

**DIFFICULTIES IN TRANSLATING ENGLISH SONG "TERRAFORM"
EXPERIENCED BY UNDERGRADUATE EFL LEARNERS AT JAMBI
UNIVERSITY**

A THESIS

**Submitted a Partial Fulfillment of the Requirements to Obtain the Degree of
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2024

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LETTER OF RATIFICATION

This thesis entitled "Difficulties in Translating English Song "Terraform" experienced by Undergraduate EFL Learners at Jambi University", written by Susilo Tri Handayani, student number A1B219117, has been defended in front of the board of examiners on, November 1st 2023 and was declared acceptable.

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DECLARATION OF ORIGINALITY

I, Susilo Tri Handayani (A1B219117), declare that “**Difficulties in Translating English Song "Terraform" experienced by Undergraduate EFL Learners at Jambi University**” is my own work, that has not been submitted before for any degree or examination in any other university, and that all the sources I have used and quoted have been indicated and acknowledged as complete references.

Jambi, January 3rd 2024



Susilo Tri Handayani

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MOTTO

"Never give up on what you really want to do. The person with big dream is more powerful than the one with all facts."

-Albert Einstein-

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In the name of Allah, The Most Merciful, The Most Gracious, The All-mighty, Alhamdulillah, all praises belong to Allah, and prayers and peace be upon Muhammad, as the prophet and messenger of Allah.

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Finally, the writer realizes that this thesis still needs improvement. Therefore, the writer asks for suggestions and constructive criticism for the model, which may be helpful for all of us.

Jambi, January 3rd 2024

A handwritten signature in black ink, appearing to be 'Susilo Tri Handayani', with a long horizontal stroke extending to the left.

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ABSTRACT

Handayani, Susilo Tri., 2023. Difficulties in Translating English Song "Terraform" experienced by Undergraduate EFL Learners at Jambi University. A Thesis, English Education Study Program. Faculty of Teacher Training and Education Jambi University. The first supervisor is Dr. Dra. Yelia, M.Pd. The second supervisor is Yulhenli Thabran, S.S., M.A.

Keywords: Translation, English Song, EFL Learners, Difficulties in Tanslating Process

This study aims to determine difficulties experienced by undergraduate EFL Learners at Jambi University in translating English song and how do they overcome their difficulties during the translating process. This study utilized a qualitative case study which used purposive sampling in selecting participants with criteria set by the researcher. A semi-structured interview was applied in this research to six students from the sixth semester who had through Translation and Interpreting Practice Course to gain data. The data analysis technique used in this study using Miles and Huberman's (1992) mode and the data validity technique in this research is using member checking. The study shows four different difficulties in translating English song that the students experienced during the translating process of Terraform song by Ed Tullet ft. Novo Amor. There were Lack of Vocabulary, Pragmatic-Semantic, Figurative Language, Choosing Appropriate Translation and additional findings. The study also reveals how the students overcome the problems they experienced, by using recall the word, connect the word to other word, match the lyrics with video clip, guessing the meaning through video clip and guessing the meaning of th lyrics by the context.

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

Translation generally is a process of rendering a text's meaning, ideas, or messages from one language to another. The correctness, clarity, and naturalness of the translation's meaning, concepts, or messages are some of the considerations that come into play during the translation process. Thus, it is necessary to consider whether the target text readers will accept the identical information as it was by source text readers.

Newmark describes translation as a written message or statement in one language that must be attempted to be replaced by the same message or statement in another language (Newmark, 1981: p. 7). Another definition of translation, as written in the book *Translation, An Advanced Resource Book* by Hatim and Munday (2004: 3), is the "Procedure for translating a written material from its original language (SL) into its intended language (TL)". When a message needs to be proportionally sent from one language (the source) to another (the target), it is what mean by translation, Lomaka (2017: 4, p. 234-244). Lomaka's definition indicates that translation is the replacement of linguistic resources and content that are appropriate for the target language. Thus, all kinds of definitions from experts could conclude that translation is a process intended to find meaning equivalence in the target text. The ability to translate is a crucial part of daily living. Unconsciously, it is known to us because we utilize it in activities like watching movies, reading books and newspapers. Nowadays, trnslation became more significant than before because it allowed us to communicate the meaning of another language, (Prajoko, 2017).

Translation is necessary for the transmission of new concepts, knowledge, and data around the world. It is crucially important to develop good cross-cultural communication. The power of translation can change history and aid in the spread of new information. Translation also plays a significant role in the field of education. It is proven by the existence of teaching and learning activities required to study translation as a bridge for students to learn foreign languages. As a result,

teaching benefits extensively from the use of translation in lessons. By translation, it could examine the potential both of languages while assisting students in understanding the relationship between them, as Liu (2020) outlined how teaching translation might improve students' language proficiency and ability to compete.

Firstly, a song is an act of art that sing along to musical accompaniment or by a singer, Purba et al., (2022: 46). Typically, song lyrics are an individual's expression of what they have seen, heard, or experienced. The poet or songwriter plays with words and language as they describe their experiences to draw the listener in and give the songs something unique. One of the means of communication that facilitates human cooperation is singing, Sitorus and Herman (2019:5, p. 24-28).

The idea that song is an alternate medium to enhance language learning, especially sentence structure, is referenced by song usage in this study. Songs have a variety of benefits. Suwartono, a language expert and practitioner, claims that song's rhythm and authenticity can be used to teach languages, Suwartono (2012: 149–151). Tone and rhythm elicit a pleasant feeling. The song inspires listeners to copy the lyrics in whole or in part since it is an actual work of art. The song text contains real examples of language in use, including sentence patterns. So, we can train and test students' English skills through songs that students listen to.

Nowadays, in real situations when translating, mainly when translating a song either in part or in whole, in translation and interpreting practice course, the actual condition arises that cause difficulties for EFL students, majority of Indonesian students find it challenging to acquire English language grammar, Megawati (2016: 152). One of the reasons is the vast disparities between the grammar of English and Indonesian. For instance, English has various tenses, and students need to familiarize themselves with them in Indonesian. Furthermore, this research would find out what are students' difficulties in translating english song. Hence, students should have strategies and solutions to overcome those difficulties. Because of the current situation, this research would only focus on the experience of undergraduate EFL Learners at Jambi University.

