

**Translating and Assessing Indonesian Folktales to Students from Japan, China,
South Korea and Translating Brochure and Website Contents in the Union
Institute of Language in Brisbane, Australia**



Internship Report

**Submitted to meet a part of the requirements to obtain
an *Ahli Madya* Degree in English Language**

by

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**English Diploma Program
Faculty of Cultural Sciences
Universitas Sebelas Maret
Surakarta**

2019

APPROVAL

The undersigned below has approved that this internship report is ready for examination. All the content in this report, however, is solely the responsibility of the writer.

Title of Internship Report:

Translating and Assessing Indonesian Folktales to Students from Japan, China, South Korea and Translating Brochure and Website Contents in the Union Institute of Language in Brisbane, Australia

Name of Intern:

Ayuliana Surya Ningsih - B3116012

Surakarta, April 11, 2019
Internship Supervisor


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ACCEPTANCE

The undersigned below hereby state that this internship report has been approved and accepted by the Board of Examiners at English Diploma Program, Faculty of Cultural Sciences, Universitas Sebelas Maret

Title of Internship Report:

Translating and Assessing Indonesian Folktales to Students from Japan, China, South Korea and Translating Brochure and Website Contents in the Union Institute of Language in Brisbane, Australia

Name of Intern:

Ayuliana Surya Ningsih – B3116012

Date of Examination:

April 26, 2019

Board of Examiners

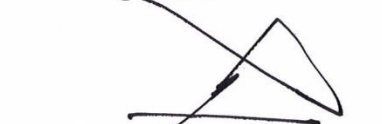
Name, Position

Signature

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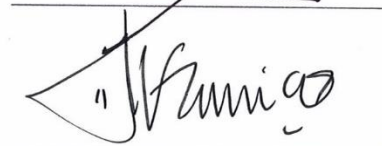
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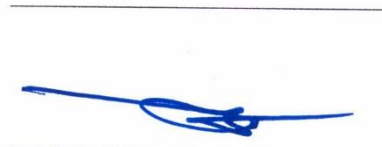
Secretary



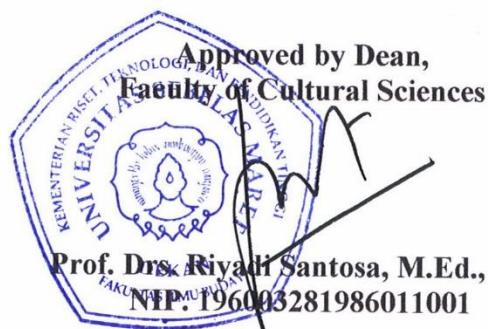
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Examiner



Approved by Dean,
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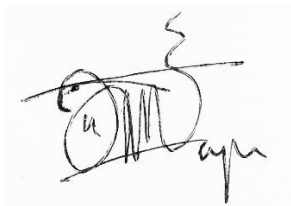
ACKNOWLEDGEMENTS

First and foremost, I would express my biggest praise to the Almighty Jesus Christ, without His blessing I would not be able to finish both the internship and the report after all the challenges and difficulties I had. This report could not be done without the support and help from important people around me. Therefore, I would love to send my deepest gratitude to those who have supported me during the writing of this final report.

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10. **BTS, 5SOS, and iKON** for the uplifting, breath-taking and inspirational songs that helped me keep on track while finishing my internship and the report.

11. **Sarita Bella Pratama, Dinar Sri Rahayu S. S., Regina Rayi Danurwati, Hapriliana Pramesti, and Dhea Cynthia D** for the support, patience and prayers. Thank you for always listening to my difficulties and always cheering me up during my ups and downs. May Jesus Christ grant you best rewards.
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14. **Internship-mates**, for the support, laughs, experiences, knowledge, and beautiful memories we shared in Australia.
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17. **English Diploma Program 2016**, for all the memories, tears, laughters, experiences, craziness and ups and downs we have shared for the past 3 years.

Surakarta, April 26, 2019

A handwritten signature in black ink, appearing to read 'Ayuliana Surya Ningsih', with a stylized flourish above the name.

Ayuliana Surya Ningsih

ABSTRACT

Ayuliana Surya Ningsih, 2019. Translating and Assessing Indonesian Folktales to Students from Japan, China, South Korea and Translating Brochure and Website Contents in the Union Institute of Language in Brisbane, Australia, English Diploma Program, Faculty of Cultural Sciences, Universitas Sebelas Maret.

This final report is written based on the internship program at Union Institute of Language in Brisbane, Australia. It started from August 26 to September 18, 2018. The objective of this final report is to describe the activities during the internship at Union Institute of Language in Brisbane, Australia. The writer did two kinds of internship activities, those were main activities and secondary activities. The main activities were translating and assessing Indonesian folktales and presenting them to students from Japan, China, and South Korea as well as translating procedural documents such as the official brochure and website contents of Union Institute of Language from English to Bahasa Indonesia. The secondary activities were classes provided by UIL about how to do a presentation, write a resume, curriculum vitae and report, and prepare for a job interview. The writer also visited a variety of Australian business and education providers.

There were some problems the writer faced during the process of this internship including bad internet connections, difficulties in managing assignments due to deadlines, the lack of photo editing ability, and finding equivalent words in translating documents from English to Indonesian. The strategies the writer applied to solve those difficulties were buying an Australian SIM card in order to have my own hotspot, continuing the task at home or on weekends, operating the easiest photo editing software, using online and offline dictionaries, searching explanations on journals or specific websites, and discussing the translation with internship partners and supervisor.

Keywords: internship activities, Union Institute of Language in Brisbane

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Chapter 1

Introduction

Background

Finding a job is a process facing by most individuals. Each job-seeker attracts the attention of the company with their qualified profile, that is why competition between one and another happens. Competition between one and another is a matter that must be faced before joining the working environment. One of the advantages of being English Diploma Program student is that they are well prepared to deal with the working environment, this is because their curricula are adapted to the work preparation.

In the English Diploma Program learning process, students are provided with basic English skills, such as grammar, reading, writing, listening and speaking, and also English for specific purposes such as English for Business, English for Advertising, English for Journalism, English for Tourism, English for Public Relations, and Translation. Having these skills, students are expected to be able to utilize and apply their knowledge to internship program named *Kuliah Magang Mahasiswa (KMM)*. *Kuliah Magang Mahasiswa (KMM)* is a course in the final semester of English Diploma Program that provides students an opportunity to develop their skills. This program not only hones the skills and knowledge they have obtained during lectures but also mentally trains them to compete in the working environment.

The internship program was conducted at Union Institute of Language in Springfield Lakes, Australia. Union Institute of Language is an English courses provider established in 2002 that has various programs to several thousand students from around the world. Union Institute of Language Pathway Program assists students to select the best possible course of study prior to their arrival in Australia. This internship was completed under the auspices of the Global Challenge program, one of the programs that Universitas Sebelas Maret provides twice in a year. Global Challenge program provides a scholarship for Universitas Sebelas Maret students, including daily living expenses, airfares, accomodation, and registration fee during their overseas activities. By joining this program, I am allowed to go to Queensland, Australia with other eleven students.

I did the internship in Union Institute of Language in Brisbane, Australia because Australia is an English-speaking country, so I was able to improve my English speaking skill. Another reason why I did the internship in Union Institute of Language in Brisbane, Australia is that I wanted to challenge myself applying my skills I got during my study in English Diploma Program to the real working environment. Also, Union Institute of Language is focusing on subsidiary relationships in Indonesia therefore, they need promotion materials in Bahasa Indonesia.

While at Union Institute of Language, I undertook these following projects: Translating and Translation Assessment Indonesian Folktales, Translating Brochure and Website Contents of Union Institute of Language. I did the Translation Assessment in order to be aware of my ability in making readable translation. Moreover, I translated brochure and website contents of Union Institute of Language as the other main projects of this internship.

During the internship, I did not only have projects but also classes. Union Institute of Language provided opportunities to develop my skills and knowledge by doing a presentation, writing a resume, curriculum vitae, internship report, practicing for a job interview, and teaching observation. I was also able to visit a cross-section to businesses and educational institutions. First was 'Student One', a company focused on providing boarding accommodation for students who are studying in Australia. Second was 'Homestay Business', a small community that provides a temporary home for students who are studying in Australia. I also visited *TAFE*, a vocational tertiary program run by the government. I was provided with explanations, rules, and regulations for how a business operates in Australia. I also had teaching observation at *St Peters Lutheran College Children Childcare, Ipswich State High School, Springfield Central State High School, Caboolture Montessori Primary School, and University of Southern Queensland*. The teaching observation allowed myself insight into how the education system functions in Australia.

Time and Place of the Internship

The internship was conducted at Union Institute of Language located in Level 2, World Knowledge Centre, Education City, 37 Sinnathamby Boulevard, Springfield Central QLD 4300, Brisbane, Queensland, Australia. Union Institute of Language is an institute focused on assisting international students with planning an academic pathway

from English studies and exam preparation, by delivering specially designed programs to assist students develop the skills for high school and tertiary programs. Their target students are non-English speaking countries, such as Japan, China, South Korea, Vietnam, Indonesia, and many more.

The internship started from August 26 to September 18, 2018. The working hours were from Monday to Friday, from 08.00 A.M to 05.00 P.M.

The benefits of the internship

A. For student of English Diploma Program

1. I got knowledge in terms of how to produce an accurate, acceptable, and readable translation, neither Bahasa Indonesia to English nor English to Bahasa Indonesia. While consulting my translation to Tracie Collura as my internship supervisor, I could directly ask her the sense and the usage of each word in English. This helped me to to produce an accurate, acceptable, and readable translation.
2. The feedback from translating Indonesian folktales that I got, allowed me to be more aware with the sense or the usage of word. The feedback such as choosing the diction carefully so the target text will have equivalent meaning with the source text, considering cultural appropriateness so that the target readers understand the message of the translation.
3. I improved my speaking skill and confidence in English. Being an English Diploma Student tends to be more focus on writing and translating, that is why living with Australians for four weeks and using English for daily conversation improves my speaking skill and confidence. Also, Tracie Collura as my internship supervisor was always reminded us to use English for daily conversation in UIL.
4. I became a punctual and discipline person. The living environment in Australia was very discipline, people always come at the time they told to. It is a striking difference culture between Australia and Indonesia. That is why living with Australians for four weeks trained me to be a more discipline and punctual person.

5. I became a more open-minded person. I met a lot of people with different nationality, culture, race, language, that made me to be always respect towards any difference. Also, during the internship, dealing with so many different cultures, norms, and habits was not only challenging but also giving unforgettable memories.
6. This internship program introduced me to the real working environment. Having an internship program in Australia introduces me to a real working environment such as how to interact with colleagues and supervisor, how to manage time, and how to deal with deadlines.
7. I got a visualization of how to run a business or company. Visiting a variety of Australian business and education providers let me know how Australian ran business, such as how they deal with the government law and rules, how the tax and license obtained, and how they manage their employees.

B. For Union Institute of Language

1. Since Union Institute of Language builds their subsidiary relationship in Indonesia, the website will be easier for Indonesian if it is provided in Bahasa Indonesia. Translating the website contents of Union Institute of Language from English to Bahasa Indonesia was expected to facilitate Indonesian to understand the content of the website.
2. Union Institute of Language has the Indonesian version of brochure. Translating the brochure of Union Institute of Language from English to Bahasa Indonesia was expected to help Union Institute of Language promotes their programs to Indonesian.
3. Union Institute of Language teachers gained more knowledge about teaching method in Indonesia. Sharing session between the teachers of Union Institute of Language and students of Universitas Sebelas Maret about differences between the two countries in terms of teaching method, handling the class, and curricula allowed the teachers of Union Institute of Language to get a new way of teaching.
4. Union Institute of Language deepens the relationship subsidiary in Indonesia. The collaboration between Union Institute of Language and

Universitas Sebelas Maret in making this internship program will be one of the ways for Union Institute of Language builds the relationship subsidiary in Indonesia.

5. I added one book consist of Indonesian folktales as a collection in the library of Union Institute of Language. Translating Indonesian folktales into English was one of the main projects I had, this was expected to introduce Indonesian culture to students of Union Institute of Language.

C. For Universitas Sebelas Maret (UNS)

1. This internship program helped Global Challenge to be more recognized by the students of Universitas Sebelas Maret. This program was well-spread to students of English Education Department, English Literature, and English Diploma Program, therefore more students became familiar to this internship program held by Global Challenge.
2. English Diploma Program has a new reference for internship place. Internship program or *Kuliah Magang Mahasiswa (KMM)* of English Diploma Program will be conducted annually, and the students are suggested to have a different place of internship every year. That is why this internship program will give a new reference for internship place, not only for students of English Diploma Program but also English Education Department and English Literature.
3. Universitas Sebelas Maret will have a wider cooperation with Union Institute of Language. This internship program was a first collaboration between the two institutions, more programs are expected in the future.

This final report consists of four chapters. The first chapter explains the background of the internship. The second chapter describes the institution of the internship. The third chapter tells about the activities of the internship. The last chapter, the fourth, explains the conclusion and recommendations for English Diploma Program, students of English Diploma Program, and Union Institute of Language, references, and appendices.

Chapter 2

Union Institute of Language

This chapter describes the profile of the institution where I did the internship including short profile, management structure, and core business of Union Institute of Language.

Short Profile of Union Institute of Language

Union Institute of Language (UIL) is an English courses provider established in 2002 that has various programs for several thousand students from around the world. UIL's programs assist students to select the best possible course of study prior to their arrival in Australia. Union Institute of Language manages and coordinates the process of assisting students with planning an academic pathway from English studies and exam preparation also delivers specially designed programs to help students develop the skills for high school or tertiary programs.

The main campus of Union Institute of Language is located at Level 2, World Knowledge Centre, Education City, 37 Sinnathamby Boulevard, Springfield Central QLD 4300, Brisbane, Queensland, Australia. Springfield is close to Queensland's capital city, Brisbane and Queensland's second largest city, Ipswich. The main campus is based at higher education precincts. It is surrounded by the lead universities, vocational colleges, and high schools. It also has easy access to public space, medical facilities, and shopping center areas. This main campus also has close access to all major transportation routes and supportive multi-cultural community and local government.

