Emotional Intelligence and Students' Translation Ability at English Department of Halu Oleo University

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ABSTRACT

Emotional intelligence and translation ability level vary among individual students. The present study seeks to examine (1) the relationship between students' emotional intelligence and their translation ability. It also aims at (2) determining which dimension of emotional intelligence can best predict students' translation ability. The study employed a descriptive quantitative design. Participants of this study were the sixth semester students in Translation Class at English Education Department of Halu Oleo University. The population was 101 students and 80 students were taken as the sample using purposive sampling technique. The data were obtained from emotional intelligence questionnaire and students' translation scores. The analysis used Pearson correlation and Regression analysis by using SPSS 20. The results reveal that (1) there is no significant relationship between emotional intelligence and students' translation ability, and (2) one of the dimensions of emotional intelligence have statically relationship with students' translation score that is self-regulation dimension.

Keywords:
relationship, emotional intelligence, translation ability

1. Introduction (12 PT)

The fact says that each capacity to learn foreign language tends to be different. According to Hornsby (2005:662) language is a system of sounds or word used by humans to express their thinking and feeling. Among a lot of factors contributing to second or foreign language learning success including motivation or personality types, it seems that one significant factor which accounts for success in language learning is the degree of intelligence that individual process (Pisghadam, 2009:1).

One of the recent studies in psychology is the study of Emotional Intelligence (EI), which considered as one of the most important dimensions of intelligence (Murphy, 2006). Emotional Intelligence is a new term and many scholars try to describe and measure it. Considerable studies also show that EI plays a central role in students' academic success, personal and social lives beyond the effects of personality and general intelligence (Jennings & Greenberg, 2009:1). The importance of Emotional Intelligence exists because emotions drive attention which impact learning, memory, and behavior (Ohman, Flykt & Esteves, 2001 in Bracket & Katulak, 2006).

Emotional intelligence is something that can train and improved with the knowledge. Positive emotions can improve performance, while negative ones can diminish it (Darling-Hammond, et.al n.d, 2014:90). In relation to translation ability, there are many problems to face in translation, these remind us that many aspects are involve it including communication situation, cultural context of source language text,

lexicon and grammar (Larson 1984:3). Whatever the problems of translation are, still they have some processes to exchange the meaning of the source language into the target language. In translation, the meaning which exchanged must constant, only the forms change.

Translation is also the other four skills in mastering English language, as well as listening, speaking, reading, and writing, translation is also has major function. A translation process is not as easy as we think. Translation is an activity that increases students' awareness toward similarities and differences between source and target language grammatical structure.

Successful translators have sometimes been described as emotionally engaged individuals (Fraser, 1996:95) who derive personal and contextual meanings from texts (Boase-Beier, 2006:53) and create interpersonal relationships with source text authors and assumed target text readers (Jääskeläinen, 1999:224). Translation ability level and emotional intelligence of each other person is different. Based on that case, the researcher wants to know the relationship between translation ability and emotional intelligence of the sixth semester students of English Department of Halu Oleo University.

The researcher took sixth semester students as a sample because they already joined translation class last semester. So that the researcher correlate the total score of translation class with emotional intelligence of students itself. Based on the background described above, thus the research questions of this research are: "Is there any significant relationship between students' Emotional Intelligence and their translation ability?" and "Which dimension(s) of Emotional Intelligence can best predict students' translation ability?"

2. Methods

The main topic of this research is to examine the relationship between Emotional Intelligence and students' translation ability. This study is a correlation research. Descriptive quantitative method was employed to analyze the data by using the SPSS 20. Then, this study described or analyzed which five dimensions of emotional intelligence can best predict students' ability in translation; they are self-awareness, self-regulation, self-motivation, empathy and social skill.

The questionnaires based on Daniel Goleman's Emotional Intelligence Framework prepare and adopted by The Consortium for Research on Emotional Intelligence; adapted into a questionnaire by Belinda Davies The researcher minimized the questionnaire into five questions in every each dimension of Emotional Intelligence based on students' condition in learning process. To know the students' translation achievement, the researcher used their translation score. The score was found from department's document. The questionnaire was analyzed by using Statistical Package for Social Sciences (SPSS 20). After that, the data of emotional intelligence questionnaire and translation score analyzed with pearson correlation analysis. To know which dimension of Emotional Intelligence can best predict the students' success in translation ability, Regression analysis with stepwise method were also employed through SPSS statistic software as well. The result of students' emotional intelligence and translation ability score analyzed using Regression analysis through SPSS 20.

3. Result

Correlations

		emotional intelligence	Translation
Emotional intelligence	Pearson Correlation	1	,126
	Sig. (2-tailed)		,265
	N	80	80
Translation	Pearson Correlation	,126	1
	Sig. (2-tailed)	,265	
	N	80	80

From the table above, it is clear that correlation of two variables; r= .126, with n= 80, suggest that emotional intelligence and students' translation is on negative correlation. The value of sig. alpha = 0,265>0,05, Sig.alpha is higher than 0,05, means that emotional intelligence questionnaire score and students' translation score have no significance correlation.

