Motivation and Challenges of Trainee Translators Participating in Translation Training

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Abstract
The research on translation has been found very little particularly within the Indonesian context. This study aims to explore the motivation of students participating in translation training. This case study with an action learning model recruits 40 student participants. They involve in the research voluntarily and provide very insightful reflection at the end of the training session. The key to the findings is that students portray their future selves as the key motivational factor in participating in translation course. In addition, students face both linguistics and non-linguistics challenges in doing translation work. The finding has further implications for educators and translators and becomes a model for future translator training.

Keywords: Motivation, challenges, translation, trainee, higher education

Introduction

The theme of translation is one of the pivotal topics discussed among educational and translating researchers across the globe. This is due to much large organization mobilize efforts in translation both volunteer translators (Olohan, 2013), there are an increasing people who want to work on translation as their professions (Mccartney, 2016), and the translation enhances critical thinking ability of the translators and interpreters (Halim, 2011). For these reasons, translation and motivation are worthy of further investigation.

Globally, we have noted several relevant previous studies that inform this research: motivation and volunteering translation in Russian contexts (Olohan, 2013), motivation in technical translation (Tarasova, Kradetskaya, & Kudlay, 2015), interpreters trainees 'motivation (Wu, 2016), agency and translation (Abdolmaleki, Tavakoli, & Ketabi, 2018), and motivation in translation learning (Liu & Yu, 2019). These studies have covered motivation in translation in different contexts excluding the Indonesian setting.

In Indonesia, studies on translation have developed a fair bit and mostly focus on the translation of literary works. For example: exploring the degree of equivalence of English-Indonesian translation from an English novel (Nafisah, Hartono, & Yuliasri, 2018) and translation strategies from Indonesian into English (Rosa, Amri, & Zainil, 2020). From these studies, it shows a few studies on translation. As a consequence, very little information about translation including motivation and benefit of translation for students is found in academia globally. Therefore, this research is significant to fill this gap because it provides fresh shed light on the theme of translation within the Indonesian contexts. Specifically, the study addresses two main questions: Why do you participate in translation training? and what are the challenges of doing the translation?

Translation and motivation

The translation is simply the process of transferring meaning from one language (source language) to other languages (target languages). Specifically, Newmark (1998, p. 5) translation is "rendering the meaning of a text into another language in the way that the author intended the text". This definition means translation purely conveying the meaning in the target language. Several previous studies indicate that to produce a high quality translation, a translator needs to pay attention to several important aspects, which are style and technique of translation. For example, Rohana, Santos, and Djatmika (2017) state that style and technique of translation provide the basic information in translator in determining word choices, phrases, and sentence-style. Besides, Pardede (2007) comment that the technique of translation can help the translator save their time, because by understanding the technique of translation assist the translator in determining the keywords and key message of translation. To perform better translation, a translator is heavily influenced by motivation. Motivation refers to the concept of future selves. It is related to the ideal position of an individual for the future (Dörnyei & Chan, 2013). Thus, this concept of motivation informs this research.

A study by Olohan (2013) on understanding the motivation of volunteering translation via volunteering website. Olohan raised the question: "Why do you translate"? (p.1) to gather more than 30.000 chunks from 8000 volunteer translators. The study concludes that a volunteer translator's motivation covers the desire to share knowledge, personal sense of satisfaction, wish to be a part larger community, and part of continuous learning. The research recommends that the theme of volunteering research expands the debates on translation and interpreting and stimulates further study on the sociological, economic, and psychological impacts of the translation.

Tarasova et al. (2015) conducted a study on the motivational roles in learning technical translation for postgraduate students in the Russian setting. They identify that both psychological and pedagogical factors influence students taking the course of technical translation. The findings also indicate that masters students are highly motivated to take the course because the majority of them may use English, particularly translation in their future career. They suggest that various teaching methodologies of translation can bolster students to master translation skills, despite the implementation is within a limited time.

In a Chinese context, Wu (2016) conducted an exploratory study on 40 postgraduate students who take the Master of Translation Course. Using the mixed-method design, the research

shows that multi-dimensional factors affecting (de) motivation of trainees including self-domain, peer domain, trainers, and institutional influence. These factors trigger trainees to take the Master of Translation Course and affect their performance on the course. Similarly in a recent study, Liu & Yu (2019) investigated factors affecting translation learning in the Chinese university context: self-concept, curricula, and the load of coursework. Both studies have significant pedagogical implication in a way that the teaching and learning within the classroom context and the limited the duration of the translation course needs to be addressed properly to produce good interpreters.