Management Structure of Union Institute of Language

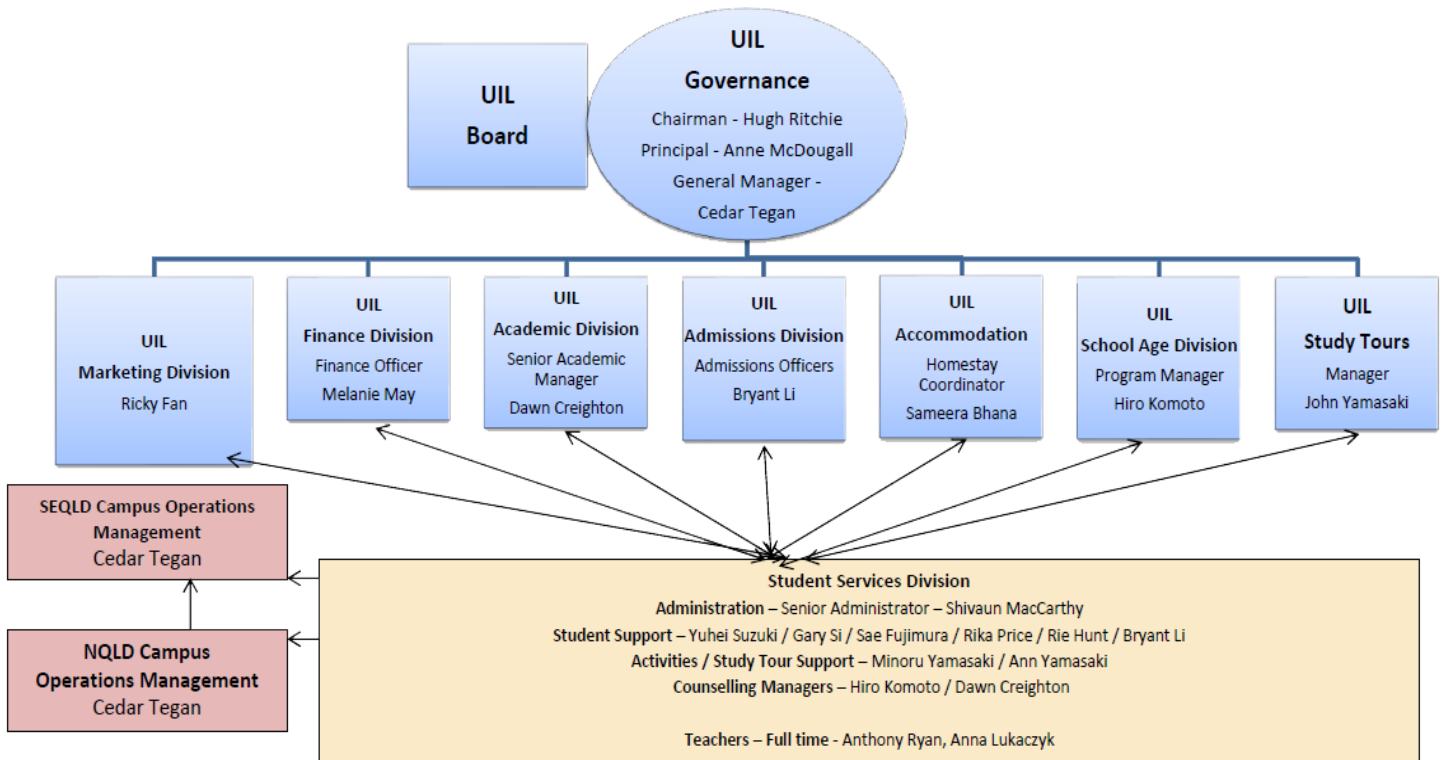


Figure 2.1 Management Structure of Union Institute of Language

Duties in Union Institute of Language:

1. Hugh Ritchie as the CEO or Chief Executive Officer. As a CEO, Hugh Ritchie leads the strategy, plan, and direction of Union Institute of Language. He accepts leadership accountability for continuous improvement and implementation of the mission, vision, goals, values, and policies of the school. He also represents and communicates on behalf of the cooperation and its school at authorizing agencies, local school districts, local and state government agencies and business partners as directed by Union Institute of Language. Hugh Ritchie is responsible for recruiting, managing, evaluating, and providing leadership to and inspire the school's team including school principal and teachers.
2. Anne McDougall as the principal of Union Institute of Language. Anne McDougall leads teachers and staff, sets goals and ensures students meet their learning objectives. Overseeing the school's day-to-day operations,

handling disciplinary matters, managing a budget and hiring teachers and other personnel.

3. Cedar Tegan as the General Manager, her duty is making sure that her staff working according to their job description. Cedar Tegan also has a responsibility to manage the UIL Marketing Division, UIL Finance Division, UIL Academic Division, UIL Admissions Division, UIL Accommodation, UIL School Age Division, and UIL Study Tours.
4. Marketing Division, Ricky Fan is responsible for promoting English language programs to China market in order to achieve Union Institute of Language revenue and targets. As a marketing manager he manages and leads the marketing team in terms of quarterly forecasting, plan arranging and realization. He promotes study programs of UIL Springfield campus to students from China region. Ricky takes a full responsibility for onshore and offshore agents – product training and agent performance review management. He is in charge of direct communication between Chinese local governments, schools or education providers to Union Institute of Language. Lastly, he works collaboratively with Senior Management, Admissions, Student Service, study tours etc.
5. UIL Finance Division, Melanie May monitors the day-to-day financial operations within the school, such as students' payment, invoicing, and other transactions. She also oversees financial department employees, including financial assistance and accountants. Last, she is responsible for contract outside services for tax preparation, auditing, banking, investments, and other financial needs as necessary.
6. UIL Academic Division, Dawn Creighton as an academic manager manages and updates academic program to meet curriculum goals. He manages student information including parent information, health issues, and personal problems. He also manages student academic progress and provides guidance to student on personal and academic concerns. Lastly, he discusses student progress with teachers and parents.
7. UIL Admissions Division, Bryant Li is primarily responsible for assessing and processing applications to the tertiary programs. The incumbent is responsible for the professional and efficient administration and processing

of applications for admission from international and domestic applicants. The position assesses qualifications, provides advice and information to prospective students or parents.

8. UIL Accommodation, Sameera Bhana as a Homestay Coordinator is responsible for accommodation for international students who are attending Union Institute of Language to study English language with an Australian family. Sameera Bhana coordinates prospective international students to their homestay family in terms of the programs the students join in and personal information of the students, she also makes sure that the criteria of the prospective international students suitable with the criteria of the homestay family looks for.
9. UIL School Age Division, Hiro Komoto as a school age manager assists the principal of the school, ensuring that the school is operating in accordance with company and state licensing standards as well as the policies and procedures. He develops and actively maintains positive communication with parents. He is also responsible for ensuring an educational caring and safe environment for students.
10. UIL Study Tours, John Yamasaki is responsible for programs outside UIL, such as company and education providers visit, picnic on the weekend, and study tour. John maintains the programs including transportation and destination. Last but not least, being a tour guide is also in his job description

Core Business of Union Institute of Language

A. Programs

Union Institute of Language offers various long and short-term courses for international students.

The long-term courses are:

1. General English : Elementary to Advanced Levels*
Duration : (5 levels) 10 weeks
Fees : AUD355.00 per week
Description : Offer English for students for entry into the Secondary School Preparation Program (SSPP), English for

Academic Purposes course, English language development and recreational English.

2. Secondary School Preparation Program (SSPP)* - Springfield campus only

Duration :

a. Junior high school entry (years 8-10) : 20-week SSPP

b. Senior high school entry (years 11-12) : 10-week SSPP

Fees : AUD355.00 per week

Description : Prepare students to enter Junior or Senior secondary school in Union Institute of Language partner school.

3. English for Academic Purposes (EAP) - Direct Entry English Program (DEEP)

Duration : (3 Levels) 10 weeks

Fees : AUD355.00 per week

Description : Provide students with the necessary skill to feel confident to commence studies at tertiary institutions.

4. IELTS Preparation

Duration : (2 Levels) 10 weeks

Fees : AUD355.00 per week

Description : Prepare students for the IELTS exam.

5. English for Business Purposes - Springfield campus only

Duration : 10 weeks

Fees : AUD355.00 per week

Description : Assists to improve business English skills particularly in reading, writing and speaking.

The short-term or study tours courses:

The short-term program is provided for about one until four weeks. This program including study tour program available for groups of all ages at any time of the year. Besides the study tour, this program has:

1. Teacher Training

Courses for teachers from overseas in practical methods of how to teach communication English. Many international students already

have a strong base of English grammar, spelling, reading, and writing but are not as strong in oral communication English language. Union Institute of Language focuses on the methodologies to enable international teachers to develop their students further in this direction.

2. Specialist Programs

Union Institute of Language can offer a comprehensive range of services in the development and delivery of professional education programs. UIL has the ability and staff to customize and design specific courses for individual clients and groups.

3. Professional Development Courses

Union Institute of Language can combine English and professional development programs related to local government, administration, nursing, and other industry-specific areas.

Union Institute of Language is closely associated with several of Queensland's leading universities, independent schools, vocational colleges, and high schools. Union Institute of Language cooperates with these institutions for the referral of students and English preparation, prior to students enrolling in these institutions. Union Institute of Language also has relation to implementing its course plan both offshore and in Australia with a focus on placing students on a pathway to further formal education qualifications, international employment opportunities and enhancing the ability of individuals to further develop business opportunities.

B. Facilities

Established since 2002 in developing city, Brisbane, Union Institute of Language has a modern building with modern facilities. Those modern facilities are classrooms with air conditioner, common area for relaxation, having lunch or gathering for all students during break time, complete collection of books in the library, instruments room, pray room, and toilet for students and staff. There is also free Wi-Fi access, snack and drink vending machine, and free coffee or tea for all staff and teachers. Union Institute of Language also provides counseling

and travel assistance for international students, such as assisting international students to make public transportation card, giving information about public space or tourist attractions, and giving understanding about the rules in terms of traveling for underage students.

C. Homestay Family

Union Institute of Language provides experience in practicing English in real life situation with 'Homestay Family'. This program encourages students to face new challenges individually, also to train their confidence and to reach the individual potential of the students in using English as the daily conversation in Australia. Homestay Family is an accommodation for international students who are attending Union Institute of Language to study the English Language with an Australian family. Homestay Family aims to provide a supportive environment in which students can be part of an Australian family and learn about Australian culture by themselves. The cost the student needs to pay for homestay family is different, it depends on what program and the duration the student joins in. The range of the cost is between AUD 210 until AUD 250 per week.

Moreover, by living with the Homestay Family the safety of the students can be monitored. Homestay Family will provide the daily needs of the student, such as transportation, food, and laundry. To be a Homestay Family provider, every family member who is over 18 years old needs to have a blue card. Blue card is a card that explains if each family member has never been a criminal. Union Institute of Language promotes how to be a Homestay Family provider through group communities in Springfield, social media, and also from word of mouth.

Chapter 3

Internship Activities

This chapter describes the internship activities at Union Institute of Language. The internship activities were divided into two such as translating and assessing. Moreover, this chapter also explains activities in general, tools used during translating, steps and strategies of translation, and difficulties and solutions during the internship.

Activities in General

The internship started from August 26 to September 18, 2018 at Union Institute of Language in Brisbane, Australia. The working hours were from Monday to Friday, from 8.00 A.M to 5.00 P.M.

During the internship, my main three projects were translating Indonesian folktales and assessing them to students from Japan, China, South Korea, also translating brochure and website contents of Union Institute of Language from English to Bahasa Indonesia. Besides, I participated in all activities that Union Institute of Language provided to students of Universitas Sebelas Maret, such as improving English speaking skill by doing presentation in Ipswich State High School, practicing job interview with other eleven students of Universitas Sebelas Maret, and improving English writing skill by writing resume, internship report, and presentation planning. Union Institute of Language provided business observation to let us learn strategies and business development, also teaching observation to let us know about learning and teaching style used in Australia.

