useful in the future because in processing there are no terms of being wasted and useless.

CHAPTER V

CLOSING

5.1 Conclusion

Apprenticeship programs are basically the concept of learning about specific skills from the expert. In some countries, this concept continues to develop into a combination of study programs and part time jobs as one of the courses in formal education (A Framework for Quality Apprenticeship, 2019). This program helps students to identify and provide experiences in the world of work.

In short, the Yogyakarta Language Center always opens internship opportunities for final students to demonstrate the work concept of this institution and support students who have an interest in the fields of language and literature. Starting from how to deal with doing some research, translating and producing articles, and holding events related to language and literature. Unfortunately, even though this year's internships can only be done remotely, the interns still feel the atmosphere of the world of work because of the application of knowledge and direct guidance from experts.

5.2 Suggestion

The author hopes that this report can be useful as well as adding a reference for internships for students and other readers. This report has explained more than enough about the Yogyakarta Language Center so that readers can get information related to the history, divisions, and work programs of this institution. In addition, it is hoped that the author's writing of personal experiences will add inspiration. For the next intern, hopefully you will get an interesting experience and have a lot of insight into language and literature (Indonesian and Javanese).

REFERENCES

(2019). *A Framework for Quality Apprenticeship*. Geneva: International Labour Conference.

<https://balaibahasadiy.kemdikbud.go.id/laman/index.php/organisasi/visi-misi>

<https://balaibahasadiy.kemdikbud.go.id/laman/index.php/organisasi/struktur>

<https://balaibahasadiy.kemdikbud.go.id/laman/index.php/organisasi/sejarah>

APPENDICES

- Letter of granting an apprenticeship permit



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
BALAI BAHASA
PROVINSI DAERAH ISTIMEWA YOGYAKARTA
Jalan I Dewa Nyoman Oka 34, Yogyakarta 55224
Telepon: (0274) 562070; Faksimile: (0274) 580667
Posel: balaibahasadiy@kemdikbud.go.id; Laman: balaibahasadiy.kemdikbud.go.id

Nomor : 1159/14.6/TU/2020
Hal : Pemberian Izin Praktik Kerja Lapangan

14 September 2020

Yth. Dekan Fakultas Bahasa dan Seni
Universitas Negeri Surabaya
Kampus Lidah, Jalan Lidah Unesa
Surabaya

Dengan hormat,

Berkenaan dengan surat Bapak, Nomor 5757/UN38.2/PP/2020, tanggal 26 Agustus 2020, perihal permohonan Praktik Kerja Lapangan Mahasiswa, dengan ini kami tidak keberatan memberikan izin mahasiswa Jurusan Sastra Inggris, Universitas Negeri Surabaya yang namanya sebagai berikut:

No.	Nama	NIM	Program Studi
1.	Inkarizki Swedianisa Amalia	17020154051	S1 Sastra Inggris
2.	Ivi meiccel Vidia	17020154050	S1 Sastra Inggris
3.	Khoirun Nisak	17020154077	S1 Sastra Inggris
4.	Berlian Puspa	17020154075	S1 Sastra Inggris

untuk melaksanakan praktik kerja lapangan secara daring pada 1— 30 Oktober 2020. Hal-hal teknis terkait pelaksanaan Magang Kerja Mahasiswa dapat dikoordinasikan lebih lanjut melalui narahubung Ratun Untoro, M.Hum., telepon 081340419415.

Atas perhatian Bapak, kami sampaikan terima kasih.