Here are some previous studies related to translating English songs into Indonesian. Firstly, according to Fitria (2022), who conducted research with the title *Linguistic Problems of Translating Indonesian Popular Lyrics of Cover Songs into English*, written on her research that Linguistic factors may have an impact on translation outcomes. She used documents to collect data. The results show that linguistic issues such as those in morphology, syntactic structure, phonology, and semantics cannot be separated from the processes of translating song. The following research is *Translation Technique and Equivalence of The English Version of ITZY's Songs* by Raisa (2022). The translation is necessary since song lyrics are singers' primary means of cross-cultural communication. The translators are responsible for conveying meanings from the Source Language (SL) to the Target Language (TL). The search for semantic correspondences between the SL and TL is connected to equivalence in translation.

Translation equivalence and translation approach are essential to understand how translators translate meanings between languages. Due to the study's close examination and analysis of the chosen object, it falls under the category of qualitative research. The analysis's findings indicate that discursive creation was the translation method used the most frequently. It was discovered that lyrics with comparable content in multiple languages but varied presentational forms in the TL frequently contain discursive creativity. Last, Purba et al., (2022) in their research *Analyzing Translation Method in Song Lyric "Memories" Maroon 5 From English to Indonesian*. They used Newmark's theory to analyze the process of translation, which show various translation techniques, including literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. This investigation used qualitative using a descriptive analysis of the data. The translator of the song "Memories" was discovered to employ 11 or 50% word-for-word translations, 3 or 13.6% literal translations, 2 or 9.1% semantic translations, 2 or 9.1% free translations, and 4 or 18.2% communicative translations as their translation methods.

Based on all those studies above, the research for this study found the gap in research that no more specific research examines cases of difficulty in translating English songs, especially for EFL learners in University. Almost all research only discusses topics related to linguistic problems in the translation process and technical analysis in translating English songs into Indonesian. Thus, through this research, the researcher wants to examine the difficulties in translating English song experienced by undergraduate EFL Learners, especially in English Department at Jambi University. In this research, the researcher used song "Terraform" by Ed Tullet featuring Novo Amor as the song chosen to be translated by undergraduate EFL learners and the deep interview process. The researcher decided to use this song in this research because this song has a concern with human environmental issues that threaten living things if not cared for by humans. As stated in Situmeang et al. (2022), that Novo Amor's songs have a lot of depth and are captivating to listen to. The majority of song lyrics are poetic and rhythmic. In fact, to make the spoken word more fascinating, memorable, and aesthetically attractive, composer merely use imagery from the spoken word. Additionally, Novo Amor wrote a song on friendship, life, and how to be brave and confident and as well as optimism for humanity. So, this song is not only pleasant to hear and has a deep meaning for the listener but the song's content is educative and uses very variety words. Thus, through this research, the researcher wants to know what are the things that cause EFL learners to find it difficult during the process of translating the English song.

Moreover, this is related to the translation and interpreting practice course as one of the elective courses in English Department at Jambi University. Based on the early observation conducted before, the researcher get information from undergraduate EFL Learners at six semesters in English Department of Jambi University that they had practised translating an English song into Bahasa Indonesia using a song which they are familiar with as a final assignment that gave by the lecture on translation and interpreting practice course during the fourth semester before. Another substantial reason the researcher conducted this research is because of this phenomenon that truly happened, and so rarely research in the translation field at Jambi University discusses this topic.

1.2 Research Questions

1. What are students' difficulties in translating English song "Terraform" by Ed Tullet ft. Novo Amor?
2. How do students overcome those difficulties?

1.3 Purposes of the Research

1. To explore students' difficulties in translating English song "Terraform" by Ed Tullet ft. Novo Amor
2. To investigate how students overcome those difficulties

1.4 Limitation of the Research

This research is limited only on undergraduate EFL learners who had chosen translation and interpreting practice course during the previous semester and focus of the research is students only translated the song chosen by the researcher for some strongest reasons and got the highest academic grade in the previous semester's translation and interpreting practice course.

1.5 Significant of the Research

1. For the students

This research finding will benefit future students, primarily undergraduate EFL learners in English Department at Jambi University who chose translation and interpreting practice course. The students will get information about strategies to translate English song.

2. For the researcher

This research will be beneficial for the researcher to enrich the knowledge about the difficulties and strategies that students face in translating English song.

1.6 Definition of Key Terms

1. Translation

Translation is the act of substituting text from one language (the source language) with text from a different language that is functionally similar (Target

Language), defined by Catford (1965). that is appropriate for the target language, such as language texts.

2. English song

Song is an act of art sung along to musical accompaniment or by a singer, Purba et al., (2022: p. 46). So, English song is a song with lyrics written in English.

3. EFL Learners

English Foreign Language (EFL) Learners' students study and use English as a second language instead of their mother tongue. Setiyadi (2020: p.16). They usually have goals and reasons why they study and communicate using English.

4. Difficulties in Translating process

Suksaereseup and Thep-Ackrapong (2009) present evidence that translators misread the source material during the reading process and misinterpreted specific lexical terms.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Translation

1. The Nature of Translation

The nature of translation varies across specialists. Newmark (1988: 5) stated translation is translating the meaning of a text into another language according to how the author intended the content. This definition strongly emphasizes accurately translating the author's intended meaning from the source language text into the target language content.

Barzegar (2008) defined translation as an effort to convey the same idea or phrase in another language instead of the one in which it was originally written. Another definition proposed by Catford (1965) presents that translation is the substitution of text in one language (Source Language/ SL) with text in another language (Target Language/ TL) that is equal. Furthermore, translation involves duplicating the most natural translation of the source-language message in the target language, first in terms of meaning and then in terms of style, this stated by Nida and Taber (1974:12). They do not clearly say in this definition that the object being communicate is a meaning or message. They emphasize the process of translation.

Based on all of the definitions, translation is an attempt to translate written communication or statement from one language to another by using the closest natural counterpart of the original language in terms of meaning and style.

