
A Narrative Inquiry of Students Translation Specialization Class' Emotion in Translating Text

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Abstract

This research studied about emotions that experienced by students of translation specialization class. The objective of this research was to explore the feeling and emotions of the students when they were translating text from their client. Researcher used narrative inquiry as the methodology in this research. Participants were students of English Language Education who were still receiving the project of translating text. The researcher used Emotional Geographies theory by Hargreaves (2001) to analyze the emotions of the participants. There were five points of emotional geographies proposed by Hargreaves: physical geography, moral geography, sociocultural geography, professional geography, political geography. The technique of collecting data from this research were observation and interview. The data were taken from participants' utterances that transcribed by researcher. Researcher used Barkhuizen's trustworthiness to reach validation of the data and minimize the bias by crosschecking data. Research findings showed that almost all participants felt the three themes of comfortable, neutral, and uncomfortable when they became students of translation specialization class. In this research, participants really felt the impact of activity restrictions. This affected their emotions when translating the text, they cannot meet directly with partner in translation agency or clients. Online communication caused some miscommunication, this can be resolved by several participants. However, this actually causes concern for other participants.

INTRODUCTION

Translation is language transfer activities which referred with different expressions but on the basis of these words contains a similar intent (Ma'mur, 2004). Translation studies conceived of translation as a process of communicating a source language text in a target language by establishing a relationship of identity or analogy with it (Ejiogu, 2018). Translation activity cannot be separated from students of English Language Education because some subject matter languages are in English. It was important to explore the students of English Language Education's experiences when they start to translating a text. As a student translation specialization class, it may be a new experience for them the moment of their process when translating a project was a thing that must be in-depth analysis by researcher, especially their emotions. As a pre-service student translator, is there any problem with

how they master the source language or target language. Kingscott (2010) reported that a translator must have sufficient mastery of the source language and target language to enable him or her to translate without error and mistranslation because their carelessness or misunderstanding of the original.

Researcher studied about the emotions of students as student translation specialization class when they were translating text outside of translation class. Based on the identification problem, researcher limited the focus on the emotions and what are they feel. The subject of this research was student of English Language Education class of 2017. Based on the background of study and the identification of problems above, the research problems formulate as:

“How are the feelings and emotions of the students translation specialization class in translating text?”

REVIEW ON RELATED THEORY

Translation

The dictionary meaning of translation is the process of changing something that is written or spoken into another language (Wehmeier, McIntosh, Turnbull, & Ashby, 2005). Crystal (1991) defined translation as a process where “the meaning and expression in one language (source) is tuned with the meaning of another (target) whether the medium is spoken, written or signed” (p. 346). Translation is the result of translation activity; transfer a conversation from source language (SL) to target language (TL). The process of transfer a conversation includes the language, the value of the text, culture, and norms (Djuwariah, 2013). So, translating not only transfer a conversation from source language into target language but also transfer meaning and value. From the statement above, the researcher concluded that translation is an activity that transferring meaning from source language into target language for example English text translates to Indonesia. The transferring meaning like transfer value and knowledge is the important part of translation, it is needed to better understand the experience of moving between languages and cultures (O'Neill, 2013)

Student Translator

Student translator is student who involved in ‘student-centred process-oriented’ learning. Students culminated their learning by gaining real-life translator experience and nurtured various translator competences, through which they gained an understanding of the roles they should assume deeply as responsible translators (Jun Nam, 2016). Students of English Language Education who join translation class could call as a student translator because they start translates as an activity they do.

In the English Language Education of Raden Mas Said State Islamic University of Surakarta, student translator already passed some course like Translation on Text Book and Document Translation at fifth semester, Interpreting and Subtitling at sixth semester and then Research on Translation and Translation Entrepreneurship at seventh semester. Good ability as a pre-service student translator must be built from beginning and it can start learned at the translation class.

