Teaching Three Translation Strategies Using a Lyric of a Rock Song to University Students in Indonesia

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Abstract: *This research focuses on teaching three translation strategies using a lyric of a rock song to university students in Indonesia. The first strategy is locating the messages and transferred them into TL. The second strategy is finding the closest equivalent in TL. The third strategy is re-expressing the meaning. There are four criterions in scoring students' translation tasks. The first criterion is "translation as a science". The second criterion is "translation as a craft". The third criterion is "translation as an art". The fourth criterion is "translation as a taste". The participants of this research are twenty-four students from UHAMKA's English Department in Jakarta, Indonesia. The methodology of the research is a qualitative research investigating the use of "Three Translation Strategies" in teaching translation using a lyric of a rock song to university students in Indonesia by analyzing several theories from numerous scholars. There are two findings obtained from this research. The first finding was obtained from a table calculating the score of students' translation tasks. The second finding obtained from a figure in the form of diagram taken from an interview's question is exposed in the form of percentages. The main points from the discussion in the findings are: First, students used the three translation strategies in translating a lyric of a rock song. Second, they exposed sufficient and good results.*
Keywords: *Teaching, translation strategies, source language, target language*

I. INTRODUCTION

Translation is the process of transferring the meaning of a text from the source language into the target language (Herman, 2016:83). Translation is a challenging subject for university students in Indonesia. This subject is not only challenging, but also interesting in the form of its natures to transfer messages from English as Source Language (SL) into their equivalents in Indonesian as Target Language (TL). This interesting challenge leads them to misperception. The misperception emerged as the false thoughts in translating SL texts as stages of knowing the meaning in TL literally. They assume that translation is a process of transferring messages from SL into TL in a literal way. Students literally translated SL texts to get instant results. They believe that the faster the process the better the outcome is. They forget that there are three translation strategies to make a good quality translation. By applying these three strategies promoted by the researcher, students are expected to learn and apply a process of transferring messages from SL into TL meaningfully. Those three translation strategies are: first, locating the main messages in SL and be sure they transferred into TL. The main messages must be transferred into TL without considerable changes. The minor changes are allowed if the main

messages are properly captured. Second, finding the closest equivalents in TL. Finding the closest equivalents in TL becomes the fundamental part. It relates to cultural context. For example, the sentence, "I have no idea" from the cultural context of SL speakers means he/she does not know anything. The cultural context of that sentence is not literally translated into TL as "saya tidak punya ide", instead it should be meaningfully translated as "saya tidak tahu". And the third is re-expressing the meaning. This is a stage to check equivalents in TL. This stage is needed to be sure that the equivalents sound natural in TL. These three strategies are known as the "Three Translation Strategies". In addition, the problems encountered by university students when they translated SL texts into TL are important to be highlighted. Those problems such as translating SL texts into TL literally, unnatural sound of the translated words or the unmatched equivalents in TL, and lack of evaluation in re-expressing the meaning of their translation are the problems usually occurred in translation. These problems happened because the students did not familiar with strategies in translation. The existence of three translation strategies is an efficient way to solve this problem. Furthermore, finding equivalents in TL is the obstacle need to be solved properly. It can be reduced, if university students are given practices by translating several SL texts and lecturers explained the unknown equivalents. Moreover, translation can be conducted through songs. Songs as the authentic material are the proper media in translation. The nature of song is interesting for students. The words in songs are powerful to influence not only attention, but also mood. Due to their youthful age, university students are interesting in a genre of songs that exposes enthusiastic spirits. One of the genres of songs which full of enthusiastic spirits is rock. Rock songs nowadays attract university students in Indonesia, including UHAMKA's English Department students. Teaching translation using a lyric of a rock song is a fun way in transferring interesting messages in English (SL) into university students' mother tongue in Indonesian (TL).

II. THEORETICAL REVIEW

2.1 The Definition of Translation

To make clear description about translation, the researcher exposed definitions from two scholars. They are used to support the explanation of translation as a tool to transfer messages from English as Source Language (SL) and find equivalents in Indonesian as Target Language (TL). Catford (1965:20) as cited in Herman (2017:73) defines translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Hence, Brislin (1976) defined that "Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form, whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on signs, as sign languages of the deaf" (Herman and Rajagukguk, 2019). From this definition we have clear perspective that translation is an overall phrase connected to the transformation of messages from the Source Language (English) into another language (Indonesian). This overall phrase applies in spoken and written forms, or through orthographies or had no such system, or even each of it is a language uses signs as in language for people with hearing disability. However, statement from Brislin is insufficient to inform students who try to make good translation. His statement is not