2. The Importance of Translation

Ma'mur (2004) said that translating as a means of communication across different national populations has been extraordinarily important. He claimed it was challenging to envisage what kind of interaction model might aid global citizens' communication without translation bridges, as has been done so far. Thus, in the era of globalization, English is the most commonly used language, Saha (2020). Translation is crucial since we can't communicate with those who don't

speak or comprehend English well because some need to speak or understand it better. A survey in 2006, 38% of EU nationals reported having the ability to converse in English, whereas 13% of EU citizens claimed to speak English as their native tongue. Thus, just 51% of EU residents speak English. So, a survey conducted again in 2012 by the European Commission showed that only a quarter of Europeans could comprehend English news broadcasts clearly.

Köksal and Yürük (2020) Translation is crucial in cross-cultural communication. Both social interactions and global commerce require it. A good translation, according to (Larson, 1984: 485-488), has three criteria, namely accuracy, clarity, and fairness. Accuracy means a translation must represent the author's intended meaning in the original text. Clarity means a translation must be simple enough for the intended audience to understand. Fairness pertains to grammar and style, which must be appropriate and follow the TL (target language) guidelines.

3. Kinds of Translation

Transferring the meaning from the source language to the target language is only one aspect of translation. Additionally, it involves changes beyond simple word and grammatical changes in the original language. Companies like Larson and Newmark offer a variety of translation techniques that can be used to translate quickly and produce better translations. Methods are necessary to avoid errors in transferring meaning between two languages. This results in various translation styles. The approach determines the kind of translation. Larson (1984, as cited in Munawwarah, 2016) classified two types of translations. (a). Literal Translation; Literal translation adheres to the original language's structure and form, translating words literally while maintaining their original meaning. (b). Customary translations; It was acknowledged that translation results in the choice of lexical items and natural forms in grammatical structure. A translation's final product frequently resembles the original or an interpretation of the meaning.

Newmark (1988) outlined the distinction between translation procedure and translation approach. He claimed that whereas translation methods are utilized for

sentences and other smaller linguistic units, translation methods refer to the text as a whole. He also described the process of translating differently as follows:

a. Word-for-word translation

It maintains the word order from the source language while translating it literally and linearly into the target language. Example:

2. Rama Danu (Paragraph 1)

SL: "There is an orangutan in the Bandung Zoo"

TL: "*Ada orangutan di dalam kebun binatang Bandung*"

(Source, Sianturi et al., 2021: p. 104).

b. Literal translation

The closest equivalents in the Target Language are used to translate the grammatical aspects of the Source Language. In order to translate non-equivalent words into the target language, it also uses borrowed words. However, the issue is that it occasionally becomes incompressible.

Example: 1. Vinky (Paragraph 1)

SL: "She comes from a dense forest on the island of Kalimantan"

TL: "*Dia berasal dari hutan lebat di pulau Kalimantan*" the phrase Black Market is translated to *Pasar Gelap*

(Source, Sianturi et al., 2021: p. 101).

c. Faithful Translation

Within the limitations of the grammatical structure of the Target Language, it creates the identical contextual meaning of the Source Language.

Example: this1. Vinky (Paragraph 2)

SL: "She has physical features similar to a human"

TL: *“Dia memiliki ciri fisik yang mirip dengan manusia”*

(Source, Sianturi et al., 2021: p. 102).

d. Semantic Translation

While being more lenient with its grammatical restrictions, it concentrates on the aesthetic value of the Source Language in the translation.

Example: Sample 1

SL: Be a good son.

TL: *Jadi anak (yang) baik*

(Source, Pratama and Hartono, 2018 : p. 199)

e. Adaptation

It transforms the cultures of the Source and Target languages, and is frequently employed in dramatic performances. Example::

30. SL: I think you should run for students body president

TL: *Kurasa sebaiknya kau mencalonkan diri untuk menjadi ketua organisasi siswa.*

(Source, Syafrizal and Rohmawati, 2018: p. 145).

f. Free Translation

It creates the Target Language devoid of the Source Language's formal mannerisms. Employing the paraphrasing method primarily. Example:

2. Ainun (Paragraph 2)

SL: “Bongo is almost as big as a human”

TL: *“Bongo menyerupai orang yang bertubuh besar”*

(Source, Sianturi et al., 2021: p. 105).

g. Idiomatic translation

By using idioms, it distorts the meaning of the Source Language's original message while still conveying it. Example:

45. SL: Went steady

TL: *Dekat*

(Source, Syafrizal and Rohmawati, 2018: p. 146).

h. Communicative translation

It conveys the exact meaning of the Source Language in a way that makes both the language and the material as understandable as possible. Example:

48. SL: Though, later.

TL: *Akan kita bicarakan nanti.*

(Source, Syafrizal and Rohmawati, 2018: p. 146).

4. Procedure in Translating English Song

Following the procedure applied in Analyzing Translation Method in Song Lyric "Memories" Maroon 5 From English to Indonesian written by Purba et al. (2022: p. 48), here is the procedure to translate the English song into Indonesian steps taken are:

1. Search the song lyrics from the English song which you use to translate
2. Write each line of lyrics in the SL, following with TL every text
3. Analyze the translation method that you will choose to use to translate the song lyrics into the target language, Indonesian, as the methods above
4. Follow the process of translation (Batu and Sinambela, n.d.) as the rules below:

1. Tuning. Translators must be able to produce the language appropriate to their line of work to convey the spirit of the source text. The translator might read some related literature if the text could be more challenging or well-known to them.
2. Analysis. For consistency, it could be required to develop relationships between items in prominent text positions during this phase (or the terminology or comprehension phase).
3. Understanding. The translator will usually put this step back together in a way that the audience can comprehend or relate to. Their background knowledge on the subject will determine how much they can do.
4. Terminology. To ensure that the target-language reader won't be misled, laughed at, or offended by the sentence's essential words and phrases, check that they follow standardized usage.
5. Restructuring. Then, the translator put them together in a way that made sense when spoken in the target language. In this stage, "form," instead of "content," truly shines.
6. Checking. The draft translation should then be checked for spelling mistakes and passages where a second reading can offer a more elegant or accurate translation.
7. Discussion. Discussion between the translator and subject-matter authority should follow translation.

