STRATEGIES AND TECHNIQUES OF TRANSLATION IN TRANSLATING SONGS AS 21st CENTURY CURRICULUM

Farrah Zakiyah Anwar

Muhammadiyah University of Surakarta, Pabelan, Kartasura, Surakarta

Corresponding author: farrahzakiyahanwar@gmail.com

ABSTRACT

Song is one of English material in 21st century curriculum at senior high school. To produce memorable and beautiful meaning, song lyrics comprise language variation, figurative language, idioms, and pragmatics. However, students will face problems in translating and comprehending the meaning of the song lyric. Therefore, to figure out the message and the intended meaning from the song lyrics, the students should understand techniques and strategies in translation. Regarding with the statements, the aims of this study are to find out kinds of difficulty faced by the students, to analyze kinds of translation technique used by the students and strategies to overcome their difficulties in translating English song. In conducting the research, the writer used descriptive qualitative research based on Creswell theory. The result of the research showed that the students faced difficulties in determining figurative language, idiom, linguistics factors grammatical, referential, connotative, and contextual meaning in song lyric. There are six translation techniques used by the students: literal translation, reduction, modulation, amplification, linguistic compression, and transposition. There are several strategies can be used to help students in translating variation of meaning in English song: shifting shape, shape in meaning, adaptation, contextual matching and matching recorded. Learning techniques of translation and their strategies are useful for receiving better understanding in language enhancement. In addition, to translate the source into target language, students will also have a good comprehension of the song's content.

Keywords: translation techniques, translation strategies, translation difficulties, song, 21st century curriculum

INTRODUCTION

English is one of compulsory subject in secondary school. In learning English, students will encounter the process of translation to find out the meaning of subject material. Basically, Translation is an activity for replacing text from one language to another (Larson, 1984). But, it is more than just replacing the text; translation is the process of conveying the same message from Source language into target language in proportion (Lomaka, 2017). However, translating is not an easy undertaking. During translation process, students could find some problems and errors in producing translation products because some students tend to translate the text literally which cannot be avoided

(Lomaka, 2017). Consequently, by implementing literal translation, translation result will be acceptable or not. Thus far, translation problems have been approached almost exclusively from a linguistic point of view (Catford, 1965).Besides, there are a broader aspect of problems such as textual, pragmatic, cultural and linguistic (Nord, 1991; Wuryantoro, 2017); textual, pragmatic and semiotic (Fernández Guerra, 2012); text linguistic, extra linguistic, pragmatic, instrumental (Molina & Albir, 2002). This could be because translating is not only associated with language alteration but also related to competence in understanding the meaning, context, speech acts and cultural values contained inside.

Another problem related to translation is lack of translation techniques, that is, steps to create a compatible meaning which can influence the translation output(Molina & Albir, 2002). As pointed out that in the activity of translation, some problems, linked to the difference of the two languages, often occur, so that translators need to master the techniques of translation (Firdaus, 2016). To solve these problems, students should have comprehensive proficiency of both source and target language to be a good translator (Razmjou, 2004). The meaning of Target Language (TL) must be relevant with the Source Language (SL). The output of the translation process must be accurate toward original text (Lefevere, 1992). In fact, translation and accuracy have a strong connection and cannot be separated each other. In addition, the success of a translation is measured by how closely it measures up to these ideals (Larson, 1984). Consequently, the competences of students in translating intended meaning from SL to TL is decisive for translation successfulness.

At the past time, translation mostly applied in science, literature, history and culture but by changing the time, translation have expended into several fields as education, health, and technology and entertainment media. In *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia* (PERMENDIKBUD) number 37 of 2018 about the basic competencies and core competencies of the 2013 curriculum, song as one of English material in 21st century curriculum at senior high school. Besides, Dzanic & Pejic (2016) argue that song as audio media becomes fascinating for the students to learn English and create enjoyable atmosphere in learning process. Moreover, involving song in language learning can foster student enthusiasm in improving their abilities through repetition and practice (Klein, 2005; Şevik, 2011). Although learning English through song enhance students' interest, the students will face the problems in translating and understanding the meaning of the song lyric correctly. Because most of the song lyric contains of language variation, figurative language, idioms, pragmatics to create beautiful meaning. Therefore, to figure out the message and get an intended meaning and from the lyric song, the students should be taught on translation techniques and strategies. Regarding with the statements, this study aims to find out kinds of difficulty faced by the students, to analyze kinds of translation technique used by the students and strategies to overcome their difficulties in translating English song.