The following is my schedule of activities during the internship at Union Institute of Language:

Day	Schedule	Drop off/ Pick up times	Please provide:	Staff & Transport
Sunday 26 August	Depart from Home Country			
Monday 27 August	5:40am Arrival – Flight OD157 at 05:40am 6:30am Depart airport 7:00am Breakfast in New Farm Park 8:30am Mt Coot-tha 9:00am Lone Pine (depart after the Sheep Dog show) 11:15am Depart Lone Pine 11:45am UIL Campus tour and walk over to Orion Lagoon for Welcome BBQ lunch 1:30pm Orion Shopping Centre to buy Sim Cards 2:30pm Meet UIL Team and support staff 2:35pm Orientation 4:45pm HS Meet and greet	4:45pm		Rosa + Trailer – John Breakfast & Lunch – Gary HS meet & Greet - Sameera

<p>Tuesday 28 August</p>	<p>UIL English class: Establish expectations and requirements of the Internship.</p> <ol style="list-style-type: none"> 1. Orientation: Speaking activity – getting to know you activity (methodology exemplar) name on A4 paper 2. Organising groups: 5 x 2 and 1 x 3 3. Session times: MT: 10:45 – 11; Lunch: 12:45 – 1:30 AT: 3:15 – 3:30 with other teachers: meet and greet 4. Prayer times: 11:50 – 12:10; 3:05 – 3:30 5. Teacher expectations of this training: report/ presentation/ methodologies. 6. Individual goal setting. 7. Give journals to keep a record of experiences, thoughts, responses. 8. Australian Curriculum/ Education system 9. Critical thinking: Read and discuss EFL article: The future of the ‘th’ sound? 10. Preparation for report writing: structure and paragraph writing; theme and rheme. 11. Lesson plan schematic (Teachers only) 12. Translation documents and division of tasks <p><u>Homework:</u> planning content & structure for internship report plan</p>	<p>8:00am 5:00pm</p>	<p>Morning Tea and Lunch</p>	<p>Room 7 – Tracie</p>
<p>Wednesday 29 August</p>	<p>Attend UIL assembly as part of business procedures.</p> <p>Full Day: Secondary School Observation – Ipswich State High School 9:00am – 2:55pm</p> <p>UIL English Class 4.00-5.00pm</p> <p>Preparation for teaching and presentations. Discuss with each student what they want to include in their presentation. Work through lesson plan with teachers. Continue translations.</p> <p><u>Homework:</u> Internship report</p>	<p>8:00am 5:00pm</p>	<p>Morning Tea and Lunch</p>	<p>Room 7 – Tracie</p>

<p>Thursday 30 August</p>	<p>Full Day: UIL General English class Observation and UIL Secondary School Preparation English class Observation 4.00-5.00pm Preparation for teaching: All teach on 4/09 (will be videoed) Nora, Fia, Yudhist, Dhea and Ayu teaching 3/09 Continue translations.</p> <p>Homework: Internship report</p>	<p>8:00am 5:00pm</p>	<p>Morning Tea and Cold Lunch</p>	<p>Rosa – John Room 7 – Tracie</p>
<p>Friday 31 August</p>	<p>AM: Welcome to TAFE Queensland – Tour Southbank Campus Tour - Vocational Teaching Observation PM: Southbank Tour –Parklands, Museum, Art Gallery and GOMA. Visit the University of Technology. Evening: Evening sightseeing Brisbane CBD and shopping in Queen St Mall.</p> <p>Homework: Internship report</p>	<p>8:00am 8:00pm</p>	<p>Morning Tea and Cold Lunch</p>	<p>Rosa – John</p>
<p>Saturday 1 September</p>	<p>Free Day – Optional excursion program available</p>			
<p>Sunday 2 September</p>	<p>Full Day Excursion: Visit the famous tourist destination the Gold Coast – beautiful beaches and great shopping. <i>The Gold Coast is world renowned tourist destination, famous for its beautiful white beaches. Enjoy Australian shopping at the wonderful Gold Coast shopping areas.</i> Visit and observe cafés in tourist setting. Enny departure – Flight TBA at TBA BNE International</p>	<p>8:00am 7:00pm</p>	<p>Morning Tea and Cold Lunch</p>	<p>Rosa – John</p>
<p>Monday 3 September</p>	<p>Full Day: Secondary School Observation – Springfield Central State High School 8am – 3:45pm</p> <p>After class Teaching Practice from 4:00pm at UIL</p> <ul style="list-style-type: none"> ▪ UIL lesson 1: Fia, Yudhist, Nora ▪ UIL lesson 1: Ayu, Dhea – SSPP session 4 <p>Review/ Presentation planning/ Lesson planning/ Translation: remaining 6 students.</p> <p>Homework: Internship report</p>	<p>7:45am 5:00pm</p>	<p>Morning Tea and Cold Lunch</p>	<p>Rosa – John</p>

<p>Tuesday 4 September</p>	<p>AM: English class 8:15 – 9:30 Learning styles + Teaching styles</p> <p>USQ University – Springfield Campus Teaching Observation</p> <p>PM: English Class Preparation for Ipswich presentations Translation work Report writing After class Teaching Practice from 3.30pm at UIL</p> <ul style="list-style-type: none"> ▪ UIL lesson 2: Fia, Yudhist, Nora -SSPP sessions 3 and 4 ▪ UIL presentation: Indira, Caecilia, Fajar, Rajut <p><u>Homework: Internship report</u></p>	<p>8:00am 5:00pm</p>	<p>Morning Tea and Lunch</p>	<p>Room 7 – Tracie Rosa – John</p>
<p>Wednesday 5 September</p>	<p>Full Day: UIL English class 8:15 – 9:30 Presenting a speech - structure</p> <p>Business Observation excursion with David Widjaja and Hugh Ritchie in Brisbane CBD.</p>	<p>8:00am 5:00pm</p>	<p>Morning Tea and Lunch</p>	<p>Room 7 – Tracie Rosa – John</p>
<p>Thursday 6 September</p>	<p>Full Day: UIL English Class Learning/ Teaching styles Speaking strategies, games and presentation skills Lesson/ mini-presentation preparation Homestay information session: 2 hours (Sameera)</p> <p><u>Homework: writing internship report & planning for oral presentation</u></p>	<p>8:00am 5:00pm</p>	<p>Morning Tea and Lunch</p>	<p>Room 7 – Tracie Rosa – John</p>
<p>Friday 7 September</p>	<p>Full Day: Class Speaking skills and presentation tips All students present their Ipswich presentation to be videoed. Feedback given to each presenter at the end of their presentation. Background to The Montessori ideology Evening: Evening shopping in Southbank Evening Markets and Brisbane CBD.</p> <p><u>Homework: writing internship report & planning for oral presentation</u></p>	<p>8:00am 8:00pm</p>	<p>Morning Tea and Cold Lunch</p>	<p>Rosa – John</p>

Saturday 8 September	Full Day Excursion: Visit the beautiful Sunshine Coast. Experience fun shopping at Eumundi Markets and enjoy the Mooloolaba Esplanade.	8:00am 5:00pm	Morning Tea and Cold Lunch	Rosa – John
Sunday 9 September	Free Day – Optional excursion program available			
Monday 10 September	Morning: Primary School Observation – Caboolture Montessori School UIL Class 2.30-5.00pm Observations about Montessori experience Preparing for the workplace: writing a curriculum vitae, Example then students construct a CV for Wednesday to discuss with Cedar Tegan (GM UIL) Homework: Internship report	6:45am 5:00pm	Morning Tea and Cold Lunch	Prado – Anne Prado – Lucy Room 7 – Tracie
Tuesday 11 September	Full Day: English class AM Check progress of report Interview questions: top 10 plus what is illegal to ask in Australia Practice mini-interviews Work on CV PM Report and presentation preparation After class Teaching Practice from 3.30pm at UIL <ul style="list-style-type: none"> ▪ UIL lesson 3 (45 - minute session): Fia, Yudhist, Nora, ▪ UIL presentation: Fatima, Hanief Homework: Internship report	8:00am 5:00pm	Morning Tea and Lunch	Room 7 – Tracie
Wednesday 12 September	AM Class: UIL English class Cedar Tegan UIL operational procedures and DISC Behavioural styles workshop: business tools and methodologies Ipswich High School Teaching/ Presentations: 1.35pm-2.55pm After class cultural exchange: St Peters Lutheran College Childcare Homework: Internship report	8:00am 5:00pm	Morning Tea and Lunch	Room 7 – Tracie Rosa – John

Thursday 13 September	<p>AM: UIL English class 8:15 – 12:00pm Internship report & presentation - teacher/student consultation and feedback. Structure of introduction (sample given) Collation of Ipswich SHS feedback for inclusion in report</p> <p>PM: Tour of the University of Queensland Evening: Indooroopilly Shopping Town.</p> <p><u>Homework: writing internship report</u></p>	8:00am 5:00pm	Morning Tea and Lunch	Room 7 – Tracie Rosa – John
Friday 14 September	<p>Full Day: UIL English class Final review session. Individual conferencing of introduction to reports. Investigation of Greater Springfield Corporation as an example of extraordinary business model.</p> <p><u>Homework: completing internship report</u></p>	8:00am 5:00pm	Morning Tea and Lunch	Room 7 – Tracie
Saturday 15 September	Full Day Excursion: Enjoy Southbank Weekend Markets and Brisbane CBD for more sightseeing and shopping.	8:00am 5:00pm	Morning Tea and Cold Lunch	Rosa – John
Sunday 16 September	Free Day – Optional excursion program available			
Monday 17 September	<p>Full Day: UIL English class Development of Presentations on internship + self-evaluation and feedback</p> <p>Graduation Ceremony: Presentation of Certificates and farewell speeches.</p>	8:00am 5:00pm	Morning Tea and Lunch	Room 7 – Tracie
Tuesday 18 September	<p>Depart for Home Country Flight OD158 at 07:15am BNE International</p>	3:30pm		Rosa + Trailer – John

Figure 2.2 Schedule of Activities at Union Institute of Language

Tools used during translating

The first thing that I did before translating was preparing the tools I used when translating Indonesian folktales, brochure and website contents of Union Institute of Language. The tools were laptop, internet connection, Indonesian folktales books, printer, scanner, paper cutter, *KBBI (Kamus Besar Bahasa Indonesia)* online version, parallel text, monolingual and bilingual dictionaries, and online and offline dictionaries.

Steps and strategies of translation

Another step after I prepared the tools was listing the steps to translate Indonesian folktales, brochure, and website contents of Union Institute of Language. Those steps were: 1. Analyzing the source text; 2. Transferring the message (example, technique, problems, problem-solving); 3. Consulting the translation to internship supervisor; 4. Rechecking, revising, and restructuring the translation and 5. Final translation.

The next step was analyzing the strategies in translating Indonesian folktales, brochure, and website contents of Union Institute of Language, I used translation techniques stated by Molina and Albir. There are 18 translation techniques (Molina and Albir, 2002), they are: 1. Adaptation; 2. Amplification (Addition); 3. Borrowing; 4. Calque; 5. Compensation; 6. Description; 7. Discursive Creation; 8. Established Equivalence; 9. Generalization; 10. Linguistic Amplification; 11. Linguistic Compression; 12. Literal Translation; 13. Modulation; 14. Particularization; 15. Reduction; 16. Substitution; 17. Transposition and 18. Variation.

1. Translating and Assessing Indonesian Folktales

On the first week, I translated Indonesian folktales from Bahasa Indonesia to English and assessed to students of Union Institute of Language from Japan, China, and South Korea. There were two stories I translated, such as *Malin Kundang* and *Kancil Pencuri Timun*.

The steps of translation process I did during the translating Indonesian Folktales were as follows:

a. Choosing and analyzing the contents of the Indonesian folktales

The first step I did before translating was choosing which Indonesian folktales I wanted to translate. I wanted to translate and deliver a ‘message’ to the target readers. I chose *Malin Kundang* and *Kancil Pencuri Timun* as the folktales I translated. *Malin Kundang*, a story from West Sumatera, Indonesia. The story was about a sailor named *Malin Kundang* from a poor family who went out of his town and eventually becoming rich, successful, owning a lot of ships, and marrying a beautiful princess. When he came back to his hometown, his mother called and hugged him, told him how longing she was. Sadly, *Malin Kundang* was ashamed of his old and poor mother. He refused to recognize his mother. The mother was angry and irritated, she cursed him and eventually, he and his ship turned to stone. From this story, the message I wanted to inform to readers was “no matter how rich and successful you are, never forget people who had helped you, moreover your parents.”

The second story was *Kancil Pencuri Timun*. The story is about a mousedeer called *Kancil*. He was trapped in a scarecrow smeared with sticky jackfruit sap that Mr. Farmer made after he tried to steal Mr. Farmer’s cucumber. Mr. Farmer brought *Kancil* to home and locked him in a cage. *Kancil* tried to get out of the cage by tricking an innocent housedog. *Kancil* told the dog to replace him in the cage and lied that he would tell Mr. Farmer to bring them to party. The message of this story was “never trust anyone easily, especially strangers.”

b. Transferring the message

The second step I did was transferring the message. During transferring, I had to consider several aspects such as the choice of words, cultural appropriateness, also the number of words that would be suited to put on story box of the book.

Here is the example of the translation:

1. Malin Kundang:

Source Text	Target Text
Malin Kundang si Anak Durhaka	Malin Kundang

In this translation, I used Borrowing technique (Molina and Albir, 2002). Borrowing technique was implemented by taking a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the target language). I also shorten the title because the story is well-known only as *Malin Kundang*. It is also to be remembered easily by the target readers.

Source Text	Target Text
Terkejut melihat seorang wanita tua yang miskin berpakaian lusuh dan kotor itu tiba-tiba memeluknya, Malin Kundang menjadi marah dan mengusir wanita tua yang sebenarnya ibunya sendiri.	Malin kundang was angry and taken aback seeing an old and poorly-dressed woman hug him all of sudden. He repelled the old woman that is actually his mother.
"Pergi kamu dari sini wanita tua! Aku sama sekali tidak mengenalmu!" bentak Malin Kundang.	"Go away, you poor woman! I don't even know who you are!" cried Malin Kundang.
Mendapat perlakuan seperti itu dari anaknya, ibu Malin Kundang sangat sedih bercampur marah.	Getting unexpected reaction from his son, Malin kundang's mother was in sorrow and anger. She didn't

la tidak menduga anaknya menjadi anak durhaka.	expect his son turned to be a heartless man.
Karena kemarahannya yang memuncak, ia pun berteriak "Tuhan! Jika benar ia si Malin anakku, aku kutuk dia jadi batu!"	Because of her furious, she yelled "My dear God, If he was my son Malin Kundang, I cursed him to be a stone!"

Literal technique (Molina and Albir, 2002) was used in this translation because the source text was easy to understand. Literal technique is usually called a literal translation or direct translation. This also means translating a word or an expression word for word, rendering text from one language to another language at a time with or without conveying the sense of the original whole. It is acceptable only if the translated text retains the same syntax, the same meaning and the same style as the original text.

2. Kancil Pencuri Timun:

Source Text	Target Text
Kancil, Pencuri Timun	Kancil, A Cucumber Thief

In this translation, I used Borrowing and Literal technique (Molina and Albir, 2002). Borrowing technique was implemented by taking a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the target language). I used borrowing technique in translating “*Kancil*”. I did not translate *Kancil* as mousedeer because I wanted to keep the real name.

While literal technique is usually called a literal translation or direct translation. This also means translating a word or an expression word for word, rendering text from one language to another language at a time with or without conveying the sense of the original whole. It is acceptable only if the translated text retains the same syntax, the same meaning and the same style as the original text. I translated “*Pencuri timun*” directly into “*A cucumber thief*”.

Source Text	Target Text
Akhirnya Pak Tani mendapat ide untuk membuat <i>jebakan</i> .	The farmer had an idea to make a <i>prank</i> .
Besoknya Pak Tani datang pagi-pagi sekali dan membawa sebuah orang-orangan sawah yang telah dilumuri getah nangka yang sangat lengket.	On the day after, in an early morning, he came to his garden and brought a scarecrow that had covered with jackfruit sap that is very sticky.
Sesudah menancapkan orang-orangan sawah dengan kuat di kebun itu Pak Tani langsung pulang ke rumah.	After putting the scarecrow in the middle of his garden, the farmer went home.