5. Difficulties in Translation

It isn't easy to translate English text into Indonesian text. Words that most nearly convey the author's meaning should be used in translation. For instance, several English words have various Indonesian meanings. The Indonesian equivalent of the English word "miss" is "Nona/Rindu/Tidak kena sasaran." Learners should be required to select an excellent matching term since they need help understanding the right word choices in the target language. The process becomes challenging when the translator must focus on dictionary selection to

choose the right word and its closest meaning. When translators need help to use the appropriate terms in the target language, the issue is exacerbated. Numerous factors cause equivalency problems. One reason for this is the large number of equivalence types. The equivalence types are (1) One-to-one equivalence. (2) One-to-many equality. (3) Many-to-one equivalence. (4) one-to-one or zero equality.

Additionally, the structural variations between English and Bahasa Indonesia could impact translation. The translator must emphasize understanding structural cases. Further, Marlina et al. (2005), referenced in Lailaturrahmi (2018), claimed that the majority of students struggled to translate English sentences into Bahasa Indonesia texts because of a variety of factors: (1) The students' little lexical knowledge. (2) Without considering the context, students frequently translate statements word-for-word. (3) Lexical meaning, as opposed to grammatical meaning, is the trend in student usage. (4) Students frequently use improper synonyms for grammar, expression, and vocabulary to infer meaning. These details demonstrate that translation is a difficult undertaking.

Translation issues typically have two potential causes. The first is the issue of exchanging thoughts and opinions. According to this issue, there are four possible causes—differences in how authors and translators think, as well as background information that translators should have. The second issue is the transfer of language forms (Soemarno, 1983). Contrary to other experts, Miremadi (1991, cited in Owji, 2013: v.17) stated that the two types of translation issues that typically arise are lexical and syntactic issues.

1. Lexical problems

A word in one language cannot be replaced with a word in another when referring to the same concepts or objects. According to Miremadi's interpretation of lexical issues, this is true even though words are entities that refer to things or ideas. Lexical issues are divided into five subgroups: Denotative or direct meaning. These words from the source text can be matched with those from the

target text "without missing images," according to this type of meaning (e.g., mother, father, etc.).

a. Lexical meaning

Lexical meaning relates to words or phrases that may appear to be equivalent, but this may only sometimes be the case; the translator must be aware of the author's intended meaning in addition to the literal meaning of the text to avoid misrepresenting it. Example:

He is wearing glasses; My son has broken a glass; The door is made of glass.

The three sentences above both use the object "glass," but the word "glass" itself can be interpreted as a different meaning in each sentence, depending on the context in which, where "glasses" is usually defined as "kacamata" in Bahasa Indonesia, Suryawinata and Effendi, (1988: 2.2).

b. Metaphorical expression

Idioms and other expressions that can be difficult to translate fall under this section. Example:

"Life is a journey" has various meanings. The meanings of expression can be as follows:

1. The person leading a life is a traveler.
2. His purposes are destinations.
3. The means for achieving purposes are routes.
4. Difficulties in life are impediments to travel.
5. Counselors are guides.
6. Progress is the distance traveled
7. Things you gauge your progress by are landmarks.
8. Material resources and talents are provisioned.

Source, Lakoff and Turner in Saeed (1997:306).

c. Semantic voids

Words and/or expressions that convey ideas that are unique to one particular community are included in this subcategory. Although the exact counterpart cannot be found, approximate equivalents can. Example:

SL: "And if you can get the time off work."

TL: "*Dan kalau kau bisa cuti dari pekerjaan.*"

BT: "And if you can leave the work."

(Datum 45), Shabitah and Hartono, (2020: p. 70).

d. Proper names

Even though proper names are used to identify people and can be translated from one language to another, there are situations when the particular meaning they convey is not shared by the target speech community.

In addition, Newmark (1988:214) listed three categories for proper names. It is made up of names of people, names of things, and geographical terms. Example:

Data 3: SL: "Mais oui. Stamboul, it is a city I have never visited." (1991: 8).

TL: "Mais oui. Istanbul *memang kota yang belum pernah ku kunjungi.*" (2017: 27), as cited in Lestari et al., (2020: p. 389).

2. Syntactic problems

Syntactic problems are the other main category of translation problems. There are no two languages that have the same precise systems of structural arrangement (language structure varies from one language to another). Structural organizational variations include:

a. Word classes

The internal word formation of language classification varies between languages. Example:

Traditionally, the following ten word classes are distinguished: verb (sit, go, read, etc.), noun (dog, tree, table, etc.), adjective (blue, cheap, nice, etc.), adverb (here, today, well, often; more on adverbs below), preposition (in, on, below, before, after, etc.),² numeral (one, two, etc.), article (the, a/an), pronoun (you, they; someone, anyone; who, whose etc.), conjunction (and, or; if, because, etc.) and interjection (shh, oh no, phew, hey, hmm, etc.), Rijkhoff, (2007).

b. Grammatical relations

The way that a sentence's constituents work together within a sentence varies between languages. Example:

ST: *Kesenian ini memadukan antara tari dengan alat musik dari bilah-bilah kayu dan gamelan jawa yang biasa disebut "Gambang".*

TT: It is a combination between dance and musical instrument made of wood and Javanese gamelan commonly called "Gambang".

To maintain the sense of naturalness in the translation, the translator turns the noun "combination" into the verb "combines", Afifah et al., (2018: p.255).

c. Word order

The order or arrangement or position or structure of words in a phrase, clause, or sentence. Example:

Active and passive sentences in bahasa Indonesia:

Active: *Pak Toha mengangkat seorang asisten baru.*

Formulation: substitute O for S. Then in P, insert di- in place of the prefix meng-. After that, precede the S element with the word by.

Passive: *Seorang asisten baru diangkat oleh Pak Toha.*

Suprato, (2012: p.294).

Active and passive sentences in English:

Active: The cat is eating the fish.

Formulation: O+ (to be)+ being+ V3+ bt+ S.