clarified what are the stages which must be done in translating texts from SL into TL meaningfully. To help them to transfer thoughts and ideas from SL into TL properly, they need to consider what Nida and Taber (1982) said, "Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and second in term of style. In other words, the results of translation should not sound as translation but without changing the meaning of the source language". Nida and Taber described that translation is an activity to recreate the transformation of meaning from SL into TL naturally. They pointed at least two things need to be considered. The first one is translating texts in terms of meaning, and the second one is translating texts in terms of style. Both emphasize the outcome of translation must not look like translation, but it must not change the message from SL. It should be kept in mind that translation is not only a process of transferring messages in word-by-word basis. It is a process of how to capture the complete idea in SL and move it into TL without changing the original messages. The different perception about translation and its nature among them shown that there are no perfect theories. In other words, one theory is supported and completed the others.

2.2 Types of Translation

To make clear comparison, different types of translation are given by the researcher. The first types are taken from Larson, and the second types are taken from Brislin. According to Larson (1984), "translation is classified into two main types, form-based and meaning-based translation. Form-based translation attempts to follow the form of SL and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of TL" (Thao et al, 2020; Sinaga et al, 2020). From the definition exposed by Larson, it is obvious that the first type has an aim to transfer messages from SL into TL literally. This type of translation sends no meaning in transferring communicative purposes. The second type has an intention to deliver messages from SL into TL meaningfully. In addition, Brislin (1976) added that there are three types of translation based on the purposes. The first type is Pragmatic Translation. It refers to the translation of messages with an interest in accuracy of the information conveyed in SL and it is not concerned with other aspects of the original language version. The clearest example of pragmatic translation is the translation of the information about repairing a machine. The messages from SL must be transferred accurately into TL to retain specific information of steps in repairing that machine. The second type is Aesthetic-poetic translation. This refers to translation in which the translator considers the emotion and feelings of SL author to capture the expressions in the passages. The examples of this type are poetries and novels. The third type is Ethnographic translation. The purpose of ethnographic translation is to show the cultural context of SL and TL. Translators need to be aware to the way words are used and must know how those words fit into culture of one community or society. An example from this translation is the use of words "indak ado" in Minangkabau (West Sumatera) Language versus "tidak ada" in Indonesia language. This type of translation puts emphasizes toward cultural aspect of certain community in one of the provinces in Indonesia. In general, based on the types of translation mentioned by Larson and Brislin, translation is considered as a stage with its unique characteristics in transferring meanings from SL texts are carefully analyzed, discovered, transferred, and re-expressed into the texts TL.

2.3 Four Criterions in Scoring Students' Translation Task.

According to Newmark (1988), based on its unique natures, there are four criterions in giving scores to students' translation tasks.

The first criterion is translation as a science. This criterion is considering translation from the point of views of pure linguistics in determining whether a translation work is correct or incorrect. The first criterion is pay attention to "correct or incorrect" translation.

The second criterion is translation as a craft. This criterion is pondering translation from the perspective of the results of strategies, which is the effort to find out natural sound in TL. Linguistics changes in this criterion are essential, and to some extent create irrelevancies upon equivalents in TL.

The third criterion is translation as an art. This criterion is looking the translation as an aesthetic, and it operates not only as a process of transferring the messages, but also as a "contextual re-creation" which occurred in the translation of literature or lyrical writings.

The fourth criterion is translation as a taste. This criterion is about personal choice of words in translation, and it emerged as consideration from the translators based on their "taste" in using certain words. In addition, as foundation in scoring students' translation, language lecturers need to consider the following figure of a description from Hoed (2006: 96, 97) about the continuum of translators' personal role.

"Very small"   **"Very big"**
Translators' Personal Role in Searching for Equivalents

A   "Science"   "craft" "art"   "taste"   B

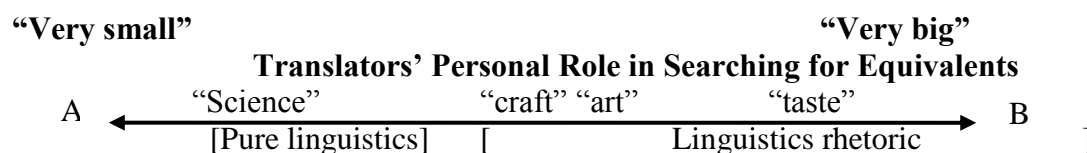   [Pure linguistics]   [Linguistics rhetoric   ]

Figure 1. The Continuum of Translators' Personal Role

From the above figure, the personal's role of the translators is very small as indicated in pole A ("science") compared to pole B ("taste") which is very big. On the other hand, "craft" and "art" are situated between A and B, with a tendency of "craft" closer to A, while "art" closer to B. Therefore, concept of "correct" or "incorrect" is only available for pole A ("science") due to it is only a matter of pure linguistics: grammar and semantics. Furthermore, from "craft" until "taste" is a stage that considering "good" and "bad" translation with strong emphasize toward linguistics rhetoric. This continuum gives significant influence on language lecturers of how to give proper scores to their students in the translation classes.