Literal technique (Molina and Albir, 2002) was used in this translation because the source text was easy to understand. Literal technique is usually called a literal translation or direct translation. This also means translating a word or an expression word for word, rendering text from one language to another language at a time with or without conveying the sense of the original whole. It is acceptable only if the translated text retains the same syntax, the same meaning and the same style as the original text.

c. Consulting the translation to internship supervisor

The next step was consulting the translation to my internship supervisor, Mrs. Tracie Collura. At first, I printed the stories in black and white colour, but Tracie suggested to print the stories with the original version's color. Tracie also suggested, rather than print the stories in the form of paper or sheet, it is better to print it out in the form of book.

Source Text	Target Text
Akhirnya Pak Tani mendapat ide untuk membuat <i>jebakan</i> .	The farmer had an idea to make a <i>prank</i> .

Tracie also revised the word *jebakan* in *Kancil, A Cucumber Thief* story. She said that it would be better to be translated as *trick* instead of *prank*. The

difference between trick and prank as nouns is that trick is something designed to fool or swindle while prank is (obsolete) an evil deed; a malicious trick, an act of cruel deception.

First Translation	Final Translation
The farmer had an idea to make a <i>prank</i> .	The farmer had an idea to make a <i>trick</i> .

d. Rechecking, revising and restructuring the translation

Another step was rechecking, revising and restructuring. Rechecking the translation was done to avoid miss typing or any other mistakes. Revising the translation based on the supervisor's suggestion. I also restructured the translation due to the different structure of sentence between Bahasa Indonesia and English. I discussed the readability of the translation with the internship supervisor and the word-choice with other interns to meet the best result. This step was done to meet the best final translation that will be read by the students from intermediate and advanced English class in Union Institute of Language.

e. Affixing the translation to the book

The next step was affixing the translation to the book. Before I affixed the translation or English sentences on story box, I need to delete or cover the source text or Indonesian sentences first.

The source text cannot be deleted or covered manually, so I used *Paint* software. First, I covered the source text with the same color as the base, then I typed the translation on the story box of the book. Besides, I needed to consider font and size of the alphabets that would be suited and enough on the story box.

Here is one page example of each book:



Figure 3.3 Malin Kundang

Kancil Pencuri Timun

Di waktu siang si Kancil sedang kelaparan setelah jauh berjalan. Ia pun menuju ke sebuah perkebunan timun. Sesampainya di sana si Kancil melahap timun-timun di perkebunan itu hingga kenyang. Puas memakan buah timun, si Kancil beristirahat di bawah pohon.



Di saat itulah Pak Tani datang ke kebunnya seperti biasa. Ia terkejut banyak buah timunnya hilang dan tanamannya acak-acakan. Pak Tani memeriksa sawahnya dengan saksama. Ia melihat jejak kaki binatang di tanah.



KANCIL, A CUCUMBER THIEF

One day at noon a mouse deer named Kancil was really hungry after walking in a long journey. He went to a garden full of cucumber. When he got there, Kancil ate all the cucumbers until he was full. Kancil rested under a tree after satisfyingly eating the cucumbers.



Not for long, a farmer, as usual, come to his garden. He was taken aback knowing his cucumbers were all disappeared and his garden was in a big mess. The farmer looked close to his garden and he saw some footsteps on the ground.

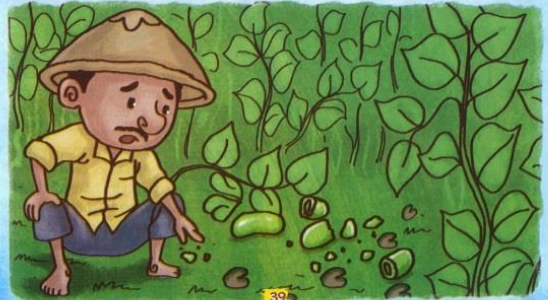


Figure 3.4 Kancil, A Cucumber Thief

f. Assessing the translation

The last step was assessing the translation to the students of Union Institute of Language. The readers were the students from intermediate and advanced English class in Union Institute of Language.

To measure the students' understandings towards my translation, I provided a survey on *typeform.com* that consists of questions related to the story. The questions were as follows:

1. Malin Kundang
 - a. Name, age, nationality
 - b. List the characters in 'Malin Kundang'?
 - c. How was Malin Kundang cursed?
 - d. What do you think the message of the story?
 - e. From scale 1 to 10, how much do you think you understand the story?

2. Kancil, A Cucumber Thief
 - a. Name, age, nationality
 - b. Based on the story, who do you think is the smartest creature?
 - c. Why did Kancil come to Mr. Farmer's garden?
 - d. How did Mr. Farmer trick Kancil?
 - e. What do you think the message of the story?
 - f. From scale 1 to 10, how much do you think you understand the story?

Assessment results of Malin Kundang story by Intermediate English class students:

	Questions	Intermediate English Class Students	
1.	Name & Age	Olivia Wang, 17	Futami Kenta, 17
2.	Country	China	Japan
3.	List the characters in 'Malin Kundang'!	Mother, Captain, Boy, Wife	Malin Kundang, His wife, Malin's mother
4.	How was Malin Kundang cursed?	Because he don't like he's mom	Angry, his mother cursed him to be a stone.
5.	What do you think the message of the story?	Due to his hard-working personality, he have a wife, but he doesn't like he's mother, then he be a stone.	His mother is important.
6.	From scale 1 to 10, how much do you think you understand the story?	8	8

The type of questions I used was open question. Based on the third question, all students were able to list all characters in the story. The fourth question required students to explain story plot, but Olivia did not explain the whole story plot, also she was still lack in using grammar. The fifth question evidenced if all students got different message. From this assessment, I needed to be more careful in choosing dictions, so that the students of intermediate English class understood the plot and the message of the story.

Assessment resultsof Malin Kundang story by Advanced English class students:

	Questions	Advanced English Class Students	
1.	Name & Age	Rachel (15)	Han Dong Hwi, 16
2.	Country	Hongkong	South Korea
3.	List the characters in 'Malin Kundang'!	Malin Kundang, His wife, Pirates, and Malin Kundang's Mom.	Malin Kundang, Malin Kundang's mother, Malin Kundang's wife.
4.	How was Malin Kundang cursed?	Malin Kundang turned into a stone by his mother because his mother didn't believe he is her son.	His mother said "I cursed him to be a stone."
5.	What do you think the message of the story?	After having a good life, we have to be thankful to the people who helped us.	We must love our parents.
6.	From scale 1 to 10, how much do you think you understand the story?	9	9

The type of questions I used was open question. Based on the questions, all students were able to list all characters in the story, they also understood plot and message of the story. From this assessment, I was able to transfer the story from Bahasa Indonesia to English.

Assessment results of Kancil, A Cucumber Thief story by Intermediate English class students:

	Questions	Intermediate English Class Students	
1.	Name & Age	Olivia Wang, 17	Futami Kenta, 17
2.	Country	China	Japan
3.	Based on the story, who do you think is the smartest creature?	Farmer	Kancil
4.	Why did Kancil come to Mr. Farmer's garden?	Because he is starving.	Because he is starving.
5.	How did Mr. Farmer trick Kancil?	By making an object resembling human figure.	By making an object resembling human figure.
6.	What do you think the message of the story is?	We need be smart.	Dont be easily trapped.
7.	From scale 1 to 10, how much do you think you understand the story?	8	9

The types of questions I used were open question and multiple choice. The third question was a multiple choice question, Olivia answered wrong while Kenta answered correctly. The fourth question was also a multiple choice question, Olivia and Kenta answered correctly. The fifth question was also a multiple choice question and both students answered correctly. The sixth question was an open question, Kenta's answer was the closest with the correct answer. From this assessment, I needed to be more careful in choosing dictions, so that the students of intermediate English class understood the plot and the message of the story.

Assessment results of Kancil, A Cucumber Thief story by Advanced

English class students:

	Questions	Advanced English Class Students	
1.	Name & Age	Han Dong Hwi, 16	Kanewara Ano, 17
2.	Country	South Korea	Japan
3.	Based on the story, who do you think is the smartest creature?	Kancil	Farmer
4.	Why did Kancil come to Mr. Farmer's garden?	Because he is starving.	Because he is starving
5.	How did Mr. Farmer trick Kancil?	By buying a scarecrow.	By buying a scarecrow.
6.	What do you think the message of the story is?	Be smart and dont trust stranger.	Don't believe anyone easily.
7.	From scale 1 to 10, how much do you think you understand the story?	9	8

The types of questions I used were open question and multiple choice. The third question was a multiple choice question, Ano answered wrong while Dong Hwi answered correctly. The fourth question was also a multiple choice question, Ano and Dong Hwi answered correctly. The fifth question was also a multiple choice question and both students answered correctly. The sixth question was an open question, both students answered correctly. I was able to transfer the story from Bahasa Indonesia to English.

g. Problems and solutions

There were two problems I faced during the process of translating Indonesian folktales, such as target text was too long to be suited in story box and the lack of photo editing ability. The first problem was target text was too long to be suited in story box. To overcome this problem, I chose suitable font and size of the alphabets that would not be too big or too small.

The lack of photo editing ability. Affixing the target text to the books was a final process before the books printed. Before affixing the target text to the books, I should delete or cover source text using a photo editing software. Unfortunately, I had lack of photo editing ability. To overcome this problem, I learned operating the easiest photo editing software named *Paint*.

2. Translating Brochure of Union Institute of Language

On the second week, I translated the brochure of Union Institute of Language from English to Bahasa Indonesia. Since Union Institute of Language builds their relationship subsidiary in Indonesia, their programs will be easier if promoted in Bahasa Indonesia. The total page of the brochure is 8 pages. I did not translate the whole pages since Dhea, my internship partner also did this project. I translated the brochure from page 1 to page 4 and Dhea translated from page 5 to page 8.

The steps of translating Indonesian Folktales were as follows:

a. Analyzing the source text

The first step in translation process was analyzing the material. I read the whole material first in order to understand the content of the material, this also helped me to identify possible problems during translating. The process of understanding the content of the material could be fast or slow, it depended on my language competency. The long sentence and different glossary of education terms were hard for me. I read the sentence more than once and asked my internship supervisor to solve the problems.

b. Transferring the message

The second step I did was transferring the message. During transferring, I had to consider several aspects such as the choice of words, cultural appropriateness, also different glossary of education terms between Australia and Indonesia.

Here is the example of the translation:

Source Text	Target Text
<p>INTRODUCING UIL</p> <p>UIL is committed to providing high quality courses to students from around the world. Our unique <u>direct entry pathway</u> program assist you to select the best possible course of study prior to arriving in Australia.</p>	<p>APA ITU UIL?</p> <p>UIL berkomitmen dalam menyediakan paket pendidikan berkualitas bagi siswa dari seluruh dunia. Program <u>Direct Entry Pathway</u> (Program yang dirancang untuk membantu siswa masuk perguruan tinggi) sangat membantu Anda memilih program belajar yang tepat sebelum tiba di Australia.</p>

In these sentences, I faced different glossary of education term which was **direct entry pathway program**. I asked Alison Marshall, one of the teachers in Union Institute of Language to explain more about this program. Alison said that “direct entry pathway program” is a program designed to assist entry into a tertiary course. It is designed for students who meet academic requirements to entry tertiary course. For example, a student may be required to have a particular IELTS score or complete an ‘English for Academic Purposes’ course.

After Alison explained the detail of this program, I could not find the equivalent term in Bahasa Indonesia. So, I used Amplification technique (Molina and Albir, 2002). Amplification is a technique to introduce details that are not formulated in the ST: information, explicative paraphrasing, e.g., when translating from Arabic (to Spanish) to add *the Muslim month of fasting* to the noun *Ramadan*. I kept the name of the program as “direct entry pathway program” and I put the explanation in parentheses in order to be understood easily by Indonesian.

Source Text	Target Text
UIL’s classes are small and teachers are supportive of individual student’s needs. Teachers carefully monitor all students’ progress and learning. All UIL staff participate in ongoing <u>professional development</u> to ensure that our students receive a high level of care and attention.	UIL memiliki kelas-kelas yang lebih kecil dan tenaga pengajar yang sangat mengerti kebutuhan setiap siswa. Tenaga pengajar UIL memantau seluruh perkembangan dan proses pembelajaran para siswa dengan teliti. Seluruh staff UIL juga aktif dalam program <u>pengembangan profesi</u> untuk memastikan bahwa setiap siswa mendapatkan perhatian penuh.

In these sentences, I faced education difficult term which was **professional development**. I asked Alison Marshall, one of the teachers in Union Institute of Language to explain more about this program. Alison said that “professional development” is a program undertaken regularly that are designed to advance the career. Certain occupations may require someone to do a minimum number of hours per year. For example, continuing education program, participating in professional organisations, research, improve job performance, increased duties and responsibilities and skill based training.

After Alison explained about this program, I decided to use Calque technique (Molina and Albir, 2002). Calque technique is literal translation of a foreign word or phrase; it can be lexical or structural, e.g., the English translation *Normal School* for the French *École normale*. I translated “professional development” as *pengembangan profesi* because it had equivalent meaning.

Source Text	Target Text
UIL is one of a small number of private English providers licensed to present the <u>EQI (Queensland Government high schools) English pathway program.</u>	UIL merupakan salah satu dari sedikit lembaga pendidikan bahasa Inggris swasta yang memiliki lisensi menggunakan program bahasa Inggris berbasis <u>EQI yaitu sistem sekolah pemerintah Queensland yang berstandar internasional.</u>

In these sentence, I faced education difficult term which was **EQI (Queensland Government high schools) English pathway program.** I asked Alison Marshall, one of the teachers in Union Institute of Language to explain more about this program. Alison said that this program is a part of the Queensland Department of Education, Education Queensland International (EQI) that specialises in developing international student programs in Queensland Government schools.

