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Editors:

Zane Goebel

J. Herudjati Purwoko

Suharno

M. Suryadi

Yusuf Al Arief

**Master Program in Linguistics, Diponegoro University
in Collaboration with**

Balai Bahasa Provinsi Jawa Tengah

Jalan Imam Bardjo, S.H. No.5 Semarang

Telp/Fax +62-24-8448717

Email: seminarlinguistics@gmail.com

Website: www.mli.undip.ac.id/lamas

EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).

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INTEGRATING CULTURE, SONG LYRICS AND TECHNOLOGY IN TRANSLATION CLASS

Rica S. Wuryaningrum

Universitas Wijaya Kusuma, Surabaya
ichabox@yahoo.com

Abstract

Translation class which is dominated by writing activity can be dull and boring for university students if it is not well organized. Some teaching techniques are introduced to minimize the dullness of lecture. One of them is using students' interest, that is using song lyrics rather than article taken from text book as the source text. This teaching technique can be the best alternative since almost all students like music and sometimes they do not know the meaning of the song they sing or if it is Indonesian song, they can not find the best equivalent in English. This teaching technique can be considered as personal learning because the students can choose any song lyrics they like. By using song lyrics students will find the excitement and enthusiasm while they doing the tasks which they cannot find when they are translating articles, especially when they are asked to do the task using their own laptops. Nowadays, less students bring dictionary in the class because almost all of them have dictionary programs or application such as kamus.net, indotranslate.com and googlettranslate in their laptops or smartphones. Some of the programs and application can translate not only a word, but phrases and even sentences into the target language. This effortless way of translating has missed one important point in doing translation, that is culture. Culture in this discussion should be seen in a broad sense. Culture is not only understood as the advanced intellectual development of mankind as reflected in the arts, but it refers to all socially conditioned aspects of human life (cf. Snell-Hornby, 1988: Hymes, 1964). With technology, students can easily type the words, phrases and sentences into the search box in their dictionary program or application but the outcome is sometimes awkward and unsuitable to the target language. The outcome of translating process should be natural and suitable to the target language as Nida and Taber (1969) stated that translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. A translation process should involve culture to find the best meaning and style in the target language so that the text can be as natural as it can be. Moreover, Will in Noss (1982: 3) stated that translation is a transfer process which aims at the transformation of a written source language text into an optimally equivalent target language text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the source language. It is clearly stated that culture takes important role in translating process and students need to learn to involve culture in the translation process in interesting and exciting ways. In this teaching technique, students are given English song lyrics and they are asked to translate them in Indonesian and they are also given Indonesian song lyrics and they are asked to translate them into English.

Keywords : culture, song lyrics, technology, teaching technique

Introduction

Introducing good translation to the college students can be a challenging thing because there are many things need to be considered in delivering the materials, the strategies how to make the lecture become still interesting and also putting some technology and culture in translation activity. The dictionary meaning of *translation* is the process of changing something that is written or

spoken into another language as Wehmer, 2005 stated. Translation class which is dominated by writing activity can be dull and boring if the students are always given some texts to be translated both in target language or first language, then ask the students to write them on a piece of paper. This research is conducted to answer usual problem that happens in translation class; boredom. The researcher is not using regular text from books or novel, but song lyrics that the students quite familiar or taken from oldies song where they do not know the song. In doing the translation, the students are allowed to use dictionary, whether it is regular paper dictionary or online dictionary such as *kamus.net*, *indotranslate.com* and *googletranslate* in their laptops or smartphones. The students will be given Indonesian song lyrics and asked to translate them to the target language and also they are given English song lyrics and asked to translate them in the first language, that is Indonesian. The first time they do the translation, it seemed so effortless because they just need to copy the sentences in song lyrics and put in the box available in the online dictionary and they just need to choose the target language and press enter, and the Indonesian song lyrics will change into the target language. But the language produced by the online dictionary is lack of one thing that is very crucial in translation, that is culture. Culture in this discussion should be seen in a broad sense. Culture is not only understood as the advanced intellectual development of mankind as reflected in the arts, but it refers to all socially conditioned aspects of human life (cf. Snell-Hornby, 1988: Hymes, 1964). With technology, students can easily type the words, phrases and sentences into the search box in their dictionary program or application but the outcome is sometimes awkward and unsuitable to the target language. The outcome of translating process should be natural and suitable to the target language as Nida and Taber (1969) stated that translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. A translation process should involve culture to find the best meaning and style in the target language so that the text can be as natural as it can be. Moreover, Will in Noss (1982: 3) stated that translation is a transfer process which aims at the transformation of a written source language text into an optimally equivalent target language text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the source language. It is clearly stated that culture takes important role in translating process and students need to learn to involve culture in the translation process in interesting and exciting ways. In this teaching technique, students are given English song lyrics and they are asked to translate them in Indonesian and they are also given Indonesian song lyrics and they are asked to translate them into English.