In order to investigate the second research question about which dimensions of emotional intelligence can best predict students' translation, regression linear analysis was carried out.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.181	7.825		8.330	.000
	self awareness	-.139	.343	-.052	-.405	.687
	self regulation	1.576	.518	.372	3.043	.003
	self motivation	-.452	.429	-.146	-1.053	.296
	Empathy	.186	.304	.079	.612	.542
	social skill	.108	.351	.043	.308	.759

a. Dependent Variable: translation score

From the table above, the data analysis clearly shows that the Sig of other four dimensions of emotional intelligence value is higher than 0.05 while Self-regulation dimension value is lower than 0.05. Therefore, it can be conclude that one of the dimension of emotional intelligence (self-regulation) have statically relationship with students' translation score.

4. Discussion

The findings show that there is no relationship between emotional intelligence and students' translation ability. Meanwhile, one of the dimensions of emotional intelligence has statically relationship with translation ability that is self-regulation dimension. The findings of this study revealed that from Pearson-correlation analysis sig alpha is higher than 0,05 (Sig. alpha = 0,265 > 0,05), it means that there was no significant relationship between the Emotional Intelligence and the students'

translation ability. The result of second analysis about dimensions of emotional intelligence that can best predict students translation ability show that one of the five dimensions of emotional intelligence that is self-regulation have statically relationship with students' translation score (sig= 0.003 < 0.05).

According to Joseph and Newman (2010:69) "persons with high emotion regulation ability make well in jobs that need high emotional labor." According to Goleman (1998), self-regulation refers to the skill to handle emotions in carrying out work to make it easier and lack of disrupting the job. Goleman (1998) also implies that those with strong self-regulation skills are high in carefulness. It can be conclude that self-regulation and translation ability have relationship each other because students with self-regulation ability high in carefulness and concentration in translation a text so it can make easier to do their task. In addition, students with self-regulation ability have stable emotion and can handle their emotions well, so it has relationship with their translation ability.

There are some researchers have same finding with this present study. As the result from Samaneh Moghimi, Mandana Yousefi, and Kazem Yousefi (2015), their finding show that there is no any relationship about emotional intelligence and students' translation ability. The previous studies that have same findings with this research also have some different aspects, such as the instrument of emotional intelligence and students' translation ability.

A brief review of the literature indicates that in some studies, translators' Emotional Intelligence was found to affect the quality of the translation product, the process of translating and producing a good translation; while one study did not find a significant relationship between total Emotional Intelligence and translation quality. The researcher supported with relevant finding by Shangarffam and Abolsaba (2009) showed that Emotional Intelligence does not have any relationship with the learners' translation ability. The researcher also said that although the findings of the study show that emotional intelligence does not have any relationship with the quality of translation, their suggest that to train more efficient translators, teachers and professors would better consider the concept of emotional intelligence in their teachings of translation materials. This is, of course, in agreement with the results of the present study.

On the other hand, the results of the present study are opposed to the findings of other researchers such as Mohammad R. Talebinejad (Islamic Azad University, Iran, 2012), Mehrdad Zarafshan (Islamic Azad University, Iran, 2012), who believe that emotional intelligence has a significant relationship with students concerning reading performance, language learning strategies, and reading comprehension.

The contrast finding with this research might be due to employing different methods for assessing emotional intelligence questionnaire and the students' translation ability, different sampling procedures, or different random environmental factors.

In conclusion by concerning on theory, the previous researcher, and the result of this present study, it can be stated that the findings of this research revealed there was no significant relationship between emotional intelligence and the students' translation ability. Besides, the dimensions of emotional intelligencethat can best predict students' translation ability show that one of the dimensions of emotional

intelligence has statically relationship with students' translation score, that is self-regulation dimension.

5. Conclusion

Based on the findings of the research and the discussion, there are some conclusions which can be drawn by the researcher. The finding of this study shows that there is no significant relationship between emotional intelligence and students' translation in sixth semester students at English Department of Halu Oleo University. The analysis about the dimensions of emotional intelligence that can best predict students' translation ability show that one of the dimensions of emotional intelligence have statically relationship with students' translation score that is self regulation dimension.

Based on the findings of this study and after having some conclusions before, it is advisable to suggest these recommendations to the future researcher. For future studies, the next researcher can conduct another study related to translation and emotional intelligence in order to make a comparison with this research. The next researcher may investigate the effect of students emotional intelligence on students' translation ability. For further research can take other participants to be the material in a different place or location in order to add the data about students' emotional intelligence and students' translation.

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