After Alison explained the detail of this program, I could not find the equivalent term in Bahasa Indonesia. So, I used Amplification technique (Molina and Albir, 2002). Amplification is a technique to introduce details that are not formulated in the ST: information, explicative paraphrasing, e.g., when translating from Arabic (to Spanish) to add *the Muslim month of fasting* to the noun *Ramadan*. I kept the name of the program as “EQI” and I put the explanation of the program stated by Alison in order to be understood easily by Indonesian.

c. Consulting the translation to internship supervisor

The next step was consulting the translation to my internship supervisor, Mr. Agus Dwi Priyanto S.S., M.CALL. Consulting the translation ensures that the Indonesian version of brochure was proofread by Indonesian native speaker, my internship supervisor, Mr. Agus Dwi Priyanto S.S., M.CALL.

Revisions were as follows:

First Translation	Final Translation
<p>Kami menawarkan lingkungan pembelajaran yang <i>supportive</i>, aman, dan nyaman bagi siswa. Hal ini juga didukung oleh metode pembelajaran yang modern serta kurikulum yang telahdi kembangkan dengan baik. Seluruh siswa akan mendapatkan pembelajaran Bahasa Inggris sebaik-mungkin untuk membangun pondasi yang kuat sekaligus kesempatan karir yang terbuka lebar.”</p>	<p>Kami menawarkan lingkungan belajar yang <i>supportive</i> aman, dan nyaman bagi siswa. Hal ini juga didukung dengan metode pembelajaran yang modern serta kurikulum yang kami kembangkan dengan baik. Seluruh siswa akan mendapat pembelajaran Bahasa Inggris terbaik untuk membangun pondasi yang kuat sekaligus kesempatan karir mereka.”</p>
<p>Di UIL, murid adalah prioritas utama. UIL juga menyadari bahwa setiap murid belajar di ritme dan cara yang berbeda-beda. Tenaga pengajar UIL sangat lah ahli di bidangnya serta berpengalaman luas dalam membantu setiap siswa untuk meningkatkan level bahasa Inggris serta kemampuan belajar bahasa mereka.</p>	<p>Di UIL, siswa adalah prioritas utama. UIL juga menyadari bahwa setiap siswa belajar dengan ritme dan cara yang berbeda-beda. Tenaga pengajar UIL sangat ahli di bidangnya serta berpengalaman luas dalam membantu setiap siswa meningkatkan level bahasa Inggris dan kemampuan belajar bahasa mereka.</p>
<p>Kelas-kelas di UIL merupakan kelas yang <i>supportive</i> bagi siswa untuk berlatih berbicara bahasa Inggris. Dengan lingkungan seperti itu, setiap siswa mampu belajar tanpa khawatir membuat kesalahan, serta mampu meningkatkan kepercayaan</p>	<p>Kelas-kelas di UIL menyajikan lingkungan belajar yang <i>supportive</i> bagi siswa untuk berlatih berbicara bahasa Inggris. Dengan lingkungan seperti itu, Anda dapat belajar tanpa khawatir membuat kesalahan, sehingga meningkatkan kepercayaan</p>

diri dalam menggunakan bahasa Inggris mereka .	diri dalam menggunakan bahasa Inggris.
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d. Rechecking, restructuring, and revising the translation

The next step was rechecking, revising and restructuring. Rechecking the translation was done to avoid miss typing or any other mistakes. Restructuring the translation due to the different structure of sentence between Bahasa Indonesia and English. I also revised the translation based on the supervisor's suggestion.

e. Final translation

The last step was typing the final translation after rechecking, restructuring, and revising the translation. This step was done in order to equate the fonts and the size of the words, also to sort out the source text table and target text table. After this step done, I sent the document via email to Tracie Collura, my internship supervisor in Union Institute of Language.

f. Problems and solutions

There were some problems I faced during translating brochure of Union Institute of Language including bad internet connections, difficulties in managing assignments and deadlines, and finding equivalent words in translating from English to Indonesian. The strategies I applied to solve those difficulties were buying an Australian SIM card in order to have my own hotspot, continuing the task at home or on weekends, using online and offline dictionaries, searching explanations on journals or specific websites, and discussing the translation with internship partners and supervisor.

3. Translating Website Contents of Union Institute of Language

On the third week of internship, I translated the website contents of Union Institute of Language from English to Bahasa Indonesia. Since Union Institute of Language builds their relationship subsidiary in Indonesia, their website will be easier to be understood by Indonesian. The total page of the website contents is 4 pages. I did not translate the whole pages since Dhea, my internship partner also did this project. I translated the page 1 and page 2 and Dhea translated the page 3 and page 4.

The steps of translating Indonesian Folktales were as follows:

a. Analyzing the source text

The first step in translation process was analyzing the material. I read the whole material first in order to understand the content of the material, this also helped me to identify possible problems during translating. The process of understanding the content of the material could be fast or slow, it depended on my language competency. The long sentence and different glossary of education terms were hard for me. I read the sentence more than once and asked my internship supervisor to solve the problems.

b. Transferring the message

The second step I did was transferring the message. During transferring, I had to consider several aspects such as the choice of words, cultural appropriateness, also different glossary of education terms between Australia and Indonesia.

Here is the example of the translation:

Source Text	Target Text
UIL is situated in Education City which also includes a major campus of the University of Southern Queensland, TAFE Queensland South West, The Studio of Performing Arts Springfield and two Kindy Patch Early Education Centres.	UIL terletak di <i>Education City</i> , tempat dimana kampus utama University of Southern Queensland, TAFE Queensland South West, The Studio of Performing Arts Springfield dan dua Kindy Patch Early Education Centres berada.

In these sentences, I faced education difficult term which was **Education City**. At first, I thought “Education City” was a nickname of that area because it had various education providers, or the same like Yogyakarta that has nickname called *Kota Pendidikan*. After did some research on internet, I realized that “Education City” is a lifelong learning environment for schools or tertiary institutions.

Since I could not find the equivalent term in Bahasa Indonesia, I used Borrowing technique (Molina and Albir, 2002). Borrowing technique was implemented by taking a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the target language). I kept the name of the area as “Education City” so that readers know that it is the name of a location.

Source Text	Target Text
<p><u>Robelle Domain</u> is a central parkland providing more than 11 kilometres of boardwalks, walking and cycle tracks, sports fields and playgrounds. The parklands also offer waterfalls, cafe, water cascades, water play area and interactive playgrounds.</p>	<p><u>Robelle Domain</u> adalah taman kota yang dilengkapi jalur pejalan kaki dan jalur sepeda sepanjang 11 kilometer, lapangan olahraga, dan taman bermain. Area taman ini juga memiliki air mancur, kafe, air terjun buatan, area bermain air, dan taman bermain.</p>

Since “**Robelle Domain**” is a name of a place, I used Borrowing technique (Molina and Albir, 2002). Borrowing technique was implemented by taking a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the target language). I kept the name of the area as “Robelle Domain” so that readers know that it is the name of a park.

Source Text	Target Text
Attractions include World Heritage-listed rainforests, dry savannah lands, unspoiled beaches and the stunning <u>Great Barrier Reef</u> .	Banyak tempat wisata hutan hujan yang terdaftar sebagai Warisan Dunia, padang rumput yang luas, pantai yang belum terjamah dan <u>Great Barrier Reef</u> yang menakjubkan.

Since "**Great Barrier Reef**" is a name of a place, I used Borrowing technique (Molina and Albir, 2002). Borrowing technique was implemented by taking a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the target language). I kept the name of the area as "Great Barrier Reef" so that readers know that it is the name of a tourist attraction.

c. Consulting the translation to internship supervisor

The next step was consulting the translation to my internship supervisor, Mr. Agus Dwi Priyanto S.S., M.CALL. Consulting the translation ensures that the Indonesian version of website was proofread by Indonesian native speaker, my internship supervisor, Mr. Agus Dwi Priyanto S.S., M.CALL.

Revisions were as follows:

Source Text	First Translation	Final Translation
Greater Springfield is a world-award winning master planned community with a focus on sustainability and world best practice environmental design.	<i>Greater Springfield</i> adalah pemenang penghargaan tingkat dunia atas masyarakat yang mendukung program <i>Master Planned</i> yang fokus pada keberlanjutan lingkungan yang	<i>Greater Springfield</i> adalah komunitas dengan perencanaan terbaik di dunia yang berfokus pada keberlanjutan dan desain lingkungan.

	digunakan untuk mempraktikkan kontruksi terbaik di dunia.	
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I did not get the message of this sentence clearly so that Mr Agus Dwi Priyanto S.S., M.CALL., my internship supervisor revised it. He suggested me to separate each idea and determiner.

Source Text	Target Text
Hanya dengan 30 menit berkendara dari Brisbane (Ibu Kota provinsi Negara Bagian Queensland) dan Ipswich (kota kedua terbesar di Queensland) dan 41 menit menggunakan kereta api dari <i>Brisbane Central</i> .	Hanya dengan 30 menit berkendara dari Brisbane (ibu kota Negara Bagian Queensland) dan Ipswich (kota kedua terbesar di Queensland) dan perjalanan selama 41 menit menggunakan kereta api dari <i>Brisbane Central</i> .
Wilayah ini memiliki kehidupan satwa liar dan tempat wisata yang memperlihatkan keanekaragaman hewan dan tumbuhan yang luar biasa di bagian Australia.	Wilayah ini menawarkan berbagai wisata alam liar yang memperlihatkan keanekaragaman hewan dan tumbuhan di bagian Australia.
Menawarkan lokasi rumah <i>Homestay</i> di lingkungan yang santai dan ramah .	Akomodasi <i>Homestay</i> yang berada di lingkungan santai dan bersahabat.

d. Rechecking, restructuring, and revising the translation

The next step was rechecking, revising and restructuring. Rechecking the translation was done to avoid miss typing or any other mistakes. Restructuring the translation due to the different structure of sentence between Bahasa Indonesia and English. I also revised the translation based on the supervisor's suggestion.

e. Final translation

The last step was typing the final translation after rechecking, restructuring, and revising the translation. This step was done in order to equate the fonts and the size of the words, also to sort out the source text table and target text table. After this step was done, I sent the document via email to Tracie Collura, my internship supervisor in Union Institute of Language.

f. Problems and solutions

There were some problems faced during translating website contents of Union Institute of Language including bad internet connections, difficulties in managing assignments and deadlines, and finding equivalent words in translating from English to Indonesian. The strategies I applied to solve those difficulties were buying an Australian SIM card in order to have my own hotspot, continuing the task at home or on weekends, using online and offline dictionaries, searching explanations on journals or specific websites, and discussing the translation with internship partners and supervisor.

Chapter 4

Conclusion and Recommendation

This chapter describes the conclusion of the internship activities at Union Institute of Language, Brisbane, Australia after explanation in previous chapter.

Conclusion

During the internship, I did three projects such as translating Indonesian folktales and assessing them to students from Japan, China, South Korea, also translating brochure and website contents of Union Institute of Language from English to Bahasa Indonesia. Besides, I participated in all activities that Union Institute of Language provided to students of Universitas Sebelas Maret, such as English classes, teaching and business observation.

The first project was translating Indonesian folktales and assessing them to students from Japan, China, and South Korea. In translating Indonesian folktales, there were five steps I had used, those steps were: 1. Analyzing the source text; 2. Transferring the message (example, technique, problems, problem-solving); 3. Consulting the translation to internship supervisor; 4. Rechecking, revising, and restructuring the translation; 5. Affixing the translation to the book, and 6. Assessing the translation. The second project was translating brochure of Union Institute of Language. In translating brochure of Union Institute of Language, there were five steps I had used, those steps were: 1. Analyzing the source text; 2. Transferring the message (example, technique, problems, problem-solving); 3. Consulting the translation to internship supervisor; 4. Rechecking, revising, and restructuring the translation and 5. Final translation. The last project was translating website contents of Union Institute of Language. In translating website contents of Union Institute of Language, there were five steps I had used, those steps were: 1. Analyzing the source text; 2. Transferring the message (example, technique, problems, problem-solving); 3. Consulting the translation to internship supervisor; 4. Rechecking, revising, and restructuring the translation and 5. Final translation.

Union Institute of Language provided opportunities to develop my skills and knowledge by doing a presentation, writing a resume and curriculum vitae, arranging internship report, presentation planning, practicing a job interview, business visit, and teaching observation. I was able to visit a cross-section to businesses and educational

institutions. First was 'Student One', a company focused on providing boarding accommodation for students who are studying in Australia. Second was 'Homestay Business', a small community that provides a temporary home for students who are studying in Australia. I also visited *TAFE*, a vocational tertiary program run by the government. I was provided with explanations, rules, and regulations for how a business operates in Australia. I also had teaching observation at *St Peters Lutheran College Children Childcare, Ipswich State High School, Springfield Central State High School, Caboolture Montessori Primary School, and University of Southern Queensland*. The teaching observation allowed myself insight into how the education system functions in Australia. Every project and class had its own difficulties, but I was able to learn something when finding the solutions.

In addition, there were some problems I faced during the process of this internship, such as bad internet connections, difficulties in managing assignments and deadlines, the lack of photo editing ability, and finding equivalent words in translating documents from English to Indonesian. The strategies I applied to solve those difficulties were buying an Australian SIM card in order to have my own hotspot, continuing the task at home or on weekends, operating the easiest photo editing software, using online and offline dictionaries, searching explanations on journals or specific websites, and discussing the translation with internship partners and supervisor.

Overall, after having an internship in Union Institute of Language for a month, it can be concluded that Union Institute of Language in Brisbane, Australia is an appropriate place to conduct an internship because the activities I had done truly develop my English skills in the field of writing, speaking, and translating documents.

Recommendation

There are some recommendations for English Diploma Program, students of English Diploma Program, and Union Institute of Language. The recommendations are as follows:

1. English Diploma Program and Universitas Sebelas Maret

English Diploma Program should add more books of Indonesian Folktales as the material in practicing translating Indonesian Folktales for their students. Moreover, English Diploma Program has to enhance their seminars or workshops in terms of translating folktales or children books, so that the skill of English Diploma Program students will not only hone in the field of translating official letters, novels, or promotional materials but also in translating folktales or children books.