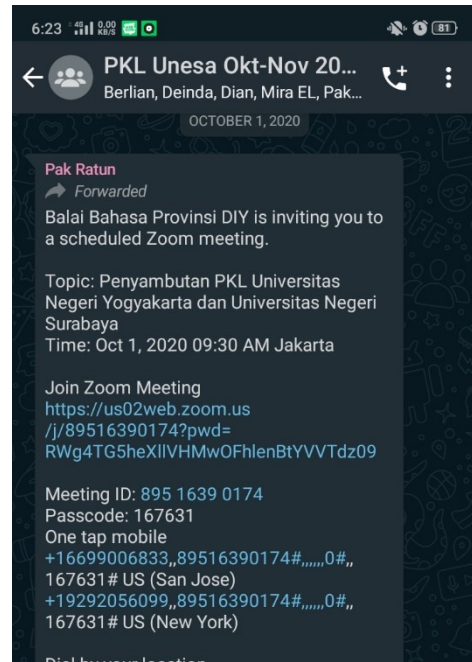


Wasalam,
Kepala,
Drs. Imam Budi Utomo, M.Hum.
NIP. 6603201991031004

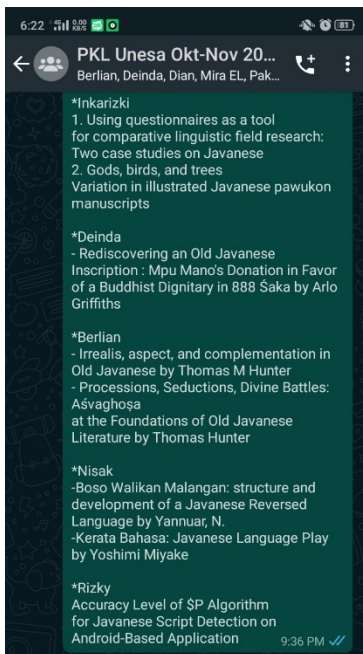
- Photos of activities



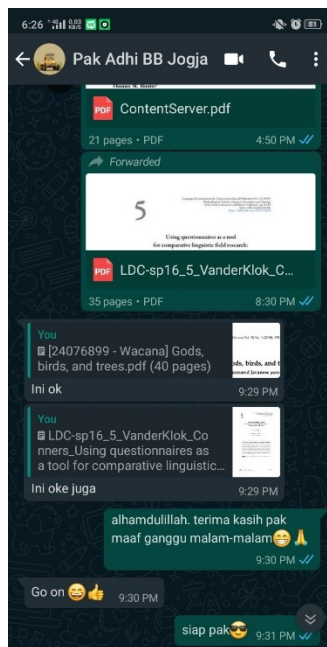
Picture 1. The opening of Apprenticeship



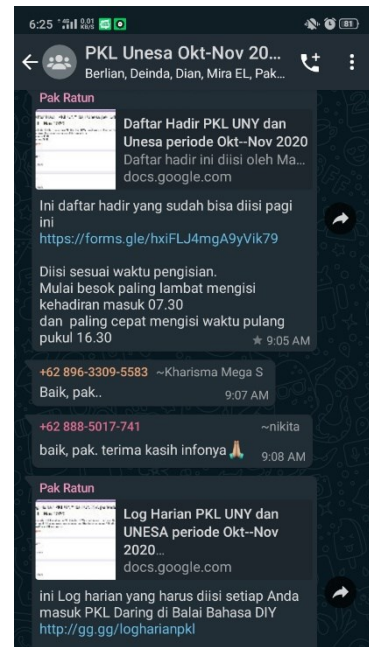
Picture 2. The opening of Apprenticeship



Picture 3. List of article titles



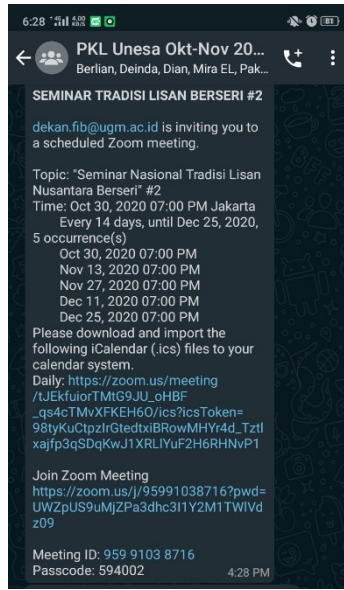
Picture 4. Consultation



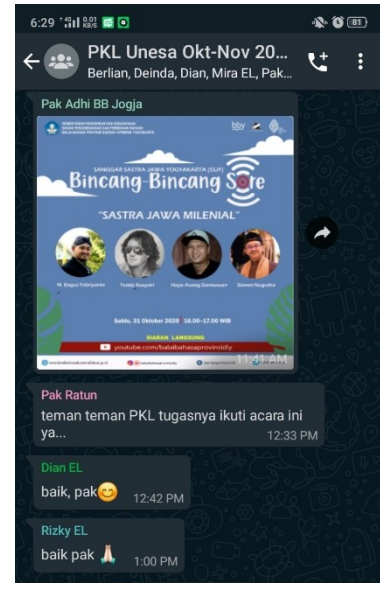
Picture 5. Online attendance and logbook



Picture 6. Webinar 1



Picture 7. Webinar 2



Picture 8. Webinar 3

- Result of translated articles



Picture 9. Article 1



Picture 10. Article 2

- Log book and Online Absent

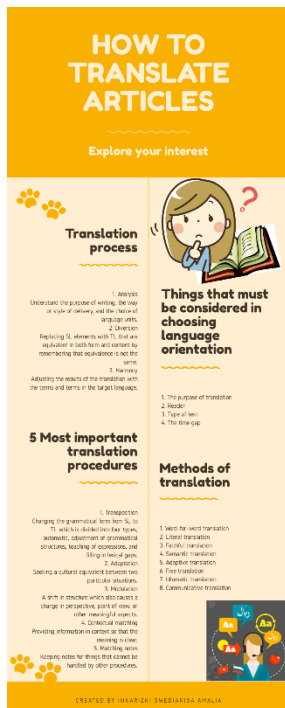


Picture 11. Log book



Picture 12. Online absent

- Product of apprenticeship



Picture 13. Poster