Emotional Geography

Hargreaves (2001) uttered the concept of emotional geographies appears from understanding and misunderstanding, closeness and/or distance by interaction between people. Hargreaves (2001a) proposed that there are five emotional geographies:

1. Sociocultural geography

Sociocultural geography refers to the closeness and/or distance created by the differences of gender, race, ethnicity, language and culture. Sociocultural geography looks at how people’s social and cultural backgrounds affect where they live, work, and interact. In this research, the interactions between students as the translator with their partner or clients are very frequent although only via online. According to Isnawati (2023) the emotional geography of

participants intertwined with the social context around them such as interactions with friends, teachers, and the educational environment can create feelings of isolation or support.

Example: translator from different cultural backgrounds may bring unique perspectives and interpretations to the translation process;

2. Physical geography

Physical geography refers to the closeness and/or distance created by time and space. According to Isnawati (2023) physical geography refers to the natural environment and how it influences human activities and experiences. The interaction of students provides time and space for creates an opportunity for ‘emotional understanding’ of each others (Denzin, 1984). Example: the frequency, intensity and formalization of interactions of translators with others. The physical layout of the workspace can impact collaboration and communication. A shared, open space can foster interaction and brainstorming, while individual cubicles can provide privacy and focus.

3. Professional geography

Professional geography refers to the closeness and/or distance created by different understandings of the norms of professionalism and professional practice. The interactions between teacher and students plays vital role in shaping the emotional experience. Professional geography examines how factors like location and work environment affect people’s professional experiences and their sense of who they are as professionals (Isnawati, 2023).

Example: the degree to which translators hold the norms of professional interaction that prescribe coolness, reserve and emotional distance among interactants;

4. Political geography

Political geography refers to the closeness and/or distance created by different understandings of power; In this occasion, students should think about how their feelings can affect their understanding of politics and geography in the educational environment especially about translating text in a group project.

Example: the differences in power and status between translators and those with whom they interact in the group;

5. Moral geography

Moral geography refers to the closeness and /or distance created by different purposes and senses of accomplishment in professional practice. Isnawati (2023) stated that moral geography looks at the ethical beliefs and values that influence how people behave and interact at work. The experience created when they interact with their partner or clients with good ethics will create a comfortable feelings for them.

Example: the degree to which translators’ purpose are supported or appreciated by others’

METHOD

Narrative inquiry research methodology is one of the ways to explore bright ideas and people experience. Narrative used by human from ancient time and its suitable to record and retell people experience Webster & Mertova (2007). Narrative was needed to be a research methodology on this study because narrative explores story, history, and experience of human life deeply not only on surface. The first form of learning in human life is stories. Stories cannot separated from human life. Stories create and characterize how people interact in social life and draw information. Stories may be an important way to be research tool.

Narrative inquiry was suitable to use on this research. In educational field, the use of narrative has become an established tradition Bell (2002). Narrative inquiry explores the emotions and experiences from participants during translating text deeply, so this is the reason why the researcher chose narrative inquiry as the research methodology. Narrative inquiry help researcher got the data

widely. In Indonesia, narrative inquiry not used as much as another methodology. Meanwhile, narrative has been used to tell human experience since ancient time in a story, Webster & Mertova (2007). Researcher carried out narrative way in the research by using narrative inquiry within a broader turn towards qualitative research and points to a weakening the assumptions of educational phenomena should be investigated in the same way that scientist investigate natural phenomena Barkhuizen, et al (2014).

Narrative Inquiry has its own rules to gather the data. There are some tools for data-gathering. These tools include observation, survey (limited), documentation (including letters, curricula and policies), interviews and transcripts Webster & Mertova (2007). In this occasion, researcher use observation and interviews as the tools for gather the data. The interviews transcribed and the other side observation will give researcher additional information to complete the data. Participants joined the observations and interviews voluntarily, researcher contact the participants to make sure they still interact with the activity of translating text in project group. After determining the participants, the researcher provide a consent form to be signed by the participant as a sign that the person concerned is willing to provide information based on their experience honestly and without fabrication.

Thus, the purpose of the statement above researcher processed and collected the data to find the problem reality by explored participants' emotion and the data are words, phrases, and utterance in transcription not a number.

Participants

The participants of this research were the final-year students of Translation specialization class in English Language Education Cultures and Languages Faculty of Raden Mas Said State Islamic University of Surakarta who still received a project for translating text, they took this part voluntarily. The object of the research was the students' emotion when they did a project in translating text from their clients.