Translation

In general, the process of translating, it deals with source language (SL) and target language (TL). Rahmatillah (2016) believes that translating is a skill that a translator needs to master and understand the source text and put it into the target language, keeping the style when translating, and need to be a competent translator in both foreign languages and mother tongue. Translation is the process changing a text from one language into the target language about the written message or ideas without changing the meaning in the source language (Lefevere, 1992; Nugroho, 2007). Basically translation means reproducing the message in the source language with the most reasonable and closest equivalent in the target language, either from the meaning or from style in translating. A translator should first aim to re-imagine the contents of the message that contained in the text. However, to reproduce the message, inevitably, grammatical and lexical adjustments are required.

Translation Techniques

To solve the problems of translation, it is important to understand the translation techniques (Molina & Albir, 2002): (1) Adaptation, to change the cultural element that existed in original language and have a similar meaning in target language. (2) Amplification, paraphrasing and adding the information from original text that used to make the readers can catch the meaning easily. (3) Borrowing, translation technique which borrow the word or expression from source language in target language. (4) Calque, translating the word or phrase literally; it can be lexical or structural. (5) Compensation, this technique is affected by a stylistic in source language that cannot be applied in the target language. (6) Description, to replace a term or expression in source language by giving a description or explanation. (7) Discursive creation, to present the equivalent meaning which out of the context in order to attract the readers' attention. (8) Established equivalent is kind of translation techniques that use common term of expression based on dictionary and daily conversation. (9) Generalization used a general term to translate a specific term in source language. (10) Linguistic amplification, adding the linguistic element in target language. (11) Linguistic compression, linguistic elements are combined in the target language. (12) Literal translation, to translate the source language by translating word by word based on dictionary without considering the context. (13) Modulation applied to revamp the readers' viewpoint focus or cognitive aspect lexically or structurally linked to the source text. (14) Particularization, using a specific and concrete term to translate a general term in target language. (15) Reduction, to compress the information in source text into the target text. (16) Substitution, altering the element of linguistic into paralinguistic element such as intonations and gestures. (17) Transposition, changing the category of grammar. It is the process of category, unit and structure shifting. And (18) Variation, this technique change linguistic or paralinguistic elements that influence into social dialect, style and tone changing.

Translation Strategies

Lefevere (1992) stated that there are six strategies of translation are used to translate poetry which has the same aspects as songs. The strategies are: (1) Phonemic Translation: In this strategy, the result of translation emphasizes to the sound in the target language by selecting an adequate paraphrase of the meaning. It can be change the letter of the word that will make the translation becomes unnatural or reduce the meaning of the text. (2) Literal Translation: Translation strategy which focus on word by word translation. The translator translates the text based on dictionary without regard to the context. Therefore, the product translation will be shift. (3) Metrical Translation: In this strategy focus on maintaining the syllables and rhyme of the source text into target language. The syllables must be comparable with the source lyric. (4) Verse into Prose Translation: translation strategy that transfers the lyric of source text into prose in target language. This strategy did not change the meaning but the sense of the lyric will be lost. (4) Rhymed Translation: Translators attempt to give the result of translation compatible with the meter, rhyme and the syllables of original language. (5) Blank Verse Translation: In this strategy, the translators hold the structure of source language and rule out the source lyric. And (6) Interpretation: A Translation strategy that creates a new version based on translators' interpretation. The translators still maintain the content of the source lyric but the structure will be changed.

Difficulties

According to Nord (1991), translation difficulties related to the thought process of finding an appropriate translation, this is due to individual factors and lack of knowledge about language, context, culture, and translation. Moreover, Hartono (2015) specifically points out that grammar, structure, vocabulary and writing mechanism are problems of linguistic aspects in translation activities. When translating, the translator should have comprehension to both of the language, context of the text in source and target language. Knowledge about culture, context, process translation and the techniques should be learnt in order to be able to create intended meaning from the original author.