Problems in Translation Class

The point of conducting this research is to find out what problems that students usually meet in translating song lyrics or other text when they use the online dictionary, because actually a computer is a programmed with the basic rules of certain language and is given dictionary, then when somebody put is some text in certain language to be translated in the target language, the computer will translate the text according to those rules and the result given is the rough translation which sometimes have awkward and unsuitable meaning in the target language especially when it deals with certain cultural expressions such as phrase or idiom in Owl City and Carly Rae Jepsen's song Good Time, "Woke up on the right side of the bed" which means "terbangun di sisi kanan tempat tidur". That is proven that the translation given by online dictionary, is very rough and only translate word by word ignoring the cultural sense that makes the translation end up with something that is nonsensical. This statement is also supported by Zuckerman as he stated in New York Times, 17/05/2009 that machine translations give will work best for basic text but for complicated ideas, particularly in non-romance languages, machine translation will not be able to give a certain nuance that the language has. Working with metaphor, slang words and certain expression can also big problems for the online dictionary as it does not convey all the meaning of those words. In other words, human translation will still be considered as the best way of translation.

The Advantages of Using Song Lyrics

Keeping the students excited with the lecture sometimes can be hard thing to do because the teacher has to consider many things such as choosing the materials, way of delivering them and also keeping the students excited to the lecture. The researcher chooses teaching translation using song lyrics for the university students for some reasons. The first reason is picking material that is close the university

life, that is music. Something that they are interested in that will not make them bored. Second of all is that song lyrics do not have long texts which make them bored easily. The third, there are some certain idioms, expression and other figurative language that can be found in the song lyrics which can be a good way of teaching translation to students as it relates to other culture. If the students are always given text from books which usually has long paragraph, they only see the textbook language which is quite different with the language they see in song lyrics because textbook language are very formal and less using slang words or other expressions.

The Weaknesses of Using Online Dictionary

There are many advantages using online dictionary for teaching translation. The students do not need to bring thick dictionary and they can easily put in some sentences at once to the box of online dictionary such as google translate or they can open some different online dictionaries such as phrasal verb dictionary, idiom dictionary and do the translation in conventional way. The last one seems to be the best option to have translation class using online dictionary because the students can still experience the conventional phase in the translation process, that is looking for the best equivalent word in the target language not instantly like what they get when using online dictionary which translate the whole sentences. Although using online dictionary is simple easy and quite practical, but there are some weaknesses in using online dictionary such as it lacks of consistency in terms of the process of translation while the purpose of translation is to achieve equivalence of meanings between two different languages (Brislin, 1970). The other weakness is that online dictionary tend to translate word by word so that the translation become very rough and it also lack of nuance especially when it works with song lyrics as it sometimes conveys idioms, metaphor and figurative language.