Instruments

Researcher used observation and interviews for get the transcriptions. The researcher explored the participants' experiences by interviewing, recording, and made a transcription from the participants' answer during the interview. Researcher took this way because in doing the research, the data were used in the form of stories from participants. Narrative inquiry included in qualitative research category. Qualitative research is a research which data collected from relatively group respondent. The one of qualitative research is narrative research, which was in this occasion researcher chose narrative inquiry for obtained the data.

Researcher used questionnaire for recruited the participants. There were 18 students from 32 students who filled the questionnaire. After getting the data from the questionnaire, researcher contacted 18 students by Whatsapp to make sure they still received project of translating text. There were 2 students of 18 students confessed, they still received project of translating text and voluntarily being the participant.

After getting the participants, researcher used interview protocol as another research instrument for collecting data. The interview protocol was adopted from the three series of interview (Seidman, 2006: 32) and Liu, Y. (2016). Researcher divided the interview into three sections, the first part consists of two common questions about participants' feeling during translating text.

Data Analysis Procedures

Researcher analyzed the data, after the data interview were collected. Researcher read again the transcription and started to identify the narratives of the participants' answer. Researcher reorganized the narratives and summarizing. Then, the mini stories about participants' feeling and experience during translating text were coded with Hargreaves's emotional geography framework.

Researcher wrote the label, each with one of the five categories: sociocultural geography, moral geography, physical geography, professional geography, political geography.

In the qualitative research, there are no absolute rules, there is only: ‘make it as good as possible by using your mind fully and maximally’ (Raco, 2010). Begin with the collecting qualitative data from participants through interviews and observations. This data serve as the foundations for analysis. Researcher collect the data in the form of written text in soft file and hand written. In gathering the necessary data, the researcher sought to collect as much detail as possible, both from participants during interviews and observations when the participants doing the project group in translating text. Researchers start read the data and assign initial codes to segments based on their content. This step is crucial for identifying significant themes and patterns within the data. After the data was collected in written form, the researcher coded the answers from the participants’ interviews. Coding involves carefully reading the data and identifying key words, phrases, or sections of text. These identified parts are then labeled with specific tags or codes. The coding system should be consistent and make sure to cover all the important parts of the data. Researcher continuously compare it with previously coded data. This iterative process helps refine codes and ensures that the participants’ answer accurately represent the constructs being studied. Finally, researchers construct an exploratory model based on the findings, integrating the identified themes and patterns into a coherent framework that represents the insights gained from the data.

Trustworthiness of Data

To avoid the bias data, the researcher used narrative inquiry trustworthiness proposed by Barkhuizen. Trustworthiness refers to the complex question of the relationship between the findings of narrative inquiry study and the reality participants represent (Barkhuizen, Benson, & Chik, 2014). In narrative studies, the relationship between researcher and participants become important to complete the data. In this research, researcher try to build the closeness with the participants by communicate intensively with participants to create intimacy with them. When closeness was established, the researcher feel that participants will more open in many ways, not only in interview session. It will make researcher easier to interpret what will be conveyed by participants. Researcher also used several steps trustworthiness delivered by Guba’s in (Shenton, 2004), they are credibility and confirmability.

Credibility is defined as the confidence that can be placed in the truth of the research findings and represent plausible information from participants’ original data (Anney, 2014). There are fourteen provision in credibility: (a) the adoption of research methods well established, (b) the development of an early familiarity with the culture of participating organizations, (c) random sampling of individuals to serve as informants, (d) triangulation, (e) tactics to help ensure honesty in informants, (f) iterative questioning, (g) negative case analysis, (h) frequent debriefing sessions, (i) peer scrutiny of the research project, (j) the researcher’s “reflective commentary”, (k) background, qualifications, and experience of the investigator, (l) member checks, (m) thick description of the phenomenon under scrutiny, and the last (n) examination of previous research findings. Researcher chose iterative questioning for prevent lies from the information that convey by participants. Researcher implement iterative questioning by repeating the question during interview the participants.