In Iran, Abdolmaleki et al. (2018) explored the online non-professional translation phenomenon. Using the theoretical concept of agency, this study identified that the community of non-professional translator within the Iranian context have a high willingness to translate, despite their ability to translate is limited. Also, the mechanism of decision making non-professional translators of using certain words in translation has slightly different from professional ones. Specifically, some individual translators are motivated by the willingness to share the contents that are available online.

From the reviews, it appears that several seminal studies have indicated the importance of motivation in translation and interpreting. Thus, motivation in translation has dynamics and multi-dimensional aspects ranging from future selves (self-concept) to economics and social motives. Since many researchers recommend a further study of translation within different contexts (Olohan, 2013; (Liu & Yu, 2019), this study aim to fill the absence of international publication of translation project within the Indonesian context.

Research method

The design of this study is a case study with action learning (Widodo & Rozak, 2016). This type of research is conducted over four months with 40 participants. This action learning follows several procedures:

a. Participants in this study are sent an invitation to participate in the study.
b. Participants return the voluntary expression form to the researchers.
c. Participants follow the training session provided by researchers.
d. Upon the completion of the training, participants are requested to fill their reflection and their reasons for participation in translation training.
e. The key reasons and reflection of the participants are reported in this study.

After the translation training, students in this study were asked to fill the online questionnaire containing 15 questions. The questionnaires are divided into major sections: section one refers to the background information of the participants, and section two relates to the main questions. The main questionnaire section used a Likert scale design. The Likert scale design contains two types of questions: closed questions for quantitative measurement and open-ended questions for the qualitative segment. To ensure the validity of the questionnaire, it has been reviewed and validated by peer-researchers (Pandey & Pandey, 2015) to ensure clarity and avoid confusion (Neville, 2007).

The analysis of the data uses the systematic analysis procedures (Gall, Gall, & Borg, 2007). This type of analysis begins with reading and understanding the whole data, coding the whole data, placing them in the coded data, placing them in the matrix, and identifying key categories among sub-themes. The presentation of the findings use A1 (participant number 1), A2 (participant number 2), and follow A3 consecutively. The findings are presented in two columns: participants in the left column and their extracts in the right column.

Finding and discussion

Motivation

Students' motivation for volunteering translation training can be grouped into five categories: a) enhancing different ranges of English skills; b) understanding the process of translation; c) becoming a profession; d) gaining new knowledge and cross-cultural understanding, and e) deciphering the meaning of texts. The descriptive percentage of students' motivation in joining translation training in Figure 1 as follows.
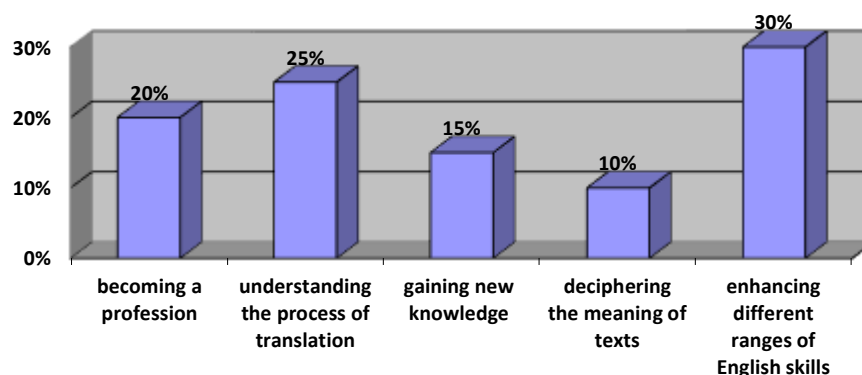

Figure 1. Students' motivation in joining translation training

It can be seen from Figure 1 that the highest percentage of students joining the translation training is to improve their English language skills following understanding the process of translation. The profession of translator or interpreter is the medium level, above gaining new knowledge and understanding the meanings of the translated texts.