To give fair score in his translation class, there are three points given by researcher to students based on four criterions ("science", "craft", "art", & "taste"). The highest point, point A is valued 80 points. The medium point, point B valued for 70 points. The lowest point, point C valued 60 points.
The following table gives a fair translation score to students based on the stage from the above continuum.

Table 1. Four Criterions in Scoring Students' Translation Work.

"science"	"craft"	"art"	"taste"	Final Score
C-1	C-2	C-3	C-4	$\frac{1+2+3+4 = (....)}{4}$
80	70	60	70	$\frac{80+70+60+70 = 280}{4}$ $= 70$ (B).

2.4 Theories from Three Scholars about Using Songs in Language Teaching.

In addition, Researcher exposed theories from three scholars about using songs in language teaching. The first scholar, Morales (2008) said that, "one of the advantages of using songs in teaching is that the texts in the lyrics represent authentic examples of English structures and real uses of the language, and here is when the work with songs takes paramount relevance at the moment of teaching the language". Morales's statement described that one of the advantages using songs, such as the rock song in English lesson, is the texts from the lyrics constitute original samples of English structures and the actual usage of the language; therefore, the use of songs has close connection during the period of language teaching. This statement indirectly described that song can be used as a one of the media in translation, since it transferred messages from original sources, such as authentic materials from the lyric of songs. In addition, the second scholar, Murphy (1990 &1992) argued that the common reasons that EFL teachers must use songs in their class are:

- To talk about the music, singer, video-clips, lyrics.
- To make internal associations with people, places, and times in our live.
- To translate songs.
- To encourage intensive and extensive listening.
- To stimulate discussions of attitude and feelings.
- To encourage creativity and use of imagination.

From six reasons exposed by Murphy that EFL teachers need to use songs in their classes one of them is to translate the songs. Translating the lyric of song is one of the ways in language teaching which has an intention to provide different learning experience. Songs as one of the alternatives offer lots of new possibilities in exploring new experience in language study. Lyrics of rock song are full of powerful words able to improve students' learning experience. Teaching translation using a lyric of a rock song is one of interesting models in language learning.

The third scholar, Coromina (1993) exemplified the willingness to work with rock songs from teacher's perspective: "I favor the use of rock songs in class, because in today's society rock music is everywhere". Coromina exclaimed that his intention using rock songs in class due to its availability in many places. He stressed that because the nature of rock songs which are available throughout the world make this type of music can be used in class as one of teaching

aids. Coromina's statement is indicated that rock songs are the easiest source for language teachers to use in language learning as in case of translation teaching. From Coromina's statement, it is emphasized that translation as one of the branches from language learning needs quick, easy, and practical learning materials. Lyrics of rock songs due to their accessible nature according to Coromina, might be an alternative as a teaching aid for translation class in the university.

III. RESEARCH METHODOLOGY

3.1 Design of the Research

This research was designed in the form of qualitative research. Creswell (2014:4) stated that qualitative research is a research for exploring and understand the meaning individuals or groups a scribe to social or human problem (Pasaribu et al, 2020:15). The researcher was an English lecturer in UHAMKA. The research was conducted in a combination of analyzing theories from the scholars in the translation and applies them during the translation teaching. Subjects of this qualitative research were 24 undergraduate students from UHAMKA's English Department. There were 21 girls and 3 boys. The teaching strategies were mixture of sources combined with researcher's teaching styles. Each student assigned to translate a rock song, take turn read their work and write them in the board to know unnatural sound of equivalents in Indonesian. The text for the translation was taken from a lyric of a rock song from Mr. Big, "To Be with You". They were guided in three clues of how to apply the three translation strategies. The first clue is translating the texts meaningfully means capturing the whole contexts, not words by words or partial modified translation. The second clue is finding the suitable equivalencies in TL. And the third clue is re-expressing the meaning by fixing the equivalencies which are unsuitable to be read in TL.