Miles and Huberman in Shenton (2004) stated that a key criterion for confirmability is the extent to which the researcher admits his or her predispositions. In biographical, or third-person studies there is always risk that the original storyteller’s intentions and meaning will be distorted in the re-telling for the purposes of research (Barkhuizen, Benson, & Chik, 2014). LLiu and Xu (2011) claimed that the “trust and rapport” that was built up with participant during the process of “restorying” enhanced “trustworthiness” of their research. Thus, confirmability aims to the degree of the results of an inquiry could be confirmed. In this research, researcher contact the participants. In addition, participants verified the data from researcher because of their closeness. The importance of

build closeness between researcher and participants is to minimize bias and make researcher sure of their predispositions in processing the data.

FINDINGS

The data findings of this research collected from observation and interview. The findings were presented below:

1. Data from Observation

This observation was begun with introduction from participants at 18.30 WIB, they introduced themselves and their position at the agency. AKH as a Project Manager and KBM as the First Translator. In this observation, they were a partner in translator agency. Researcher only observed the participants who were willing to be observed and both of them were ready. AKH started the project discussion activity, notifying that there was a project to translate an abstract in Indonesia to English. She gave explanation as well as a brief description of what client want. AKH divided the jobs for the first translator and the editor, the text that should be translated. KBM started to open the file from her smartphone and asked for the maximum deadline for collected the work that she and the editor must be completed.

According to the data that researcher gained from the observation, participants showed that they enjoy translating the text together in the group project. The discussions that took place between participants showed that they understood each other's job descriptions. The observation results also showed that as a project manager, AKH communicated intensively with the first translator. This creates a feeling of comfort because the first translator feels that she was receiving assistance while translating the text. Likewise with editors who quickly provide revisions. During observations, researcher found that there was well-developed communication between group members so that they were able to work on translation projects with enjoyment.

Godayol (2000) stated that in the last two decades the association between women and translation studies is generating new metaphors that see women as a positive force. Even though all the members of the group observed were women, they showed that in this case all aspects of emotional geography showed a positive trend in line with Godayol's statement. They were able to build team work with good communication and cooperation in translating text from clients. AKH even said in the that she felt lucky because her translation group member were all women, so she felt more free and easy when she wanted to discuss things.

2. Data from Interviews

a. Comfortable

- 1) **Physical Geography:** *"Saya merasa dekat dengan rekan di agensi karena kami sering berkomunikasi untuk mendiskusikan proyek."* (AKH, interview)
- 2) **Moral Geography:** *"Saya merasa puas dengan rekan dan klien saya, semua klien tidak banyak meminta revisi."* (AKH, interview)
- 3) **Sociocultural Geography:** *"Saya merasa nyaman meskipun ada beberapa perbedaan pada latar belakang asal daerah, sosial ekonomi, dan budaya karena ikatan pertemanan membuat kami dekat satu sama lain."* (KBM, interview)

b. Neutral

- 1) **Moral Geography:** *"Tidak ada perbedaan yang mengganggu saya karena visi dan misi kami sama"* (KBM, interview)
- 2) **Professional Geography:** *"Saya mencoba memahami keterbatasan rekan-rekan saya dan tetap profesional"* (AKH, interview)
- 3) **Sociocultural Geography:** *"Saya tidak keberatan dengan perbedaan asal daerah, budaya, dan sosial ekonomi rekan kerja saya tapi ada beberapa perilaku klien yang membuat sedikit masalah"* (AKH, interview)

c. Uncomfortable

- 1) **Physical Geography:** *“Kesulitan dalam berinteraksi dengan dengan rekan tim muncul karena kami terpisah jarak yang jauh”* (KBM, interview)
- 2) **Political Geography:** *“Posisi saya di agensi membuat saya khawatir”* (KBM, interview)
- 3) **Professional Geography:** *“Saya takut jika sudah mendekati batas waktu akhir dan pekerjaan belum lengkap.”* (KBM, interview)

DISCUSSION

The purpose of this study in emotional geographies was to explore how emotionality pre-service student translator in translating text. Researcher captured a wide variety of emotions especially from the five distinct of emotional geographies. Hargreaves (2001) uttered the concept of emotional geographies appears from understanding and misunderstanding, closeness and/or distance by interaction between people. After doing observation and interview, researcher encountered the values in teamwork that participants shared with her. Various feelings ranging from comfortable, neutral, and uncomfortable in several aspects expressed by participants.