Passive: The fish is being eaten by the cat

Suprato, (2012: p.296).

d. Style

Two conventional views of style are described by Geoffrey H. Leech and Michael N. Short ([1981, as cited in Saldanha, (2014: p. 1). a monist perspective, which holds that the development of form invariably leads to the development of Meaning, and a dualist perspective, which holds that manner and matter, or expression and content, are independent of one another. Example:

Any of those nights when we drank tea and chatted . . . (1991)

Saldanha, (2014: p. 2).

e. Pragmatic aspects

Balfaqeeh (2009) identified the following issues with translation when examining the meaning of aspect differences:

1. Idiomatic Expression

Idioms have a hard time matching words to their precise meanings. It needs to be translated in its entirety to convey the whole unique meaning. The idiom is challenging to translate because the target language does not have perceptual equivalency. Idioms have a different cultural sensibility in languages that express different cultural sensibilities, particularly in the target language. An idiom's translation consequently depends on the setting in which it appears. Second, whereas TL idioms may have analogs, they are utilized in contexts that call for different implications. Example:

SL: Nick was over bright and early.

TL: *Oh tidak, Nick sudah datang pagi-pagi.*

(Chapter 11, p.392), Fitri et al., (2019: p. 346).

2. Cultural-bound Expression

Nida's statement (cited in Guerra, 2012) said that the difficulty in translation results from a culturally specific expression. A separate semantic subsystem handles finding suitable equivalent semantics between the source and target languages. Cultural factors might make translation more difficult for translators than linguistic ones. In addition, Ghazala (2008) noted that stylistic problems can arise when translating because the style of the SL is closely related to the meaning. In addition to lexical and syntactic issues. While performing a translation, an extra in that way could result from an indulgence in a language manner. According to Ghazala, style refers to the specific decisions writers make about layout (form), syntax, vocabulary (words), and pronunciation (sounds). There are various categories into which stylistic problems can be divided:

a. Style of Ambiguity

Clarity lacks ambiguity. This type of language is typically employed to obfuscate meaning, obscure the truth, avoid expressing an unambiguous opinion, and reflect the characteristics of a character. These roles are crucial to maintaining the text's meaning and must be preserved in the translation. Example:

Sentence: He is eating the fish on the table.

From the sentence, we can see two possible meanings, namely:

- a. He is eating the fish which is on the table, and
- b. He is eating the fish while sitting on the table. (Batu and Sinambela, n.d.).

b. Style of Repetition and Variation

It is generally agreed that word repetition is a bad practice that should be avoided in any writing, including translation. However, word repetition could highlight a text's main message. It was required in this situation to translate the same terms repeatedly to capture the relevance of the text's content. To avoid

word repetition, writers sometimes force a synonym with a similar meaning, making the translation awkward and challenging to accept.

For instance, when a little child says "dog street," an adult will respond correctly by saying, "There's a dog on the street" (Brown, 1998).

f. Students' Lack of Vocabulary Mastery

The most frequent barrier in English is a lack of word knowledge. To effectively master all four language skills, vocabulary mastery is crucial. Thus, it is evident that mastering a language requires a strong vocabulary. Students who lack a strong command of the English language will have trouble understanding the meaning of written or spoken texts.

In the study conducted by Noviyanti et al. (2020) about an analysis of the student's difficulties in translating English into Indonesian during the sixth semester of IKIP PGRI Bojonegoro, it was stated that the dominant answer from the students was less vocabulary than the students' difficulty in translating.

2.2 Learning Translation Through The Media: English Song

1. The Benefit Of Using English Song as the Media of Learning Translation

Murphy (1990 &1992), cited in Yuskar (2021), argued that songs must be included in EFL classes for a variety of reasons, including 1. talk about the music, singer, lyrics, and video clips; 2. build intrinsic connections between people, places, and events in our lives; 3. to translate songs; 4. to encourage intensive and extensive listening; 5. to elicit conversations about perspective and emotions; 6. to promote imagination and creativity. According to Murphy, the employment of songs in learning English makes students more deeply reflective and creative in their daily lives. Murphy went on to say that EFL teachers should incorporate songs into their lessons, and one way to do this is to translate the songs' lyrics that aim to give students a unique learning experience. Songs provide many inventive chances for learning new language study experiences.

Students sang the song "To Be with You" by the American rock band Mr. Big together; they emotionally connected with the lyrics before translating them

into *Bahasa Indonesia*; the students felt satisfied and gratified with their learning experience. It demonstrates that learning English through music is more enjoyable for students than other methods, such as reading text or simply listening to daily dialogue, based on Yuskar (2021).

2.3 Difficulties in Translating English Song Experienced by EFL Learners: A Review

2.3.1 Internal Factor of Difficulties in Translating English Song Experienced by EFL Learners

1. Students' Motivation in Learning Translation

Motivation is an essential term of the internal human factor that encourages humans to fight for their goals or objectives. People need motivation to reach their goals or aim to succeed. Nuraeni and Aisyah (2020) stated that in the teaching-learning setting, specific actions must support success in achieving desired goals. They continued that people choose their motivation based on their experiences, the level of their effort, or the goals they hope to achieve. Giving students engaging, pertinent, and important tasks to complete preserves the value of stimulation, as does the importance of acknowledging, praising, and supporting people's constructive efforts. The term "motivation" refers to the "overall goal or direction" in second or foreign language learning.

In contrast, joining learning activities can help you achieve your goal and direction. Students' motivation determines whether or not they are successful at learning a foreign language. Motivation impacts language learners' ability to endure in their studies, as Dincer and Yesilyurt (2017) concluded.

In learning and teaching a language, attitude and motivation are intertwined since attitude is complicated and influences motivation. Motivation and the range of possibilities for language usage outside of the classroom are both essential for successful language learning in the classroom. (C. Gardner, 1985). According to Spolsky (1989, p. 149), Gardner and Lambert are motivated by their attitudes. According to Wilkins (1976), students who lack a strong intrinsic motivation to learn a language or who are not volunteers must be motivated by their teacher. A

different language expert, Lightbown and Spada (1993, p. 39), contends that internal motivation may be low if the speaker is merely picking up a second language due to outside pressure. According to the student's perspective, learning a second language can either be a rewarding experience or a source of hatred, they explained.

Zuniarti et al. (2016) found in their research consisted of 34 participants, 91.2% of the student's motivation for learning English was rated as average to good, and only one student (2, 99%) had a rating of good to excellent. So indicates that the student is highly motivated to learn English because she understands the value of mastering the language. The research above shows that motivation plays a significant role in supporting students to learn English well. It could help students learn translation as an essential part of English study and for translating English song. It needs motivation to keep them patient in the process of learning.