English Diploma Program needs to provide translation and localization software to their students, especially the paid translation and localization software that cannot be afforded by the students. It is aimed to familiarize the students with some translation and localization software before they join to work environment for translation.

2. Students of English Diploma Program

Students of English Diploma Program should be more aware in choosing diction and vocabulary during translating folktales or children books. The message should be understood by both intermediate and advanced target readers.

Students of English Diploma Program also should be able to operate photo editing software, for example, when translating folktales or children books it will help the students to edit and affix the translation to the book. Or else, it will be better if the students can operate drawing software, so that they can draw the characters of the folktales without using someone else's pictures.

Students of English Diploma Program also has to be more aware with diction, cultural appropriateness and educational terms that used in Australia and Indonesia. Students of English Diploma Program should be able to translate considering suitable translation from the source text to target text.

3. Union Institute of Language

The book consists of folktales that Dhea and I had translated was the first book from Indonesia in the Union Institute of Language library. Therefore, the library has to provide more various kind of books from Asian countries since their students are mostly from Asia. The collection of the books in the library are mostly from Australia, America, England, Japan, and China, whereas the students are also from Vietnam, South Korea, even Indonesia.

Since the Union Institute of Language is currently building a subsidiary relationship in Indonesia. So, the promotional materials such as website and brochure have to provided in Bahasa Indonesia in order to be easily understood by Indonesian.

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Appendices

Appendix 1 : Malin Kundang Story

Appendix 2 : Kancil, A Cucumber Thief Story

Appendix 3 : A Picture of Folktales Assessment with Students from Japan, China, and
South Korea

Appendix 4 : A Picture of Folktales Assessment with Students from Japan and China

Appendix 5 : Brochure Translation

Appendix 6 : Website Translation

Appendix 7 : Certificate of Internship

Appendix 8 : Internship Evaluation Form

Malin Kundang



Once upon a time, there was a kid named Malin Kundang. He lived with his mother because his father died a long time ago. As he got older, Malin decided to go out of town looking for a job to become rich so he could make his mother happy.



On his way out of town, the ship Malin Kundang rode was attacked by pirates. The passenger belongings were robbed and were killed by the pirates. Meanwhile, Malin Kundang is luckily safe because he hid in a small room of the ship.



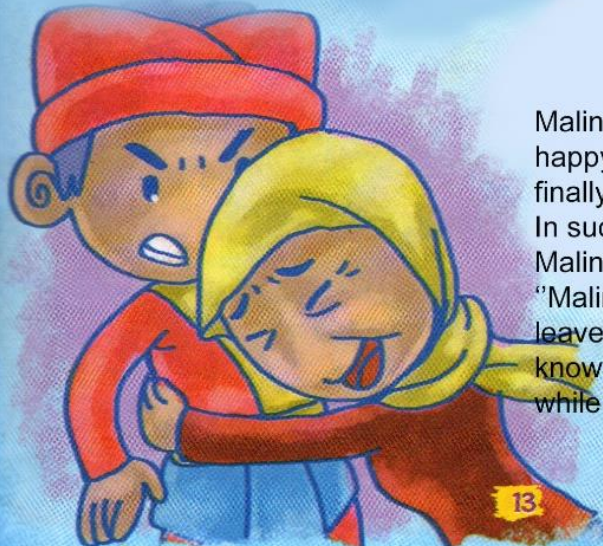
For several days, Malin Kundang's ship was adrift in the middle of the ocean until the ship stranded on a seashore. Malin kundang was starved to death so he walked to the closest village with his tired body. After his condition getting better, he decided to live there.

Due to his hard-working personality, he became a wealthy merchant. He had a lot of ships to sell his goods and loyal assistants. Then, Malin married to a really beautiful lady.





One day, Malin Kundang and his wife were sailing with their seafarers and also their assistants. Malin's mother who had been waiting for her son to come home saw a ship from the harbor in which Malin Kundang and his wife standing on the deck. She was really sure the man standing on the deck was her son, Malin Kundang and his wife.



Malin Kundang's mother was extremely happy seeing her son she yearned-for has finally come home. In such a hurry she ran into the ship to see Malin. "Malin Kundang my dear son, why did you leave for a long time without letting me know your condition," said Malin's Mother while hugging him.



Malin kundang was angry and taken aback seeing an old and poorly-dressed woman hug him all of sudden. He repelled the old woman that is actually his mother "Go away, you poor woman! I don't even know who you are!" cried Malin Kundang.

Getting unexpected reaction from his son, Malin kundang's mother was in sorrow and anger. She didn't expect his son turned to be a heartless man. Because of her furious, she yelled "my dear God, If he was my son Malin Kundang, I cursed him to be a stone!"





KANCIL, A CUCUMBER THIEF

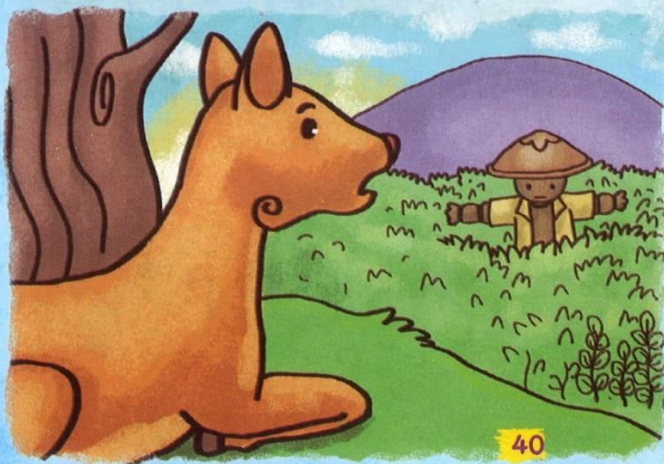
One day at noon a mouse deer named Kancil was really hungry after walking in a long journey. He went to a garden full of cucumber. When he got there, Kancil ate all the cucumbers until he was full. Kancil rested under a tree after satisfyingly eating the cucumbers.



Not for long, a farmer, as usual, come to his garden. He was taken aback knowing his cucumbers were all disappeared and his garden was in a big mess. The farmer looked close to his garden and he saw some footsteps on the ground.



The farmer had an idea to make a trick. On the day after, in an early morning, he came to his garden and brought a scarecrow that had covered with jackfruit sap that is very sticky. After putting the scarecrow in the middle of his garden, the farmer went home.



Seeing that from afar, Kancil mumbled, "Ouch! The farmer came with his friend. Alright, I should wait for them to leave. But, the scarecrow will definitely never move somewhere else. Kancil was tired of waiting and could not hold it one more minute. Kancil dared himself to come and approach the scarecrow.

"Mr. Farmer, I'm hungry. Please let me eat some cucumbers here. I'm so sorry I stole your cucumber yesterday because you were not here. I am really sorry Mr. Farmer," said Kancil. That scarecrow did not move a little bit. That scarecrow seemed to be smirking as if it was mocking Kancil and Kancil was offended.



Eventually, Kancil got mad, he kicked the scarecrow on its body with his right foot, and he was flustered because he could not pull his foot back as a result of being glued on the scarecrow's body. Then, he hit it once again with his left foot. Again, his left foot could not be pulled back because it was glued. Kancil was trapped and stuck on the scarecrow.



In the afternoon, the farmer came to his garden. He found Kancil was tapped by his prank. He immediately caught and tied him up and then put him into a cage. The farmer asked his wife to prepare the seasoning because Kancil would be served as satay dish.

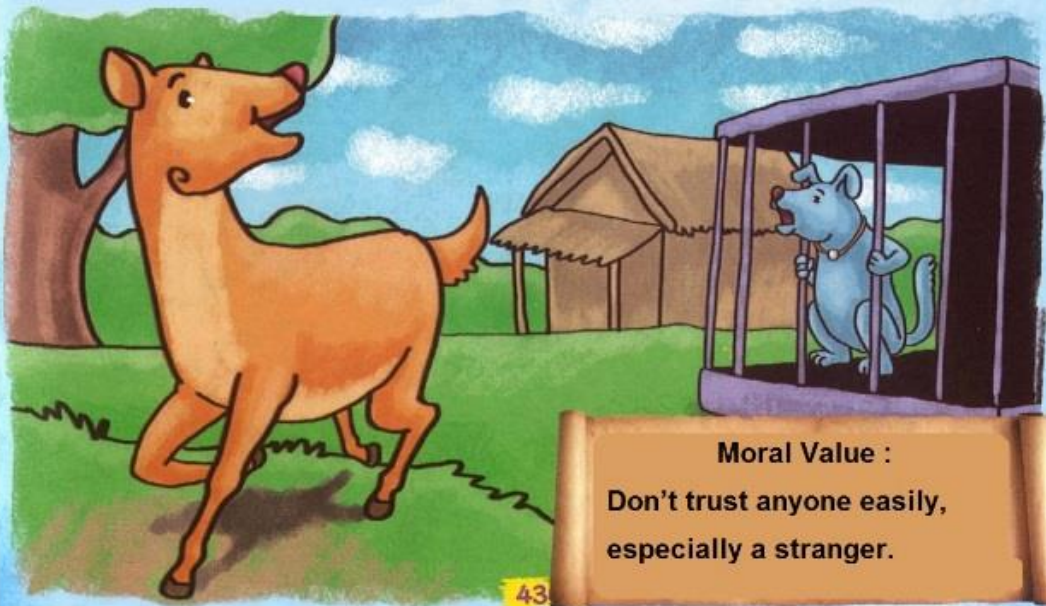
Kancil was trying his best to get out of the cage but he could not do it. He got a brilliant idea all of a sudden when he saw Mr. Farmer's dog. Kancil called that dog, "What's going on Kancil?" he asked. "Do you know that tonight Mr. Farmer will take me to a party?" "This is a special occasion to welcoming me." Kancil started to lie. "Really? Mr. Farmer did not say anything to me." the dog refused to believe in Kancil.



"If you don't believe in me, it's all up to you. I will tell Mr. Farmer not to take you with him to the party," answered Kancil. "Don't do that. I will definitely come with him," said the dog. "Then come into this cage, so that I can persuade Mr. Farmer to take you." Kancil persuading the dog. The innocent housedog opened the cage.



Kancil's trick worked out, he immediately jumped and ran away. He ran as fast as possible leaving the dog inside the cage, replacing him.



Moral Value :
Don't trust anyone easily,
especially a stranger.

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Appendix 3 : A Picture of Folktales Assessment with Students from Japan, China, and South Korea



Appendix 4 : A Picture of Folktales Assessment with Students from Japan and China



Appendix 5 : Brochure Translation

Source Text	Target Text
<p>WELCOME FROM THE CHAIRMAN <i>Mr. Hugh Ritchie</i> <i>“Welcome to Union Institute of Language (UIL). Our unique campus locations, modern facilities, supportive staff and effective lessons will provide students with a wonderful opportunity to commence successfully continue your studies in Australia.</i></p>	<p>“Selamat datang di <i>Union Institute of Language (UIL)</i>. Berlokasi di kawasan strategis dan dilengkapi fasilitas modern, staff yang suportif dan metode belajar yang sangat efektif, kami menyediakan kesempatan luar biasa bagi siswa untuk memulai belajar di Australia dengan sebaik-baiknya.</p>
<p><i>UIL’s campuses are located in Queensland, famous for its beautiful environment, friendly people and high quality education. It is an ideal location to study, relax and make Australian and international friends.</i></p>	<p>Kampus-kampus kami berlokasi di Queensland yang terkenal dengan keindahan alamnya yang indah, warga yang ramah, dan pendidikan yang berkualitas sangat tinggi. Queensland merupakan lokasi yang sangat tepat untuk belajar, bertemu bahkan berteman dengan penduduk asli Australia maupun negara lain.</p>
<p><i>UIL strongly believes in offering a caring and supportive environment for all learning. This combined with the use of modern teaching methods and our well-developed curriculum mean that all students receive the best possible English language education creating a basis for ongoing learning and career opportunities.”</i></p>	<p>Kami menawarkan lingkungan belajar yang <i>supportive</i> aman, dan nyaman bagi siswa. Hal ini juga didukung dengan metode pembelajaran yang modern serta kurikulum yang kami kembangkan dengan baik. Seluruh siswa akan mendapat pembelajaran Bahasa Inggris terbaik untuk membangun pondasi yang kuat sekaligus kesempatan karir mereka.”</p>

<p>INTRODUCING UIL</p> <p>UIL is committed to providing high quality courses to students from around the world. Our unique direct entry pathway programs assist you to select the best possible course of study prior to arriving in Australia.</p>	<p>APA ITU UIL?</p> <p>UIL berkomitmen dalam menyediakan paket pendidikan berkualitas bagi siswa dari seluruh dunia. Program <i>Direct Entry Pathway</i> (Program yang dirancang untuk membantu siswa masuk perguruan tinggi) sangat membantu Anda memilih program belajar yang tepat sebelum mereka tiba di Australia.</p>
<p>UIL provides an innovative concept in international education opportunities. We professionally manage and coordinate the process of assisting students with planning an academic pathway from English studies, exam preparation and specially designed programs to help our students develop the skills for high school, vocational college and university courses.</p>	<p>UIL memiliki beragam konsep inovatif dalam mengembangkan kesempatan mendapatkan pendidikan internasional. UIL secara profesional mengelola dan mengkoordinasi semua proses pendampingan siswa dalam membuat perencanaan akademik, mulai dari pembelajaran Bahasa Inggris, persiapan ujian hingga program yang dirancang khusus untuk membantu siswa meningkatkan ketrampilannya untuk sekolah menengah, pendidikan vokasi maupun tingkat universitas.</p>
<p>WHAT IS THE UIL PATHWAY PROGRAM?</p> <p>UIL is closely associated with some of Queensland's finest vocational colleges and high schools.</p> <p>UIL cooperates with these institutions for the referral of students and English preparation, prior to students enrolling in these institutions.</p>	<p>APA ITU PROGRAM <i>UIL PATHWAY</i>?</p> <p>UIL menjalin hubungan yang baik dengan perguruan tinggi dan sekolah menengah terbaik di Queensland.</p> <p>Kami bekerja sama dengan institusi-institusi tersebut sebagai tempat konsultasi dan persiapan bahasa Inggris siswa sebelum diterima di kampus-kampus tersebut.</p>