From the observations there were no prominent emotions shown by the participants. The researcher concluded that the participants enjoyed the process of translating text as pre-service student translator. This was confirmed on several occasions when the researcher asked it repeatedly to make sure researcher's guesswork. There are discussions that emerged from this research regarding the emotions of students of translation specialization class during translating text:

1. Comfortable

Distance was not a barrier for KBM because she can still do their job well. Physical distance can be overcome by increasing the intensity of communication. The closeness that still exists between colleagues at the translation agency cannot be separated from the role of the leader/project manager who regulates the running of the agency, their primary duty was managing and make a decision. The decision that made by leader will influence emotions of others. Isen (1993) in (Al Tarawneh, 2012) argues that positive emotions increase creative problem solving and facilitate the integration of information. The existence of physical distance that is established does not become an obstacle in building good interactions between group members. They still enjoy the translation process because they can still communicate intensively via online conferences or calls.

In a statement expressed by one of the participants, she felt that she enjoyed the translation project because the client she met did not provide many revisions, so this made AKH as the project manager who communicated directly with the client feel enjoy and this is what the researcher categorized as comfortable.

2. Neutral

Researchers categorized some of the answers from the participants' answers into neutral classifications because of the fluctuation of positive and negative emotions in it. They both expressed that the vision and mission they made was the ultimate goal to be achieved. The conventional opposition between emotion and reason typically leads sensible people to reject emotion (Barbalet, 2002). The tension appeared in the middle of the translation process was resolved wisely, they tried to control their respective egos even though some of them thought it was quite difficult.

Even though participants felt they had no problem with complaints from clients, researcher found that sociocultural differences could influence translation preferences. Participants as the translator can handle complaints from clients and immediately improve the translation text without any problems because participants feel it is the client's right and in this case the researcher categorizes it as neutral classification.

3. Uncomfortable

Some participants admitted that they were uncomfortable due to fear or anxiety when they could not provide the best results for clients. The punctuality was also a concern expressed by the participants because this included their professional aspect. The leader team has an important role in providing direction to colleagues and making decisions in the running of the agency.

Data from participant utterances showed that the participant's position in the group makes her feel uncomfortable because she felt she has a greater moral burden. As an editor, she has the impression of finishing projects. If the translation results are unsatisfactory, the project manager will ask the editor to re-edit the final translation results. The existence of deadlines in project work also makes translators feel uncomfortable when the translation has not been completed because they felt they were being waited on by the client. They do not want their image to be bad in the eyes of clients because this is related to the group's professionalism.

CONCLUSION

Researcher found various emotions from the participants during interview session. Researcher divided into three themes: comfortable, neutral and uncomfortable for classified the emotions. There are three emotions in each theme. Physical geography, moral geography, and sociocultural geography in comfortable theme. After that, there is moral geography, professional geography, and sociocultural geography in neutral theme. The last, there is physical theme that most participants complained about, also political geography and professional geography are in uncomfortable theme.

The emotions conveyed through interviews by pre-service student translator are their experiences while translating text from the clients. Researchers ensure at every opportunity that what they say is an honest answer and they really experience it. This was done by researcher to minimize bias in this study.

Based on the results, researcher makes several suggestions:

1. To Students of Translation Specialization Class

Researcher suggest for students of translation specialization class to communicate more with colleagues in the agency because it will build chemistry and comfort when working together. High communication intensity can also prevent us from misunderstanding. Hence, maturity is also needed in dealing with both internal and external problems, because this is very good for preparing for the world of work or plunging directly into a professional translator. As students who take a translation specialization class, students can understand more about the theory taught in class by the lecturer. Students can discuss with lecturers in addition to discussing with group friends.

2. To Future Researcher

Researcher recognize that there were still drawbacks in this study. It was hoped that this study can help become a reference for next researchers. The next researcher can refine the existing deficiencies in this study and make it clearer and easier to accept for readers.

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