Some studies investigate the difficulties in the translation process such as Arono & Nadrah (2019) found four aspects of students' difficulty in translation process, grammar, Islamic text, literature work and vocabularies. In addition, incapable to determine ellipsis, idiom, lexical meaning, word to word translation, less understanding of translation strategies and text content become causes errors in the translation process. In line with Nadrah and Arono, another research conducted by Ayuningtyas, Ifadah & Aimah (2018) discovered that students have difficulties in translating idiomatic expression related to culture, grammar, lexical and stylistic aspect. Translation difficulties are not only occurring in text but also in lyric of the song because translator should maintain the beauty inside the lyrics. Translators who translate three Disney movies soundtracks use literal strategy; they tend to shift the song meaning using literal translation strategy without keeping the sense of the song as reported by Rohma (2018).

Understanding of the translation will increase along with facing difficulties in the translation process and the best solution to overcome the problem lies in the translator's point of view, because each translator has a specific strategy in translating different sources of translation (Schwarz et al., 2016). Furthermore, Aulia (2012) emphasized that translators must be able to understand the translation strategy and apply it if there are no matching words in the target language. In addition, the implementation of the translation strategy will help translator to get satisfactory translation results.

RESEARCH METHOD

In conducting the research, the writer used qualitative research. Qualitative research defines as the research which investigates social phenomenon related to humans' problems and obtain the data by analyze people's experience in the form of data, reports and interview results (Creswell, 2014). The method applied in analyzing data is descriptive qualitative. Sukmadinata (2011) stated that qualitative descriptive research aims to describe the results of thought, events and phenomena that occur in social activities to find the interrelationships between variables. The participants of the data are eleven graders in Islamic senior high school of Salatiga. This study investigated the solutions to overcome students' difficulties in translating song lyric in English into Indonesia and be able to comprehend the meaning of the song. Thus, the writer uses interview to get the students' responses of translation difficulties in lyric of the song. There are ten questions in the interview to find out student's difficulties in translating song lyric, including how students learn English through song, how to translate song lyric into Indonesian, kinds of obstacle in translating songs, things that cause difficulties in translation process, kinds of meaning which is difficult to translate, translation techniques that usually used to translate song lyric and strategies which are given by teacher in resolving the problems in translation.

FINDINGS AND DISCUSSION
1. Translation Difficulties

Based on the result interview, there are kinds of difficulties which faced by the students in translating English song: (1) Grammatical Meaning, it is the rules in using language in order to understand the meaning which is conveyed by word order and grammatical signal. (2) Referential Meaning, meaning that has a reference. In other words, a word that refers to an object of people, objects or something abstract to explain the meaning. (3) Connotative meaning, additional meaning or contain of unreal meaning. (4) Contextual meaning, the meaning which can be understandable if keeping attention to the use of language and its context. (5) Figurative language, deviation of meaning in creating special effect to beautify the words. (6) Idiom, the expression of meaning which is not predictable from the usual meaning and (7) Linguistic factors such as textual, syntactic, lexical, and semantic that can affect the process and the product of translation. Those difficulties faced by students in translating the meaning of

song lyrics such as grammar, idioms, context, and linguistic aspects as supported by Ayuningtyas et al. (2018).

2. Translation Techniques Used by the Students to Translate English Song

Table 1. Result of Translation Techniques

No.	Category	Frequency	Percentage
1.	Literal Translation	42	46.67 %
2.	Reduction	26	28.89%
3.	Modulation	9	10%
4.	Amplification	7	7.78%
5.	Linguistic compression	4	4.44%
6.	Transposition	2	2.22%
	Total	90	100 %

There are six types of translation techniques to translate 90 lyrics. Six out of eighteen translation techniques proposed by Molina & Albir (2002) were chosen by the students. The most prominently used were literal translation (46.67%), reduction (28.89%), modulation (10%), amplification (7.78%), linguistic compression (4.44%) and transposition (2.22%).

The translation techniques used by the students to translate the song lyrics are as follows:

a. Literal Translation

Translate a word or an expression word by word-based on the dictionary. This technique focuses on words and structure.

Datum 1

SL : If you ever find yourself stuck in the middle of the sea

TL : *Jika kamu pernah menemukan dirimu berhenti ditengah tengah laut*

This data was translated by using literal translation technique which focuses on the form and structure of the word without any addition to the target language. The data was translated word by word as the dictionary definition.

b. Reduction

Compress the word from source text into target language without subtracting the information in the target text.