Culture in Translation Class

Translating song lyrics using online dictionary is indeed something simple but yet it is a complex thing as translating a word, phrase or even a sentence in a song can have different context and may contains different culture. The result of using online dictionary tends to be choppy and the words are translated word by word ignoring the existing context and culture. It is on the contrary with the real meaning of translation, as Torop (2002) stated translation is as a process of converting ideas expressed from one language into another, is embedded in the sociocultural language of a particular context and also described the translation process as basically a boundary-crossing between two different languages. Clandinin and Connelly (2000) agree with the view of Lapadat and Lindsay (1999) that translation is primarily a conversional process of converting field texts to research texts through making decisions at different stages for obtaining equivalence in meanings and interpretations (Brislin 1970; Cauce, Coronado, & Watson, 1998). The role of culture in translation obviously take the most important part and if translation is done using online dictionary, then it will lose its cultural sense. Culture should be considered as a vital component of doing translation and the teacher should instruct the students about key cultural references at the relevant points because lack of cultural knowledge causes difficulty in comprehending the song lyrics when translating them into students' first language.

Technique in using song lyrics in teaching translation

In using song lyrics in teaching translation, the researcher gave the students the English song lyrics to be translated into Indonesian language and also Indonesian song lyrics to be translated into English. The researchers picked some English songs which contain idiom expression or figurative meaning in the lyrics in purpose so that the students can learn that translating is a process of converting ideas which involves culture. Some English songs that are chosen are *Good Time* by Owl City and Carly Rae Jepsen, *Yours Forever* by John Mellencamp and the Indonesian song to be translated into English are *Yogyakarta* by Kla Project and *Sedih Tak Berujung* by Glenn Fredly. First, the students are given *Good Time* by Owl City and Carly Rae Jepsen lyrics and *Yours Forever* by John Mellencamp lyrics and then asked them to translate the lyrics using online dictionary (google translate) into Indonesian. The next meeting they are given the same lyrics and then asked them again to translate them into Indonesian, only this time they are not allowed to copy the whole sentences into the online dictionary. They can still use online dictionary but they are asked to use it for word by word, not the whole sentences and asked them to arrange those words into good sentences. The time when the students

translate the lyrics, they put the culture into their sentences so that their translation result will not be awkward and hard to understand because it lacks of nuance. The following day, the students are given *Yogyakarta* by *Kla Project* lyrics and *Sedih Tak Berujung* by *Glenn Fredly* lyrics and then asked them to translate the lyrics using online dictionary (google translate) into English. The next meeting they are given the same lyrics and then asked them again to translate them into English, only this time they are not allowed to copy the whole sentences into the online dictionary. They can still use online dictionary but they are asked to use it for word by word, not the whole sentences and asked them to arrange those words into good sentences. By having this kind of translation class, the students can see the differences when they do translation online (putting in the whole sentences or each word into google translate) that there some things miss for example, culture, nuance and atmosphere in the song lyrics.

Discussion

The difference resulted by doing translation online which put the whole sentences with the one that that is not, is clearly seen. The lyrics are very rough and tend to be plain, like the formal text, which they should not because they are song lyrics which contain much emotion and strong certain feeling to something. For example these lyrics :

Woke up on the right side of the bed,
What's up with this Prince song inside my head?
Hands up if you're down to get down tonight,
'Cuz it's always a good time.

*Bangun disisi kanan tempat tidur
ada apa dengan lagu pangeran ini di dalam
kepalaku?
Angkat tangan jika anda turun untuk turun
malam ini.
Penyebab itu selalu waktu yang baik*

And also these lyrics

This precious time we've only borrowed
The autumn winds have blown on through
A quiet thought will tell our story
Tomorrow still holds out its hands to you
Tomorrow still holds out its hands to you

*Waktu yang berharga ini kita hanya pernah meminjam
Angin musim gugur telah ditiup pada melalui
sebuah pikiran yang tenang akan menceritakan kisah
kami
Besok masih mengulurkan tangan untuk anda
Besok masih mengulurkan tangan untuk anda*

The *Good Time* song lyric, has idiom in the first lyrics, *woke up on the right side of the bed* and when this idiom is translated into Indonesian, it becomes *bangun disisi kanan tempat tidur*, which does not mean anything. It only means getting up from bed like what people usually do, but, actually this idiom means 'having a bad mood'. Also the phrasal verb *get down* which actually means start seriously doing something, in the online dictionary it is translated plainly *turun*, which actually if it is well translated it should be *angkat tangan jika anda/kamu mau ikut malam ini*.