Enhancing different ranges of English skills

Participating in translation training can improve students' knowledge and skills in English covering vocabulary, grammar, reading, and writing skills. For instance, students inspire to master different levels of vocabulary and improve their reading skills as a result of joining and practicing translation. They believe that participating in translation opens up avenues for high levels of lexis mastery:

Participants	Extracts
A2	I won't add my vocabulary
A7	I think, I joining translation because I want to improve and additional my vocabulary and grammar
A6	To improve my English skill
A11	I just want to improve my vocabulary
A23	To improve my writing and reading skills
A29	Yes, because I need to master many words with translation courses.
A31	It is only to improve my English.
A38	The fact that joining translation can improve our vocabulary, so my motivation for joining translation is to improve my vocabulary.
A37	Translation can improve language
A40	To improve my writing story, learn how to use some words in context

Besides, from Extract above, students indicate their motivation to act voluntarily in translation training due to the imitation of the use of certain words into good writing. As it is expressed specifically by participants A23 & A40 above that a student can learn how to use some words into the real contexts. Therefore, the role of translation can improve students understanding of some aspects of English. The findings reflect more the self-concept, which we borrow the term of "ideal selves" (Dörnyei & Chan, 2013, p. 438), making the benefits of learning for their selves. Furthermore, the motivation to master different skills through translation reflects more personal effort and intrinsic psychological motivation (Abdolmaleki et al., 2018). This motivation leads to the development of professional profession (Abduh, Rosmaladewi, & Basri, 2018; Rosmaladewi & Abduh, 2017; Rosmaladewi, Abduh, & Basri, 2020) There is an opportunity for them to reflect on their learning, language competence, and translation performance.

Becoming a profession

Translation training can trigger students to portray their ideal future selves. Nearly a quarter of student participants inspires to be a translator or an interpreter. The reasons are that they have learned skills and knowledge of translation. Student participant indicates their future selves:

Participants	Extracts
A12	Yes, I want to be a translator because it requires unique skills.
A15	To get experience in translation, so it can be my future profession
A3	To be a good lecturer and translator, to translate foreign books
A16	I want to be a lecturer or teacher who has any knowledge about translation
A10	I want to be professional translators so I can help others
A39	I want to be a translator to share my translation product
A5	I want to be a translator especially for the president

Becoming a translator is an important profession within the Indonesian context since a large number of institutions both public and private employ translators in their offices in dealing with public and legal documents translation and handling international relations affairs. The findings mean that there is an ideal wish of participants joining the translation training. Dörnyei & Chan (2013) suggest that there is a desire or wish to achieve ideal future selves. Participants in this study have their future sense and imaginary portraits about the outcome of the training. Therefore, their inner psychological motivation can avoid the desire to leave the profession (Mccartney, 2016) when they are on their profession of translator and interpreter.

Understanding the process of translation

It is interesting to note that the tendency of 25% of the students participating in translation training is to improve their knowledge and skill in translation. It is understandably important because students require translation skills and the process of translation to transfer meaning from English into Indonesian or vice versa from Indonesian into English accurately, naturally and clearly. Student participants note that:

Participants	Extracts
A1	I want to translate easily from one text [for example from Indonesian into English or vice versa]
A34	Yes, I want to be a good translator

A4	I want to translate books. I love reading and I have a lot of favorite writers that have books in English, two of them are Stephen King and Edgar Allan Poe. One of my dreams is to translate their books. That is why I am joining translation.
A9	To know how to translate without a dictionary
A13	I am happy if I can translate words or sentences.
A24	I think my language in translating from English to Indonesian sentences is still feeling clumsy
A26	I want to improve my skill in translation so I can know well about the English language and speaking culture
A35	To know how to translate properly and correctly
A30	I can translate some texts with the correct way
A28	I want to know more about another language and I want to improve my knowledge about translation

From Extracts above, student participants like A4 wish to be able to grasp the procedures of translation because they want to translate some literary works. Translating literary works such as novel and short story requires particular translating skills and knowledge in translation. The examples of literary books, Stephen King and Edgar Allan Poe are the two famous literary works. Understanding the mechanism of translating literary works is a highly essential knowledge for student participants. Such translation training can produce student participants psychologically and socially. Also, student participants like A26 desire to understand the translation procedure to translate cross-cultural issues.

This finding reflects the debate on whether the knowledge of the translation mechanism is important or not. Abdolmaleki et al. (2018) suggest that to be a professional translator requires the knowledge of translation, not like the practice of online non-professional translators in Iran. Knowledge of translation procedure is the fundamental weapon to become a good translator (Robinson, 2002). More importantly from this finding is that the implication of this study in which translation training can deliver the knowledge of different procedures of translation so that students have a strong basic capacity on translation.