3.2 Instrument in Collecting the Data

The data collected through students' weekly task. They were given a lyric of rock song to translate into Indonesian. The researcher distributed copies of a song in papers. The papers were divided into two boxes. The left box is placed as Tsu or "Teks Sumber". The right box is placed as Tsa or "Teks Sasaran". Teks Sumber means sentences in English, while Teks Sasaran means their translation in Indonesian. The second instrument in collecting the data is carried out through questionnaire. Students were given a questionnaire with one question. Students asked to give their opinions about what they had experience in translation. The answers calculated in percentages.

3.3 The Result that Students Experienced in Translation Using Three Translation Strategies

Before started the translation, researcher as the lecturer asked all his students to sing the chorus of this rock song from an American rock band, Mr. Big, "To Be with You", together in class to involve them emotionally to the lyric. After finished singing the song, translation task using three translation strategies was given in comprehensive setting of equal opportunity for all of them. They were given a chance to share and demonstrate their translation outcomes in front of

the class. Most of them felt satisfied and rewarded this learning experience as an exciting moment. They said that translating a lyric of a rock song utilizing three translation strategies guided by the researcher gave them a challenge that constantly provoked their mind to be creative in transferring messages from English as the Source Language (SL) into Indonesian as the Target Language (TL) meaningfully.

3.4 Analysis of the Data

Analyzing the data is conducted through the results of students' weekly task by using Newmark's four criterion. The researcher made a table to expose students' translation score based on four criterions (science, craft, art, and taste). Therefore, students' translation in translating a lyric of rock song was scored based on those four criteria. Each criterion was a supporting element to determine total score. In addition, researcher also analyzed the data through a questionnaire. The percentage of students' answers in the questionnaire exposed in a diagram.

IV. FINDINGS AND DISCUSSION

4.1 Findings

To answer the problem from this research about the applicability of the three translation strategies in teaching translation using a lyric of a rock song to university students in Indonesia, the researcher found three findings. First, the three translation strategies help students to translate the text meaningfully. Second, the three translation strategies enrich students' vocabulary. Third, the three translation strategies teach students to become creative thinkers.

Furthermore, the researcher exposes the following table taken from students' translation task in translating "To Be with You" (Mr. Big) scored based on Newmark's four criterion of translation (Science, Craft, Art, and Taste)

Table 2. The Scores from Students' Translation Task

No	Students	Score -1 (Science)	Score -2 (Craft)	Score-3 (Art)	Score-4 (Taste)	Final Score $\frac{S1+S2+S3+S4}{4}$
1.	A.L.	68	62	62	67	259 : 4 = 64,75
2.	A. F. R.	64	60	60	62	246 : 4 = 61,5
3.	A. I. F.	69	63	64	67	263 : 4 = 65,7
4.	A. M. F.	73	68	67	74	282 : 4 = 70,5
5.	A. F. L.	72	68	68	72	280 : 4 = 70
6.	A. S. A.	70	66	64	67	267 : 4 = 66,75
7.	C. M.	69	65	64	71	269 : 4 = 67,25
8.	C. W. A.	70	63	63	72	268 : 4 = 67
9.	D. N.	78	73	73	75	299 : 4 = 74,75
10.	D. Y. D. S.	70	66	66	69	271 : 4 = 67,75

No	Students	Score -1 (Science)	Score -2 (Craft)	Score-3 (Art)	Score-4 (Taste)	Final Score S1+S2+S3+S4 / 4
11.	E. W.	70	66	66	67	269 : 4 = 67,25
12.	E. D. A.	72	67	64	66	269 : 4 = 67,25
13.	F. J.	61	60	61	60	242 : 4 = 60,5
14.	F. A.	69	65	63	64	263 : 4 = 65,75
15.	K. Y. P.	72	69	65	65	271 : 4 = 67,75
16.	L. R.	71	69	63	68	271 : 4 = 67,75
17.	M.	67	66	66	66	265 : 4 = 66,25
18.	R. A.	75	72	70	71	288 : 4 = 72
19.	R. N. R. G.	74	72	70	70	286 : 4 = 71,5
20.	R. C.	72	72	69	70	283 : 4 = 70,75
21.	R.	76	72	69	71	288 : 4 = 72
22.	S. F. O.	67	65	64	62	258 : 4 = 64,5
23.	T. O.	73	70	66	64	273 : 4 = 68,25
24.	U. K.	76	75	71	70	292 : 4 = 73