Datum 2

SL : And you just can't fall asleep

TL : *dan kau tak bisa tidur*

Reduction is one of translation technique that shortens the word without reducing the writer's intended meaning. The purpose of this technique is to compress the meaning. The words "just" and "fall" are not translated into target language but it did not change the information of the utterance.

c. Modulation

   Disclose to cognitive aspect that replaces the readers' perspective and focus.

   Datum 3

   SL : I'll sail the world to find you

   TL : *Akan kuarungi lautan untuk menemukanmu*

   The students applied modulation as the technique of translation. This technique related to cognitive aspect and replaced the readers' perspective. Modulation can change lexically or structurally. The source language "sail'' as an active sentence is translated into "*kuarungi*" a passive sentence which can change the readers' viewpoint.

d. Amplification

   To add word those are not formulated in the source text: information, explicative paraphrasing.

   Datum 4

   SL : I'll be the light to guide you

   TL *: Aku akan menjadi cahaya bagimu untuk menjagamu*

   This technique added the information into target language without reducing the message of the utterance. It is used to help the readers get the point from the source language. The word "light" is translated into "*bagimu*" which is not formulated in source language.

e. Linguistics Compression

   Synthesize linguistic elements in the target text.

   Datum 5

   SL : Cause that's what friends are supposed to

   TL : *Itulah namanya teman*

   Datum 5 used linguistics compression as translation technique. This technique means to combine the linguistic elements that exist in the SL. The result of target language "*Itulah namanya teman*" represents the condition of the source language " Cause that's what friends are supposed to".

f. Transposition

   Change a grammatical type to get compatible effect. This change can be changing the plural to the singular, to the position of adjectives, to changing the structure of the sentence as a whole.

   Datum 6

   SL : If you ever find yourself lost in the dark and you can't see

   TL : *Jika kamu hilang dalam kegelapan dan tidak bisa melihat*

   This data was translated by using transposition translation technique which replace the grammatical structure in target language to source language. The position of "dark" in source language is an adjective, while "*kegelapan*" is a noun. The replacement can be adjective into the noun or to the contrary.

3. Translation Strategies to Overcome Students' Difficulties

There are several strategies that help students to translation variation of meaning in English song:

(1) Shifting Shape. Mandatory and automatic form shifts caused by systems and language rules. In this case the translator has no choice to do it. Shifts are made if a grammatical structure in SL. Shifts made for reasons of reasonableness of the expression; sometimes, even though it is possible to have a literal translation according to grammatical structure, the equivalent is unnatural or rigid in TL. Shifts made to fill vocabulary clumps (including textual devices such as / -pun / in Indonesian) using grammatical structures. (2) Shift in Meaning or Modulation. There are times when the structure changes as it happens in the procedure. The transposition above involves a change that involves a shift in meaning because there has also been a change in perspective, point of view or other meaningful aspects. This shift of meaning is called modulation. (3) Adaptation. Adaptation is the pursuit of a cultural equivalent between two specific situations. Some cultural expressions whose concepts are not the same between SL and TL require adaptation. (4) Contextual matching. Giving context or contextual conditioning is the placement of information in the context. In translating, it is important to consider the principle of communication that the richer the context of a story (which is expressed in sentences), the less likely it is to be misinformed. And (5) Matching Recorded. If all procedures or translation strategies cannot produce the expected equivalent, the steps that can be done is by matching notes. As an example, in the translation of words or expressions where there is no lexical equivalent in TL.

CONCLUSION

After analyzing the students' difficulties in translating English song lyric, the result of the research showed that the students faced difficulties in determining figurative language, idiom, linguistics factors grammatical, referential, connotative, and contextual meaning in song lyric. There are six translation techniques used by the students: literal translation, reduction, modulation, amplification, linguistic compression, and transposition. As the most occurrences are literal translation, it can be said that the students tend to translate lyric song literally. However, translating the song lyric as their material in 21st century curriculum is not only about changing the language but also knowing about languages, the context and cultures.

Students have to understand techniques and strategies of translation therewith their usage in order to create an appropriate meaning and the accuracy to get the proposed meaning. In this research, the researcher found that there are several strategies can be used to help students in translating variation of meaning in English song, shifting shape, shape in meaning, adaptation, contextual matching and matching recorded.