2.3.2 External Factor of Difficulties in Translating English Song Experienced by EFL Learners

1. Students' Environment

According to Zuniarti et al., (2016) found in their research, only 2 students (5, 88%) out of 34 participants were classified as having a poor to average degree of motivation. Poor to average level students frequently study English because their parents have asked them to. Although parents emphasized the value of learning English and urged their children to enroll in English classes, they did not assist or involve their kids in studying at home. Zuniarti et al., (2016) continued by saying that they have determined that three of the five factors that have the greatest influence on students' motivation are external factors. These three factors are parental family, teachers, and peers. According to the findings, parental and family support ranked highest (among 25 students) in influencing students'

motivation. Parenting practices influence whether a child's motivation levels are rising or falling.

According to Patterson (1992), there are six environmental factors which are crucial for creating an environment that is conducive to learning as shown in Fig. 1.

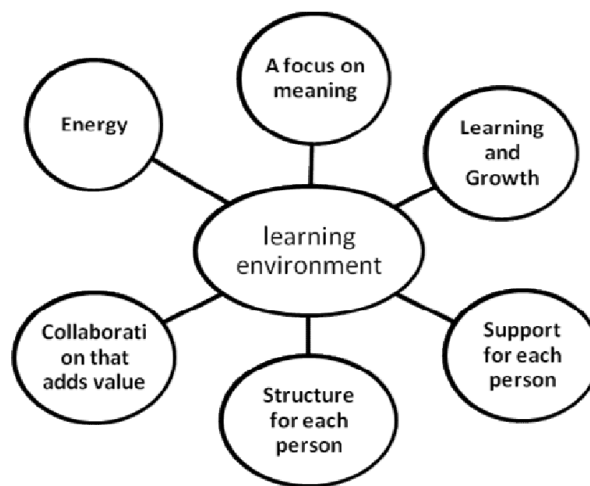


Fig. 1. Six Dimensions of the Learning Environment.

According to Patterson's concept explained that (a) A focus on meaning. Making a difference in the world by developing meaningful learning, improving performance, and incorporating meaning into the environment's context and artifacts; (b) Learning and Growth. In this dimension, Students raise their performance level; (c) Support for each person. Align people with their strengths, passions, and greatest skills; provide a risk-free atmosphere; establish alignments with personal beliefs and interests; provide opportunities for professional advancement; and provide feedback; (d) Structure for each person. Clear performance criteria, scope, schedule, challenge and resources; (e) Collaboration that adds value. Supporting others, using effective practices such as assessment and compelling goals; (f) Energy. People using their energy in learning.

Based on the explanation above we can conclude that students' environment also participates in building student motivation and enthusiasm in the learning process. Thus, when the student's environment has a positive view and supportive, this can affect students' talents and interests and vice versa, the negative view will give negative results too. In which situation in matters related to this study, when the students' environment did not support students to learn English, students will less interested to learn English, and this will cause bad effect. Students will get difficult to learn English, in which there will be translation part, and all aspect that related to English.

2.4 Strategies in Translating English Song Experienced by EFL Students : A Review

To produce equally good translations, translator need several strategies and critical processes. EFL students also need it when translating text in translation classes. Depending on their individual factors, different academics have varied viewpoints on translation strategy. As a rule, translation tactics have the following qualities: (a) text manipulation is involved; (b) they must apply to the procedure; (c) be goal-oriented; (d) is problem-centric; (e) they are used consciously; (f) they are intersubjective; (this indicates that the method should be empirical and clear to the reader, not just the user), stated by Chesterman (1997). Similarly, Venuti (2001, cited in Owji, 2013:v.17) believed that direct/literal translation and oblique translation are the two basic types of translation that a translator can choose from. When literal translation is impossible due to lexical and syntactic differences between two languages, oblique translation is utilized. Oblique translation includes seven subcategories which are as follows:

1. Borrowing: that attempts to address a metalinguistic discrepancy. The simplest translation approach is using terms from the Source Language in the Target Text. Example:

SL:email to TL: email

SL: dollar to TL: dollar

SL: internet to TL: internet, (Hadithya, 2014).

2. Calque: this particular borrowing style renders the borrowed expression verbatim in the target language. Example:

SL: Pen name, TL: *Nama pena*

SL: blue print, TL: *Cetak biru*. (Hadithya, 2014).

3. Literal translation: that means translating a text from the source language into its equivalent in the target language's idioms or grammar. Example:

SL to TL: network to *jaringan*; monitor to *layar*. (Hadithya, 2014).

4. Transposition: it is switching out one word class for another without altering the message's meaning. Example:

SL to TL: big house to *rumah besar*. (Hadithya, 2014).

5. Modulation: this means a shift in perspective (changing part of speech).

Example: SL to TL:

It isn't expensive to *harganya murah*; It is not possible to do to *ini mustahil*.

(Hadithya, 2014).

6. Equivalence: this refers to rendering of two contexts using various stylistic and structural techniques; these two texts are the Source Text and its Target Text counterpart. Example:

SL to TL: miaou (English) to meong (Indonesian); groaarr (English) to auumm (Indonesian), (Hadithya, 2014).

7. Adaptation: that describes circumstances in which the Source Language and the Target Language have different cultural nuances. As a result, translation can be thought of as a specific type of situational equivalency. Example: kungfu in Chinese is translated into *silat* in Indonesian, (Hadithya, 2014).

2.5 Previous Study

In this previous study, there are some studies that discuss topics related to this research. There are some researchers also conducted research topics related to Difficulties In Translating English Experienced by EFL Learners.

The first researcher is Santoso, F.A. (2021) *The Indonesian Translation of "Let It Go" Song: A Study of Method and Musical Devices*. This researcher used qualitative method. Moreover, they were using interviews to collect the data. Additionally, interviews were used to gather information for the researcher's comparison of musical instruments and examination of translation techniques. By gathering knowledge and expert theories from journals, books, and other sources, the library technique is used to strengthen the analysis. The source texts for the research's data, the Source Text (ST) and Target Text (TT), were objective data. Additionally, the researcher then conducted an analysis of both the original and translated song lyrics. Here, the researcher employs Newmark's theory of translation approach to assess each piece of data. According to the analysis, the translator uses five different techniques: communicative translation, literal translation, faithful translation, free translation, and word-for-word translation. The result show that literal translation approach, which accounts for 45% of the data, is used the most frequently. By utilizing a literal translation, the words are simpler to interpret and use everyday language, so the readerships are familiar with the words, which helps the audience understand the song's message better.