While the second lyrics, *Yours Forever*, although it has idiom at the last line, but the translation still can be understood. The line *tomorrow still holds out its hands to you* which is translated *besok masih mengulurkan tangan untuk anda*. But the translation is very awkward and loses its sense. The first line, for example, *this precious time we've only borrowed* which is translated into *waktu yang berharga ini kita hanya pernah meminjam*, would be best translated into *waktu berharga yang pernah kita pinjam*.

The same thing happens when the students are given Indonesian song lyrics and then asked them to translate them into English. These are the results:

Ini aku kau genggam hatiku
Simpan didalam lubuk hatimu
Tak tersisa untukku
Habis semua rasa didada

*It's me you're my heart cell
Keep in your heart
Nothing left for me
Exhausted all flavors chest*

Pulang ke kotamu
 ada setangkup haru dalam haru
 Masih seperti dulu
 tiap sudut menyapaku bersahabat
 penuh selaksa makna
 Terhanyut aku akan nostalgia
 saat kita sering luangkan waktu
 Nikmati bersama suasana Jogja

*Returning to your town
 there is a stack of emotion in longs
 Still the same
 every angle greet friends
 full of ten thousand meanings
 I would drift nostalgia
 when we often take time
 Enjoy together atmosphere Jogja*

Dipersimpangan langkahku terhenti
 Ramai kaki lima menjajakan sajian khas berselera
 orang duduk bersila
 Musisi jalanan mulai beraksi
 seiring laraku kehilanganmu
 Merintih sendiri ditengah deru kotamu

*At the intersection, I stop
 crowded street peddling tasteful specialties
 people sitting crossed legs
 Street musician began to act
 as laraku lose whimpering alone,
 Amid the roar of the city*

The Indonesian songs which are translated into English using online dictionary also experience some awkwardness and losing its sense, nuance and culture, especially in the second song, *Yogyakarta*, which portrayed the life and culture in Yogyakarta. The line *ramai kaki lima menjajakan sajian khas berselera, orang duduk bersila, musisi jalanan mulai beraksi* show the real life in Yogya which rich of traditional culture. When those lines are translated, it loses its cultural sense and it becomes plain translated text. They have no senses and certain atmosphere like when it is written in Indonesian. To be frankly, it is the challenge when someone is doing the translation. He/she needs to keep this nuance, atmosphere and the culture within into the translation, because those things make the lyrics alive.

While the first lyric, *Sedih tak Berujung*, also experience rough translation. The line *ini aku kau genggam hatiku*, when it is translated becomes *it's me you're my heart cell*. The word *genggam* is roughly translated *cell* like in *telepon genggam* is translated *cell phone*. It would much better translated into *It's me you hold my heart*. And also the last line, *habis semua rasa didada* is translated into *exhausted all flavors chest*, which obviously cannot be understood in English. It may be better translated into *all the feeling in this heart has gone* instead of *exhausted all flavors chest*, as actually the words cannot be used for sense reason, the equivalent words can be used to keep the atmosphere, nuance and sense in the lyrics.

Conclusion

Translation which can be a boring activity can be more exciting when using song lyrics as the substituted text and online dictionary for the university students. Although, the process of translating the lyrics can be very easy, the students can put in the whole text and wait a second to get the result, this require more effort than it is imagined, because some words cannot find its best translation or equivalent words due to culture, nuance, sense and atmosphere of the songs. It means technology will never totally replace the translation process, it only support the translation in easy and simple way. It is the translator him/herself who is able to translate the lyrics into good ones that people who read the translation can still feel the atmosphere, sense and nuance in the song lyrics.

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**Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Provinsi Jawa Tengah**

Jalan Imam Bardjo, S.H. No.5 Semarang
Telp/Fax +62-24-8448717
Email: seminarlinguistics@gmail.com
Website: www.mli.undip.ac.id/lamas