Learning techniques of translation and their strategies are useful for receiving better understanding in translation skill enhancement as suported by (Schwarz et al., 2016) and (Aulia, 2012). Besides, to be able to translate the source into target language,

students will also have a good comprehension of the song's content. Students will easily find the intended meaning from the song. Furthermore, they can understand the cultures widely. Hence, teacher must teach translation techniques and strategies to help the students gain successfulness in translation.

REFERENCES

Arono, A., & Nadrah, N. (2019). Students' Difficulties in Translating English Text. *JOALL (Journal of Applied Linguistics & Literature)*, *4*(1), 88–99. https://doi.org/10.33369/joall.v4i1.7384

Aulia, D. (2012). *The Application of Translation Strategies to Cope With Equivalence Problems in Translating Texts*. *1*(1), 1–9. https://doi.org/10.30630/polingua.v1i1.43

Ayuningtyas, D. P., Ifadah, M., & Aimah, S. (2018). Students ' Difficulties in Translating Idiomatic. *2nd English Language and Literature International Conference (ELLiC) Proceedings*, *2*, 494.

Catford, J. G. (1965). *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford University Press.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches. (4th ed.).* CA: Sage;

Dzanic, N. D., & Pejic, A. (2016). The Effect of Using Songs On Young Learners and Their Motivation for Learning English. *NETSOL: New Trends in Social and Liberal Sciences*, *1*(2), 40–54. https://doi.org/10.24819/netsol2016.8

Fernández Guerra, A. (2012). Translating culture: problems, strategies and practical realities. *A Journal of Literature, Culture and Literary Translation*, *1.3*, 1–28. https://doi.org/10.15291/sic/1.3.lt.1

Firdaus, A. Y. and A. firqo. (2016). *the Translation Technique Analysis on Utterances Embodying Implicatures Found in the Subtitle of Fast & Furious 6 and Their Effects on the Quality of the Translations*. *53*(9). https://doi.org/10.1017/CBO9781107415324.004

Hartono, R. (2015). Teaching Translation Through the Interactive Web. *LANGUAGE CIRCLE Journal of Language and Literature*, *9*(2), 129–140.

Klein, K. (2005). Teaching Young Learners. *English Teaching Forum*, *9*(2), 12–17.

Larson, M. L. (1984). *Meaning-Based Translation: A Gudide to Cross-Language Equivalence*. University Press of America.

Lefevere, A. (1992). *Chapter I. In Translation, rewriting and the manipulation of literary fame*. Routledge.

Lomaka, A. O. (2017). Literal approach to translation: A classification and literature review. *XLinguae*, *10*(4), 234–244. https://doi.org/10.18355/XL.2017.10.04.19

Molina, L., & Albir, A. H. (2002). Translation techniques revisited: A dynamic and

functionalist approach. *Meta XLVII*, *47*(4), 498–512. https://doi.org/10.7202/008033ar

Nord, C. (1991). Scopos, Loyalty, and Translational Conventions. *Target*, *3*(1), 91–109.

Nugroho, A. B. (2007). Meaning and Translation. *Journal of English and Education*, *1*(2), 66–74.

Rahmatillah, K. (2016). Translation Errors In The Process Of Translation. *Journal of English and Education*, *7*(1), 14–24. https://doi.org/10.20885/jee.vol7.iss1.art2

Razmjou, L. (2004). To Be a Good Translator. *Translation Journal*, *8*(2), 1–5.

Rohma, I. A. N. (2018). *An Analysis of Strategies and Quality of Song Lyric Translation on Disney Movies Soundtracks*. University of Muhammadiyah Malang.

Schwarz, N., Laura-Rebeca, S., & Diana-Bianca, H. (2016). TRANSLATION PROBLEMS AND DIFFICULTIES IN APPLIED TRANSLATION PROCESSES. *Studii de Ştiinţă Şi Cultură*, *XII*(3), 51–58.

Şevik, M. (2011). Teacher views about using songs in teaching English to young learners. *Educational Research and Reviews*, *6*(21), 1027–1035. https://doi.org/10.5897/ERR11.250

Sukmadinata, S. N. (2011). *Metode Penelitian Pendidikan*. PT. Remaja Rosdakarya.

Wuryantoro, A. (2017). Problematika dalam pembelajaran penerjemahan. *Linguista: Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya*, *1*(1), 30. https://doi.org/10.25273/linguista.v1i1.1316