The second researcher is by Purba et al., (2022) which entitled *The Analyzing Translation Method in Song Lyric "Memories" Maroon 5 from English to Indonesian*. This study analyzes the translation process used in the Maroon 5 song "Memories" lyric by asaljeplak.com. Word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation were among the translation analysis procedures the researcher used, all of which were based on Newmark's theory. The data in this study were analyzed using a qualitative descriptive methodology. Finally, the researcher identified the translation strategy employed by the translator of the song "Memories," which included 11 or 50% of the data

belonging to word-for-word translation, 3 or 13.6% to literal translation, 2 or 9.1% to semantic translation, 2 or 9.1% to free translation, and 4 or 18.2% to communicative translation. The fact that 11 or 50% of the song lyric "Memories" are word-for-word translations indicates that this is the translator's preferred method".

The third previous study is a study by Sura, VJ. (2022). She was also conducted research about students' problems they might face during translation process entitled *The Indonesian Translation of "Beauty and the Beast" and "A Whole New World" A Study of Methods and Musical Devices" Analysis*. The purpose of this research is to analyze the translation method and musical devices that have been applied to the songs. Researchers will comparing translator methods and musical instruments in source text (ST) and target text (TT) with higher intensity. This study uses qualitative methods using studies literature such as various journals, theses, books, and other sources for support this research. The researcher found that the translation method "Beauty and The Beast" as ST has 24 entries and "Beauty and the Beast" as TT has 24 entries. In "Beauty and The Beast", the results are free translation (67%), communicative translation (13%), actual translation (13%), and literal translation (7%). Whereas in "A Whole New World" as ST has 37 data and "New World" as TT also has 37 records. In "A Whole New World", the result is free translation (81%) and literal translation (19%). From the results above, it can be concluded that the translation method is the most applied to both of these songs is a free translation.

The similarity between the previous researchs and this research is the topic of the research in the difficulties in translating English Song. Nonetheless, there are differences between this research and the previous research. The focus of this research is difficulties and strategies in translating English song. Furthermore, the participants of this research are undergraduate EFL learners with the classification that have through The Translation and Interpreting course before last semester in English Departement at Jambi University.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study aims to determine difficulties experienced by undergraduate EFL Learners at Jambi University in translating English song and to find out how to solve those difficulties. To achieve the objectives of this research, the researcher used qualitative research with a case study approach. Sturman (1994: 61) said that case studies can be used to investigate anyone, any group, or any phenomenon. As a result of this conviction, case study scholars maintain that thoroughly examining the relationships between the many components and emerging patterns is necessary to comprehend a case, explain why things happen the way they do, and generalize or anticipate from a single example. The researcher used this research design because the researcher wants to examine in depth the phenomena that occur in the translation process, especially difficulties in translating English song experienced by the undergraduate EFL Learners at Jambi University. In 1985, Griffin also stated that qualitative research could focus on the operation of social processes in more depth. In addition, the design of this study interprets the perceptions conveyed by the participants and the researcher. Willig (2013) also said that qualitative research is usually concerned with meaning and, in particular, focuses on how participants experience events from their perceptions.

The case study is the approach chosen to provide new insight into the case regarding the difficulties experienced by undergraduate EFL Learners at Jambi University in translating the English song and to find out how to solve those difficulties. So, "A comprehensive, in-depth description and examination of a discrete phenomenon, such as a procedure, person, group, or social unit" is a case study defined by Merriam (1998: p. 22). Therefore, the researcher used this method so that this research case could focus on phenomena that occur in an institution and experienced by EFL Learners who, in this case, have an interest as a result of learning English in the English Department. In 1998, Merriam further stated that the case study is a very suitable approach for research focuses that have not been thoroughly investigated, such as the difficulties faced by the

undergraduate EFL learners at Jambi University in translating English song given by the researcher and find out how students solve those difficulties.

3.2 Research Participants

In selecting participants, the researcher used purposive sampling to find out the answers to the research. Creswell (2008) states that purposive sampling is a non-representative subset of the broader population that is intended to match specific needs and goals. Riyanto (2001) also suggests that the research technique is oriented towards selecting a sample whose population and the particular purpose of the research are known by the researcher from the start. With this sampling, the researcher can choose and get representatives to participate in the study.

The number of participants who contributed to this research following the provisions set by the researcher can be more or less based on the number of participants who conform to the criteria set by the researcher and EFL learners at six semesters in English Department at Jambi University. The use of the subject in this study was chosen for undergraduate EFL learners at six semesters because they had through the translation and interpreting practice course during the last semester before. Then, Jambi University was selected as the research location because the researcher observed this phenomenon occurring in the English Department of this University.

Selected participants had fulfill the consent form and ensure that they meet the criteria set by the researcher (see appendices). The criteria for selecting participants in this research include; First, the contributing participants must be undergraduate EFL learners at six semesters; Second, participants must have been through the translation and interpreting practice course before last semester, especially those who often listen to English songs; Third, the participants should be students who got the highest academic grade in the course of translation and interpreting practice; the last, participants are willing to participate in this research. Researcher commit and agree to participants that their data will be safe. In addition, the researcher explained the benefits to participants if they participate in

this research. They can realize and know how to face their difficulties in translating the English song.

3.3 Data Collection

Because interviews are frequently utilized in qualitative research, researcher employed them to get data. Interviews were used as a data gathering tool, according to Sugiyono (2016: 317), to identify issues that need to be looked into as well as if researchers wish to learn more about respondents. Then, structured, semi-structured, and unstructured interviews are among the varieties of interviews that (Esterberg, 2002:12) suggests. The researcher employed semi-structured interviews for this study. According to Lewis et al. (2003), Most of the time, all vocal and non-verbal reactions, such as premonitions, laughter, and quiet, may be followed up on by a subsequent researcher to reveal private information that may be valuable. Various themes drawn from the talk were examined in the final data analysis. According to Sugiyono (2018: 467), this kind of interview falls under the genre of in-depth interviews, where semi-structured interviews are conducted by asking questions freely instead of structured interviews but still adhere to the established interview criteria. The researcher employed semi-structured interviews to prepare and develop questions depending on participant responses.