<p>Our experienced staff will advise you on suitable courses and institutions for you to consider. They will take into consideration you:</p> <p>⇒ previous academic experience</p> <p>⇒ future aspirations</p> <p>⇒ special interests and requirements</p>	<p>Staf kami sangat berpengalaman dalam memberi konsultasi tentang program serta institusi mana yang cocok untuk dipertimbangkan. Mereka akan mendiskusikan bersama siswahal-hal berikut :</p> <ul style="list-style-type: none"> • Pendidikan yang telah didapat sebelumnya • Cita-cita di masa depan • Minat dan syarat-syarat khusus
<p>UNIQUE ASPECTS OF UNION INSTITUTE OF LANGUAGE</p> <ul style="list-style-type: none"> • UIL is long established, being founded in 2003. • All UIL campuses are based at higher education precincts. • UIL is a direct entry English provider for TAFE Queensland campuses (Queensland Government vocational colleges). • UIL is one of a small number of private English providers licensed to present the EQI (Queensland Government high schools) English pathway program. • UIL has been delivering offshore teaching programs successfully overseas for over 10 years. 	<p>ASPEK-ASPEK UNIK MENGENAI UNION INSTITUTE OF LANGUAGE</p> <ul style="list-style-type: none"> • UIL telah lama berdiri, yaitu pada tahun 2003. • Seluruh kampus UIL berada di sekitarkampus-kampus pendidikan tinggi • UIL merupakan lembaga belajar bahasa Inggris untuk masuk TAFE di Queensland (sekolah Vokasi yang dikelola pemerintah Queensland) • UIL merupakan salah satu dari sedikit lembaga pendidikan bahasa Inggris swasta yang memiliki lisensi menggunakan program bahasa Inggris berbasis EQI yaitu sekolah dengan standar internasional. • UIL telah berhasil menyelenggarakan program

	pembelajaran di luar negeri selama lebih dari 10 tahun.
<p>CLASSROOMS AND FACILITIES</p> <p>UIL’s campuses are located in modern air conditioned premises designed to meet the needs of international students. UIL facilities include:</p> <p>⇒ bright, air-conditioned, modern classrooms and facilities</p> <p>⇒ comfortable common area for relaxation</p> <p>⇒ library</p> <p>⇒ free internet and email access for students</p> <p>⇒ quality support services for accommodation, counseling and travel assistance</p> <p>⇒ ongoing activities program</p> <p>⇒ cultural and sporting activities in the surrounding areas</p>	<p>KELAS DAN FASILITAS</p> <p>Kampus-kampus UIL telah dilengkapi dengan fasilitas pendingin ruangan untuk memenuhi kebutuhan parasiswa internasional. Fasilitas-fasilitas tersebut meliputi:</p> <ul style="list-style-type: none"> • Ruang kelas yang terang, dingin dengan fasilitas modern. • area bersama yang aman dan nyaman • perpustakaan • Internet dan akses email gratis untuk siswa • Layanan berkualitas tentang akomodasi, konseling, dan konsultasi perjalanan • berbagai aktivitas bagi siswa • aktivitas budaya dan olahraga disekitar area kampus
<p>UIL TEACHERS</p> <p>At UIL students are our first priority. We are aware that everyone learns at a different pace and in different ways. UIL teachers are well qualified and have extensive experience in helping individuals to improve their level of English and language learning skills.</p>	<p>TENAGA PENGAJAR UIL</p> <p>Di UIL, siswa adalah prioritas utama. UIL juga menyadari bahwa setiap siswa belajar dengan ritme dan cara yang berbeda-beda. Tenaga pengajar UIL sangat ahli di bidangnya serta berpengalaman luas dalam membantu setiap siswa meningkatkan level bahasa Inggris dan kemampuan belajar bahasa mereka.</p>

<p>Our classes provide a supportive, English speaking environment where you can learn, without fear of making mistakes and improve your overall confidence using English.</p> <p>UIL’s classes are small and teachers are supportive of individual student’s needs. Teachers carefully monitor all students’ progress and learning. All UIL staff participate in ongoing professional development to ensure that our students receive a high level of care and attention.</p>	<p>Kelas-kelas di UIL menyajikan lingkungan belajar yang mendukung siswa berlatih berbicara bahasa Inggris. Dengan lingkungan seperti itu, siswa dapat belajar tanpa khawatir membuat kesalahan, sehingga meningkatkan kepercayaan diri dalam menggunakan bahasa Inggris.</p> <p>UIL memiliki kelas-kelas yang lebih kecil dan tenaga pengajar yang sangat mengerti kebutuhan setiap siswa. Tenaga pengajar UIL memantau seluruh perkembangan dan proses pembelajaran para siswa dengan teliti. Seluruh staff UIL juga aktif dalam program pengembangan profesi untuk memastikan bahwa setiap siswa mendapatkan perhatian penuh.</p>
<p>CAMPUS LOCATIONS</p> <p>UIL has 2 campus locations in Australia.</p> <p>Education City, Springfield: UIL’s main campus.</p> <p>Springfield is a modern, growing community conveniently located 30 minutes from both Brisbane, Queensland’s capital city and Ipswich, Queensland’s second largest city and less than 1 hour from the famous Gold Coast.</p>	<p>LOKASI KAMPUS</p> <p>UIL memiliki dua lokasi kampus di Australia.</p> <p>Education City, Springfield: kampus utama UIL.</p> <p>Springfield merupakan kawasan yang modern dan terus berkembang, berlokasi sekitar 30 menit dari ibu kota negara bagian Queensland, Brisbane, maupun kota terbesar kedua di Queensland, Ipswich, dan hanya memakan waktu kurang dari satu jam dari <i>Gold Coast</i> yang sangat terkenal.</p>
<p>TAFE North – Cairns:</p> <p>UIL has had an on campus presence at Cairns TAFE since January 2010. This</p>	<p>TAFE North – Cairns :</p> <p>UIL memiliki kampus di Cairns TAFE sejak Januari 2010. Kampus ini terletak di</p>

<p>campus in the world famous North Queensland tourist destination of Cairns is currently being used for study tour students (including combined English and TAFE training study tour programs).</p>	<p>Cairns, destinasi wisata di <i>North Queensland</i> yang terkenal di seluruh dunia dan saat ini tengah dijadikan tempat study tour para siswa (termasuk program kombinasipelatihan Bahasa Inggris dan pelatihan TAFE)</p>
<p>UIL campuses are carefully selected in suitable locations to offer students access to:</p> <ul style="list-style-type: none"> • a safe, clean, healthy environment • a supportive and active community • quality secondary schools – boarding, day, co-ed and single gender • Queensland’s leading universities and vocational education and training providers • support from local government and businesses • sporting and recreation facilities • shopping precincts • entertainment and cultural activities 	<p>UIL memilih lokasi kampus yang sangat strategis untuk memudahkan siswa mendapatkan :</p> <ul style="list-style-type: none"> • Lingkungan yang aman, nyaman bersih dan sehat • Masyarakat yang suportif& produktif • Sekolah menengah yang berkualitas, dilengkapi asrama, jam belajar pagi hingga sore, kelas campuran dan kelas yang dikelompokkan sesuai jenis kelamin. • Universitas-universitas dan sekolahVokasidanLembaga Pelatihan unggulan di Queensland • Dukungan penuh dari perusahaan dan pemerintah daerah • Fasilitas olahraga dan rekreasi • Area perbelanjaan • Aktivitas hiburan dan budaya

COURSES	Program
<p>General English: Elementary to Advanced Levels (5 Levels) 10 weeks *</p> <p>General English offers English for students preparing for entry into the Secondary School Preparation Program or English for Academic Purposes courses as well as English language development and recreational English.</p>	<p>General English : Mulai dari Tingkat Dasar hingga Tingkat Lanjut(5 level) selama 10 minggu</p> <p>UIL menawarkan program <i>General English</i> dalam dua paket: ‘‘Secondary School Preparation Program (Program Persiapan Masuk Sekolah Menengah)’’ atau ‘‘English for Academic Purposes (Bahasa Inggris untuk keperluan akademik)’’, maupun Program Peningkatan Ketrampilan berbahasa Inggris dan Bahasa Inggris rekreasi</p>
<p>Secondary School Preparation Program (SSPP) Springfield Campus only *</p> <p>Prepares students to enter Junior or Senior secondary school in a UIL partner school</p>	<p><i>Secondary School Preparation Program (SSPP)</i> (Program Persiapan Masuk Sekolah Menengah)</p> <p>Hanya tersedia di Kampus Springfield* Mempersiapkan siswa agar diterima di Sekolah Menengah Pertama atau Sekolah Menengah Atas mitra UIL.</p>
<p>Junior high school entry (years 8-10): 20 week SSPP</p> <p>Senior high school entry (years 11-12): 10 week SSPP</p>	<p>Sekolah Menengah Pertama (kelas 8-10) : Persiapan Masuk Sekolah Menengah selama 20 minggu</p> <p>Sekolah Menengah Atas (kelas 11-12) : Program Persiapan Masuk Sekolah Menengah selama 10 minggu</p>
<p>English For Academic Purposes (EAP) – Direct Entry English Program (DEEP) (3 levels) 10 weeks</p> <p>Provides students with the necessary skills</p>	<p>English for Academic Purposes (EAP) – Direct Entry English Program (DEEP) (3 level) selama 10 minggu</p> <p>Program yang meningkatkan ketrampilan</p>

to feel confident to commence studies at tertiary institutions.	serta keahlian yang diperlukan agar siswa merasa lebih percaya diri untuk memulai pendidikan di perguruan tinggi.
<p>IELTS Preparation (2 levels) 10 weeks Prepares students for the IELTS exam.</p> <p>Study Tours UIL staff are experienced in designing a study tour to suit your group's needs. Study tours are available for groups of all ages at any time of the year.</p>	<p>IELTS Preparation (Persiapan tes IELTS) (2 level) selama 10 minggu. Membantu siswa mempersiapkan diri untuk tes IELTS.</p> <p>Darmawisata Program ini dapat diatur sesuai kebutuhan rombongan karena staf UIL berpengalaman merancang darmawisata yang tersedia bagi rentang usia berapapun dan kapanpun.</p>
<p>Specialist Programs UIL can offer a comprehensive range of services in the development and delivery of professional education programs. UIL has the ability and staff to customise and design specific courses for individual clients and groups.</p>	<p>Program Spesialis UIL menawarkan berbagai layanan dalam hal pengembangan dan pelaksanaan program pendidikan profesi. UIL juga berkompeten merancang program khusus bagi klien perorangan maupun kelompok.</p>
<p>Professional Development Courses UIL can combine English and professional development programs related to local government, administration, nursing and other industry specific areas.</p>	<p>Program Pengembangan Profesi UIL menggabungkan program belajar Bahasa Inggris dengan program pengembangan profesi yang terhubung dengan pemerintah setempat, administrator, keperawatan dan berbagai bidang spesifik lainnya</p>
<p>Testing Centres UIL's Springfield campus is an accredited TOEIC testing centre.</p>	<p>Pusat Tes Kampus UIL di Springfield sudah terakreditasi sebagai pusat tes TOEIC.</p>

<p>Course</p> <p>UIL courses aim to provide you with the English skills you need to prepare for your future studies, travel or employment.</p> <p>Each UIL course is designed to provide you with the opportunity to improve each of your skill areas of reading, writing, listening and speaking. Our supportive teachers will encourage you to accurately use your English in a variety of situations.</p>	<p>Program</p> <p>Program-program UIL bertujuan mempersiapkan ketrampilan Bahasa Inggris siswa dalam persiapan studi, perjalanan, atau kebutuhan pekerjaan.</p> <p>Setiap program UIL dirancang agar siswa berkesempatan meningkatkan ketrampilan diberbagai bidang, seperti ketrampilan membaca, menulis, mendengarkan, dan berbicara. Guru-guru UIL yang sangat suportif akan membantu siswamenggunakan Bahasa Inggris dengantepat dalam berbagai situasi.</p>
<p>UIL’s General English Course will assist you to improve your level of English for work, travel or to commence further English preparation and examination courses as part of your academic pathway.</p> <p>UIL’s staff will assist you to select the most appropriate course to meet your individual needs. UIL will also design and tailor courses to meet the requirements of corporate trainers and for professional development.</p>	<p>Program <i>General English</i> diUIL akan membantu siswa meningkatkan kemampuan berbahasa Inggris untuk dunia kerja, perjalanan, maupun untuk memulai program pelatihan dan tes Bahasa Inggris tingkat lanjut sebagai bagian dari jalur akademik siswa.</p> <p>Staf UIL juga membantu memilih program yang paling sesuai dengan kebutuhan siswa. UIL akan merancang dan menyesuaikan program-program yang sesuai dengan kebutuhan perusahaan serta pengembangan profesi.</p>
<p>STUDENT SERVICES COUNSELLING SERVICES</p>	<p>LAYANAN SISWA LAYANAN KONSELING</p>