Gaining new knowledge

Student participants in the translation training are confident that they obtain new knowledge when they have translated texts from one language to another, in this case, from Indonesian into English and vice versa from English into the Indonesian language. They comment:

Participants	Extracts
A14	To gain new knowledge such as knowledge of the world
A36	To improve my knowledge on general issues
A8	because I like the subject and I will learn about the subject more
A17	To be able to speak with tourists, or people if I go around the world and understand the meaning of what they are saying.
A25	To learn a piece of new knowledge about vocabulary, how to translate English to Indonesia, and is a programmed course.
A21	I always watching TV and I don't know what is the language are they say, so in this subject, I want to improve my skill be a good
A33	Yes, I love watching dramas and movies and one of my dreams is to join dramas or movies web, and then I will translate what they said in English.

> Also, I love K-pop and I always think what if I become their translator if they come to Indonesia for the concert so I can meet my idols too.

Extracts above show the translation activity contributes to the development of translator trainee for example in student participants A17 and A33. A17 convinces that the translation helps him to learn the signs of the world and the knowledge of tourism so that he can visit some interesting tourism places in some parts of the world. Similarly, A33 indicates that she can improve her knowledge of movies and dramas so that she can translate the works into English.

It is noted that learning and doing the translation is also learning new general knowledge and other culture (Robinson, 2002) and leads to intercultural competence (Abduh & Rosmaladewi, 2018). The translation texts depict a certain culture and are often associated with the culture and multicultural issues (Shafa, Basri, Abduh, & Patak, 2020;Abduh, 2018). This provides new cultural learning for translators (Olohan, 2013) and opens up new future possibilities concerning translation.

Deciphering the meaning of texts

Translating texts from English into Indonesian assists learners to grasp the natural meaning of some clue or expressions in the texts. The expressions of native speakers in the texts have certain purposes and outcomes so that translators need to work tactically to translate them accurately and clearly. The accuracy refers to the understanding of the meaning of the texts from grammatical contexts of the texts and the clarity relates to the meaning, which is based on the sense of the texts. Student participants comment:

Participants	Extracts
A18	To be well understood what other people say and the meaning of texts too
A19	Just so I can get what other people say in their native language
A20	because the translation can help to other people and can make people able to speak the language
A22	I am interesting about translation because I am like watching TV and I don't know what is the language are they say, so in this subject, I want to improve my skill be a good [translator]
A27	Because I want to share the knowledge that I got and I understood

Student participants like A18 and A22 have indicated that they participate in translation training to improve their translation skills in understanding the meaning of the texts. A18 particularly expresses his opinion on understanding the meaning of the texts that can either oral or written texts. The meaning of these findings relates to the content-driven text. Thus the content-driven translation tends to gravitate toward linguistics in all its forms and descriptive translation studies (Robinson, 2002). The clue of certain texts brings a translator to decipher the key meaning of descriptive texts.

Challenges

Trainee translators have expressed their concern about the challenges of performing the translation. Figure 2 depicts the challenges that translators trainee face in doing a translation.
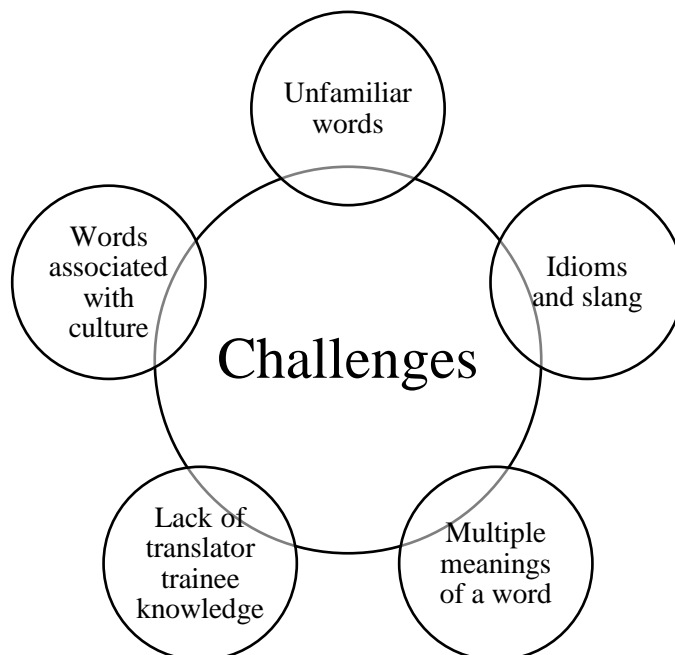
Figure 2. Challenges of the trainee in translation

Several themes related to the challenges the student participants face in doing translation: unfamiliar words and topics, words relating culture, multiple-meaning of a word, idioms, and slangs, and lack of translation and general knowledge.