4.2 Discussions

Based on the scores from table, the researcher classified students' translation into three performances. Those three performances are "sufficient" performance, "well-managed" performance, and "great" performance. Those who exposed "sufficient" performance are the ones made score at 60 points, and marked in C. On the other hand, those who exposed "well-managed" performance are the ones made score at 70 points, and marked in B. In addition, those who exposed "great" performance are the ones who made score at 80 points, and marked in A. From the first table, it is seen that the average scores from each translation criterion mostly range from 60+ to 70+ points. On the first criterion (Translation as a Science), they are 16 students who received the average of 70 points, while the other eight students earned the average of 60 points. Furthermore, on the second criterion (Translation as a Craft), they are six students who properly perceived the average of 70 points, and the other 18 students obtained the average of 60 points. Moreover, on the third criterion (Translation as an Art), they are only four students who successfully earned the average of 70 points, while the rest of the 20 students acquired the average of 60 points. In addition, on the fourth criterion (Translation as a Taste), they are 10 students who satisfactorily obtained the average of 70 points, while the rest of the 14 students produced the average of 60 points. For the final scores shown on the first table, the researcher accumulated scores from each criterion and divided into four. Based on the accumulation from the four criterions, they are eight students who successfully obtained "well-managed" performance, while other 16 students shown "sufficient" performance.
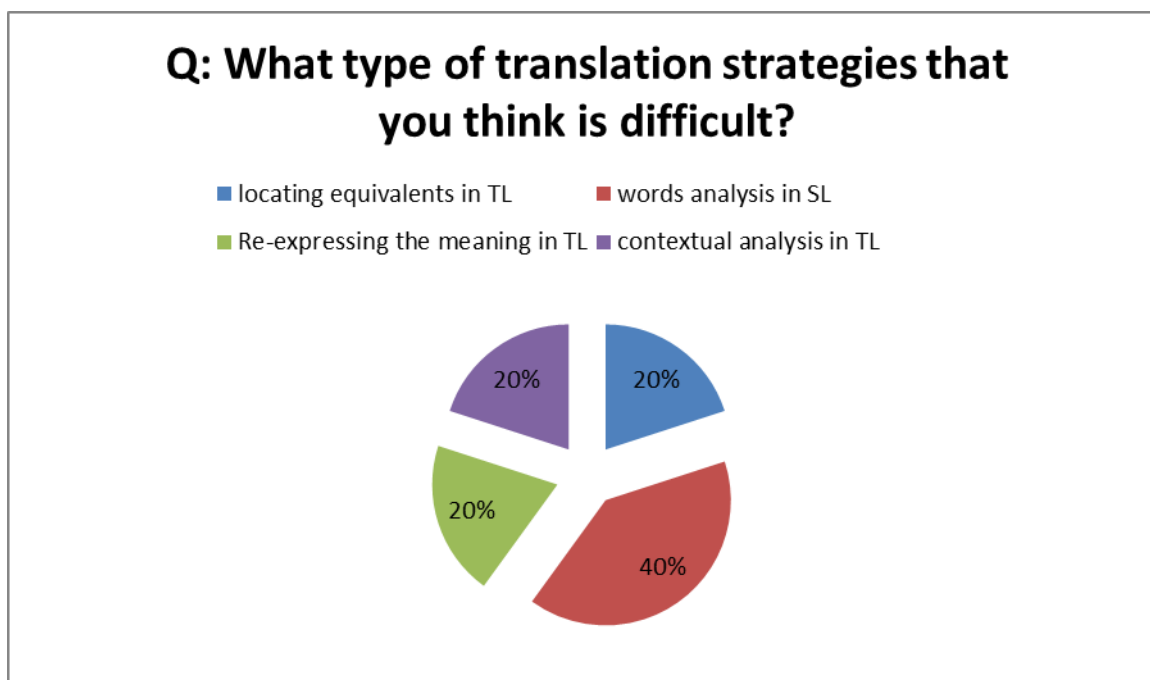
Figure 1. Students' choice in the questionnaire about three translation strategies using a lyric of a rock song.

V. CONCLUSION

Based on the data analysis and discussion, the following conclusions are drawn: From the table that calculated the scores of students in translating a lyric of rock song using three translation strategies obtained in the balance average of sufficient performance (C) and well managed performance (B). From a diagram which discussed an interview with a question: "What type of translation strategies do you think is difficult?" small number of students chose "re-expressing the meaning in TL which is line with the third strategy. These two conclusions proved that using "Three Translation Strategies" in teaching translation using a lyric of rock song to UHAMKA's English Department students exposed good results.

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