<p>UIL’s teaching staff are experienced in assisting students with advice relating to their progress, future study plans and any issues they may encounter during their time in Australia.</p> <p>UIL coordinates access to professional counsellors to assist students with any areas of concern.</p> <p>UIL coordinates an orientation program for each student entering a partner school. This may involve visiting the school and attending classes for 1-3 days, staying at the boarding house and joining activities with Australian students for a week-end and meeting with the school counsellor for subject selections.</p> <p>Visits to universities and colleges are coordinated for students to meet with staff to discuss subject selection and participate in orientation programs.</p>	<p>Staf pengajar UIL sangat berpengalaman dalam memberikan konsultasi mengenai peningkatan prestasi, rencana belajar di masa yang akan datang dan berbagai masalah yang mungkin muncul ketika tinggal di Australia.</p> <p>UIL memiliki layanan konselor profesional yang akan membantu siswa dengan berbagai macam permasalahan.</p> <p>UIL menyediakan program orientasi bagi siswa yang akan masuk ke sekolah mitra UIL. Kegiatan orientasi meliputi kunjungan ke sekolah, mengikuti beberapa kelas selama 1-3 hari, merasakan tinggal di asrama, bergabung dalam aktivitas akhir pekasiswa Australia, serta bertemu konselor sekolah untuk menentukan mata pelajaran yang akan di pilih.</p> <p>UIL juga menyelenggarakan kunjungan ke berbagai agar siswa dapat bertemu dan berdiskusi langsung dengan staf universitas mengenai pemilihan mata kuliah dan mengikuti program orientasi.</p>
<p>AIRPORT TRANSFERS</p> <p>UIL will arrange for a representative to meet you at the domestic or international airport in Brisbane or the Gold Coast and accompany you to your accommodation or to your UIL campus.</p>	<p>TRANSPORTASI DARI BANDARA</p> <p>UIL akan mengirim perwakilan untuk menjemput siswa di bandara <i>Brisbane</i> atau <i>Gold Coast</i> dan mengantar siswa ke tempat tinggalnya atau kampus UIL</p>

<p>High school students living in a boarding house of a UIL partner school, may be met at the airport by that school's representative.</p> <p>If you are over 18 and wish to travel independently to your accommodation, UIL will advise you of the most convenient form of transport.</p>	<p>Siswa sekolah menengah yang tinggal di asrama sekolah mitraUIL akan dijemput di bandara oleh perwakilan sekolah yang bersangkutan.</p> <p>Jika siswa berusia lebih dari 18 tahun dan ingin pergi ke tempat tinggalnya sendiri, UIL akan merekomendasikan transportasi yang paling nyaman.</p>
<p>ACCOMMODATION</p> <p>UIL manages a homestay program of over 500 families from its Springfield campus.</p> <p>Our homestay families are care-fully selected to meet UIL's expectations. All homestay families are very carefully screened for suitability.</p> <p>Your homestay families will assist you to your UIL campus on the first day so that you and you are familiar with travel to and from your homestay.</p>	<p>TEMPAT TINGGAL</p> <p>UIL mengelola program <i>homestay</i> dengan lebih dari 500 keluarga dari kampus Springfield.</p> <p><i>Homestay family</i> UIL diseleksi sangat ketat agar memenuhi persyaratanUIL.</p> <p><i>Homestay family</i> akan mengantarsiswa ke kampus pada hari pertama, sehingga siswa hafal jalan menuju dan pulang dari kampus</p>
<p>Boarding house accommodation is available to students entering one of UIL's partner boarding schools. Boarding houses provide a caring and supportive environment for students preparing to enter an Australian high school.</p> <p>Over 18 year old students can stay in share accommodation with other students or in apartment accommodation near to</p>	<p>Tempat tinggal berupa asrama juga tersedia bagi siswa yang akan memasuki sekolah asrama mitra UIL. Asrama menyediakan lingkungan yang suportif bagi siswa yang sedang mempersiapkan diri masuk sekolah di Australia.</p> <p>Siswa yang berusia lebih dari 18 tahun dapat tinggal bersama siswa lain atau</p>

<p>their UIL campus in addition to homestay.</p>	<p>tinggal di apartemen yang dekat dengan kampus UIL.</p>
<p>APPLICATION</p> <p>Upon application to UIL, a student will be required to complete an English assessment. This will assist our staff to determine how many weeks English tuition you will need to achieve your personal goals. UIL staff will advise you of the best course/s to suit your individual students needs.</p> <p>You will also be asked to advise UIL staff of your future study intentions in Australia. UIL will provide you with detailed information on our partner institutions and answer any of your queries.</p>	<p>PENDAFTARAN</p> <p>Saat mendaftar ke UIL, siswa diwajibkan untuk mengikuti asesmen Bahasa Inggris. Hasil dari asesmen ini akan digunakan untuk menentukan durasi program pendidikan yang diperlukan untuk mencapai tujuan yang diinginkan siswa. Staf UIL akan menyarankan program terbaik yang sesuai dengan kebutuhansetiap siswa.</p> <p>Siswa juga akan diminta menjelaskan tujuan melanjutkan sekolah di Australia. UIL akan menyediakan informasi rinci tentang institusi mitra UIL dan menjawab semua pertanyaan siswa.</p>
<p>PATHWAY PROGRAM - SCHOOL, COLLEGE, UNIVERSITY</p> <p>UIL will advise you of the best course for you to complete to help you meet the entry requirements for your next course of study. UIL will assist in arranging all applications and documentation for your school, college or university of choice prior to you arriving in Australia.</p>	<p>JALUR PROGRAM – SEKOLAH, PERGURUAN TINGGI, UNIVERSITAS</p> <p>UIL akan merekomendasikan program terbaik untuk membantu siswa memenuhi persyaratan jenjang pendidikan selanjutnya.</p> <p>UIL akan membantu siswa dalam mengurus pendaftaran dan dokumen-dokumen sekolah, perguruan tinggi atau universitas pilihan sebelum tiba di Australia.</p>

<p>HOW DO I ENROL AT UIL?</p> <ol style="list-style-type: none"> 1. Complete the application form and providing as much information as possible about your future study, work or travel plans. 2. Return the completed application forms to UIL. 3. UIL will provide you with <ul style="list-style-type: none"> • a Letter of Offer for your selected UIL courses and you will receive a Letter of Offer from any follow-on institutions applied to. • Invoices for the courses you have applied for. 4. After payment UIL will forward you Confirmations of Enrolment and necessary Letters of Acceptance for your visa processing. 	<p>BAGAIMANA CARA MENDAFTAR KE UIL?</p> <ol style="list-style-type: none"> 1. Isi formulir pendaftaran dengan informasi selengkap mungkin mengenai rencana belajar, pekerjaan/karir atau perjalanan. 2. Kirim formulir pendaftaran yang telah diisi ke UIL 3. UIL akan menyediakan <ul style="list-style-type: none"> • Surat Penawaran mengenai program yang telah di pilih dan siswa akan menerima Surat Penawaran lanjutan dari institusi tempat siswa mendaftar. • Tagihan biaya pendidikan pilihan siswa. 4. Setelah pembayaran lengkap, UIL akan mengirimkan konfirmasi pendaftaran dan dokumen yang diperlukan, seperti <i>Letter of Acceptance</i> (Surat Keterangan Diterima) untuk proses aplikasi visa.
<p>THE AUSTRALIAN EDUCATION AND LIFESTYLE EXPERIENCE IS SAFE AND FULFILLING</p> <p>Australia provides a unique environment for students to experience. Our healthy lifestyle, wonderful climate, friendly</p>	<p>PENDIDIKAN DAN GAYA HIDUP DI AUSTRALIA YANG AMAN DAN MENYENANGKAN</p> <p>Australia menawarkan lingkungan unik dan menarik untuk dirasakan siswa. Gaya hidup sehat, iklim yang menakjubkan,</p>

<p>people and quality education providers ensure that international students have the opportunity to learn in a safe and supportive environment.</p> <p>UIL staff will assist you to plan enjoyable activities including sports, outdoor recreation or sightseeing in your free time.</p>	<p>masyarakat yang ramah dan penyedia pendidikan berkualitas tinggi akan memastikan siswa internasional mendapatkan kesempatan belajar di lingkungan yang aman dan suportif.</p> <p>UIL membantu siswa merencanakan aktivitas yang menyenangkan termasuk olahraga, rekreasi luar ruangan atau sekedar jalan-jalan di waktu luang.</p>
<p>Australia has some of the most beautiful places to visit in the world. Our sandy beaches and stunning coastline, world heritage rainforests and famous outback provide opportunities for international students to experience unique sights and activities. These activities also allow you to meet Australian people and practice your English in real situations.</p>	<p>Australia memiliki beberapa tempat terindah didunia untuk dikunjungi. Garis pantai dengan pasir yang menakjubkan, hutan hujan sebagai warisan budaya dan daerah pedalaman yang terkenal, semua akan memberikan siswa internasional pengalaman yang unik dan berkesan. Aktivitas seperti ini mampu melatih Bahasa Inggris siswa pada situasi nyata dengan bertemu penduduk asli Australia.</p>
<p>Australian cities are well known for their clean, unpolluted environments. Access to a range of cultural activities ensures there is something of interest for everyone.</p>	<p>Kota-kota di Australia sangat terkenal akan kebersihan serta lingkungannya yang bebas polusi. Akses mudah ke berbagai aktivitas kebudayaan semakin menegaskan bahwa kegiatan ini akan menarik untuk semua orang.</p>
<p>Cheap and efficient transport systems enable you to travel easily.</p> <p>Australian cities and towns regularly host a variety of festivals and celebrations</p>	<p>Sistem transportasi yang murah serta efisien memudahkan siapapun dalam berpergian.</p> <p>Kota-kota di Australia</p>

<p>throughout the year. UIL staff will be pleased to assist you to plan weekend and holiday activities.</p>	<p>mengadakan berbagai macam festival dan perayaan secara rutin sepanjang tahun. Staf UIL akan membantu siswa merencanakan aktivitas akhir pekan atau hari libur.</p>
<p>Whether you choose to study in Australia for a short course or for high school or tertiary studies, UIL will be pleased to help you experience life in Australia. At UIL we realize that your education is a priority. Your decision to study with UIL in Australia provides you with the opportunity to receive world class education, make international friends and experience life in Australia. These will be the experiences and memories of a lifetime.</p>	<p>UIL akan dengan senang hati membantu siswa, baik yang akan menempuh program pendidikan pendek, sekolah menengah maupun yang akan masuk perguruan tinggi di Australia. Di UIL, pendidikan siswa adalah prioritas kami. Dengan belajar di UIL siswa akan mendapatkan pendidikan kelas dunia, menjalin pertemanan dengan orang dari berbagai negara, serta mendapatkan pengalaman hidup di Australia. Ini akan menjadi pengalaman dan kenangan yang tak terlupakan bagi siswa.</p>

Appendix 6 : Website Translation

Source Text	Target Text
<p>Add to Campus location – Springfield</p> <p>Red is new content.</p> <ul style="list-style-type: none"> • Greater Springfield is a world-award winning master planned community with a focus on sustainability and world best practice environmental design. • Estimated current population of 32,000 residents. • UIL is situated in Education City which also includes a major campus of the University of Southern Queensland, TAFE Queensland South West, The Studio of Performing Arts Springfield and two Kindy Patch Early Education Centres. • Supportive mult-cultural community and local government. • 30 minute drive from Brisbane (Queensland’s Capital City) and Ipswich (Queensland’s second city) and a 41 minute rail trip from Brisbane Central. • Close to all major transportation routes. • Orion Great Springfield shopping 	<ul style="list-style-type: none"> • <i>Greater Springfield</i> adalah komunitas dengan perencanaan terbaik di dunia yang berfokus pada keberlanjutan dan desain lingkungan. • Perkiraan populasi 32.000 penduduk. • UIL terletak di <i>Education City</i>, tempat dimana kampus utama University of Southern Queensland, TAFE Queensland South West, The Studio of Performing Arts Springfield dan dua Kindy Patch Early Education Centres berada. • Masyarakat yang multikultural dan pemerintah daerah yang mendukung. • Hanya dengan 30 menit berkendara dari Brisbane (ibu kota Negara Bagian Queensland) dan Ipswich (kota kedua terbesar di Queensland) dan perjalanan selama 41 menit menggunakan kereta api dari <i>Brisbane Central</i>.

<p>precinct.</p> <ul style="list-style-type: none"> ▪ Robelle Domain is a central parkland providing more than 11 kilometres of boardwalks, walking and cycle tracks, sports fields and playgrounds. The parklands also offer waterfalls, cafe, water cascades, water play area and interactive playgrounds. ▪ Springfield also has an abundance of recreational activities available such as golf, tennis, canoeing at the lakes, and bushwalking at Spring Mountain. ▪ High quality homestay families. ▪ Modern homes. 	<ul style="list-style-type: none"> • Akses mudah ke semua jalur transportasi utama. • Pusat perbelanjaan <i>Orion Great Springfield</i>. • Robelle Domain adalah taman kota yang dilengkapi jalur pejalan kaki dan jalur sepedasepanjang 11 kilometer, lapangan olahraga, dan taman bermain. Area taman ini juga memiliki air mancur, kafe, air terjun buatan, area bermain air, dan taman bermain. • Springfield memiliki banyak tempat rekreasi seperti lapangan golf, tenis, danau untuk kano, dan area pendakiandi <i>Spring Mountain</i>. • Keluarga homestay terbaik. • Rumah bergaya modern.
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Statement of Participation

This is to certify that

AYULIANA SURYA NINGSIH

born on 24 April 1997

has attended the

**UNIVERSITAS SEBELAS MARET (UNS)
ENRICHMENT PROGRAM**

for the period

27 August 2018 - 18 September 2018



*Academic Manager
Dawn Creighton*

14/09/2018

Date

Appendix 8 : Internship Evaluation Form



STUDENT INTERNSHIP EVALUATION FORM

Student Name : Ayuliana Surya Ningsih
Student ID : B3116012
Place of Internship : Union Institute of Language, Springfield Lakes, Australia

Criteria	Mark (0-10)	Weight	Mark x Weight
Discipline	10	2	20
Creativity and Problem Solution Skills	10	2	20
Teamwork	8	2	16
Communication Skills	8	2	16
Quality of Work	10	2	20
Total Score			92

Supervisor's Evaluation :

Ayuliana participated fully in this enrichment/ internship program. While she was very comfortable working with Dhea, she was at times a little reticent to explore other partnerships. She is a reserved student; however, as the program progressed, Ayuliana gained confidence in her abilities and began to take risks. She always completed tasks and managed her time exceptionally well. Ayuliana demonstrated considerable skills in regard to her translations and dealing with students who have special needs. She and Dhea revised their initial presentation when it became apparent it may not have been the best for the students in their Ipswich group. This demonstrated her confidence and ability to be flexible and adaptable. Ayu is a kind, diligent student and I wish her the best for the future.

Brisbane, 17 September 2018

Anne McDougall
Principal

Tracie Collura
Supervisor