The first main challenge that the majority of student participants face is finding the meaning of unfamiliar words. The unfamiliar words mean the vocabulary that is either high-level lexis or the new terms that have been introduced into the English language context. Some participants expressed their concern: "Translating new words that are unfamiliar to us is challenging" (A1, A4, A5, A6, A7, A8, and A10). Besides, "We think the challenges are we find some new words for us, we cannot find them in the dictionary, that is an obstacle" (A18, A19, and A25).

Second, student participants find it hard to translate words that have multiple meanings. The reason is they are not familiar with the contexts of the word and the usage of the words. Participant A11: "it is hard to translate when words have too many meanings". Similarly, A13 indicates that: "It is difficult and confusing to translate one word or sentence that has much different meaning". The other participant said: "If I translate, I am confused for one word that has much meaning'' (A25). Moreover, Participant A24 said: "Usually I only know one meaning of a word, however in facts, that lexicon has more than one meaning so it is quite difficult for me to performing translation work'''.

Third, Student participants face difficulty in translation words or expressions relates to particular cultural themes. The reason is that they have limited background knowledge of the culture they translate. Translator trainees' comment is: "We must compare the meaning of that word with the other words. And sometimes, we found a word that contains a culture. We search for the meaning on the internet but we didn't find it. Then after analyzing that word, we know it as a culture, we don't have to translate it (A21); and "Sometimes It's hard to translate the word based on its real meaning or context (A23).

Fourth, translator trainees face difficulty in translating idioms and slang words. The reason is that they are not familiar with the context where the idiom can be used. They comment that: A9. Paraphrasing, idioms, terms, slangs, etc. It's so difficult to understood (A9). Similarly, A12. I think the challenge is the phrases that hard to translate" (A12). Further, the students describe: "The more challenging is when we should translate idioms or phrases. Because we can't find it in the dictionary, we have to be diligent to read or look for in other sources"(A17). Furthermore, for students, "When translating a journal or maybe a book and sometimes when I found a new vocabulary, idioms, clause or phrase that I never hear before" (A20).

Finally, the lack of translating knowledge and general affairs are the challenges they face in translation. Student translators said: "The challenges are fewer vocabularies, background knowledge of something, and how to choose the right words to interpret the nuances of the sentence so the impression is correct" (A2). Besides, lack of knowledge on translation becomes their challenges: A lack of vocabulary and knowledge and skill (A16) and "lack of vocabulary and lack of how to translate the expressions in English into Indonesian correctly" (A26).

From the findings of the challenges above, it can be grouped into two categories: linguistics hurdles and non-linguistic challenges. The linguistics relates to the basic concept of the language, which is, the mastery of words. This type of challenge can also be called a conceptual challenge (Olohan, 2013) where the mastery of the fundamental elements of the language is a must to be a good translator. On the other hand, non-linguistic challenge or technical challenges (Abduh & Rosmaladewi, 2019) relates to the general knowledge that a translator should possess to be able to translate clearly and naturally.

Conclusion

This study expands the key motivational element in the translation and interpreting domain. The findings encompass trainee translators portraying their ideal future selves: facilitating to improve their English skills, preparing for the profession, gaining new general knowledge, understanding the procedure of translation, and grasping the meaning of both written and oral texts. Although they gain positive psychological stimuli, students face both linguistics and general knowledge challenges in translation. Thus, there is a tendency that the more the student translators engage in translation training, the better their ability they can do the translation.

From these findings, the implication is that the training of translation can consider the motivational substance to meet the demand of the translator trainee. Therefore, this finding of the research provide a very insightful thought and can become a very substantial basis for future studies. Further research is important to carry out since this research is not focused on the theme of motivation, the challenge of translation, and more importantly on the translation quality of students in translation either from Indonesian to English or vice versa, from English to Indonesian. It is also important to study the set of translating criteria and the ways to use for translation studies locally and globally.

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