1. Interview

Before conducting the interview, researchers conducted initial observations on the campus and then ask the campus for approval to conduct research. Furthermore, the researcher first took the participant criteria before starting the interview. After that, the participant would fill out the consent form and sign it there (see the appendices to show the consent form). Furthermore, the duration of the interview was around 30-60 minutes. At this stage, the researcher conducted oral and written interviews, where the researcher prepared a worksheet to translate the song which each participant had to did it personally. During the interview, participants can answer questions in *Bahasa Indonesia* or English. One of the reason for using the preferred language is the participants can be more freely to share experiences. It also could help the researcher to get more data from the participants. In addition, during the interview process, the researcher wrote down

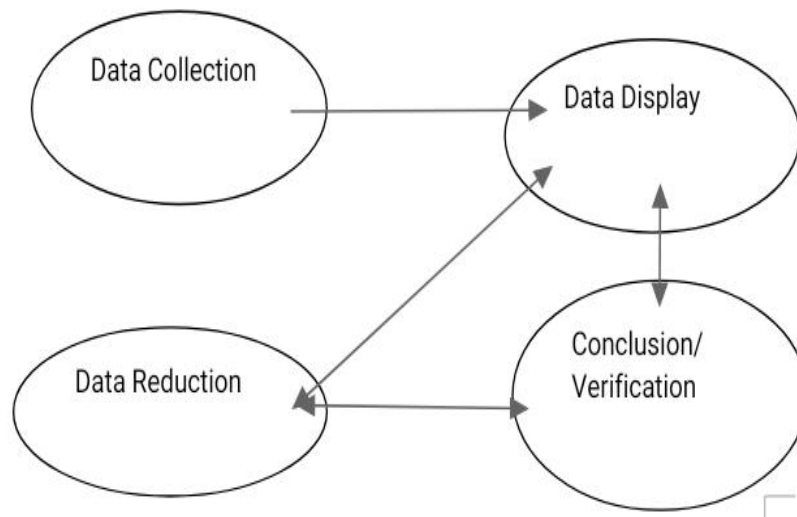
some important information. This would help the researcher transcribe the interview results and ensure that the researcher missed no information.

Furthermore, the researcher used the interview protocol to lead the interview process. The interview protocol was developed by Montoya (2016), and the guide protocol was written by Jacob and Furgerson (2012). Interview protocol questions are expected to answer the research questions (see appendices).

3.4 Data Analysis

Data analysis is the process of condensing a lot of information to make sense of it. Using analysis, a researcher can distill data into a narrative and explain it (LeCompte and Schensul, (1999). LeCompte and Schensul continued that data analysis should be done both while the researcher is still in the field and later after the researcher has left the field so that it can be done as soon as practically possible after data have been collected. Inscription, description, and transcription are included in the field analysis. Analysis may be carried out both top-down and bottom-up. Meanwhile, Marshall and Rossman (1999) stated that the messy, confusing, time-consuming, imaginative, and thrilling data analysis gives much-gathered data order, structure, and significance.

The data analysis technique used in this study using Miles and Huberman's (1992) model. Data analysis was done in qualitative research both during and after the data collection phase has been completed. Because qualitative data analysis is an interactive process that continues indefinitely until it is finished, the data is already saturated, based on Miles and Huberman in Sugiyono's book (2018: 246). Miles and Huberman (1992) offer a general analysis pattern by following an interactive model that follows:



2.4.1 Components in data analysis

According to Miles & Huberman (1992: 16), the analysis consists of three streams of activities that coincide, namely: data reduction, data presentation, and conclusion drawing/verification.

1. Data Reduction

Data reduction is the process of choosing, concentrating on simplification, abstracting from, and modifying rough data that results from field notes that are written down. Data reduction is ongoing as long as a project focused on qualitative research is underway. When the researcher decides (sometimes without realizing it) the conceptual framework of the research topic, research challenges, and which data collection strategy to choose, it is obvious that data reduction is anticipated. The subsequent reduction stage occurred during data collecting (summarizing, coding, tracing themes, creating clusters, creating partitions, and creating memos). After the field investigation, this data transformation/reduction continued until a comprehensive final report was put together.

Data reduction is part of the analysis, it to draw and verify the conclusions, data must be sharpened, categorized, directed, discarded, and organized. Researchers do not have to interpret data reduction as quantification. Numerous methods exist for condensing and transforming qualitative data, including careful selection, summaries or concise descriptions, grouping them according to a larger pattern, an so on. Although it is occasionally possible, it is only sometimes a good idea to translate data into numbers or ratings.

2. Data Presentation

A presentation is a planned gathering of data that enables users to make decisions and take action. Better presentations, which include different kinds of matrices, graphs, networks, and charts, are, in their opinion, a fundamental component of a good qualitative study. They are made to compile collected information into a seamless, easily readable format. An analyst can then see what's happening and decide whether to come to the correct findings or stick with the analysis that the presentation implies might be beneficial, it is defined by Miles & Huberman.

3. Draw Conclusions

According to Miles & Huberman, drawing conclusions is only part of one activity from a complete configuration. During the study, findings were also validated. The verification can take many different forms. It can be quick, like a rethink that the researcher (analyst) has as he writes, or it can take a lot of time and effort, like reviewing the field notes and consulting with other researchers to develop intersubjective agreements. In other words, the validity of the meanings that result from other data must be examined for its correctness, robustness, and applicability. The final conclusion must be confirmed to be fully accounted for because it does not simply happen during the data collection procedure.

3.5 Trustworthiness and Ethical Consideration

In this research, trustworthiness is needed. According to Cope (2014), the reliability or truth value of the findings and the openness with which the original research was carried out determine the usefulness and integrity of qualitative research findings. The data validity technique in this research is using member checking. Member checking is checking the correctness of data from information obtained by researchers from interviews. This can aim to find out the data obtained in accordance with the data provided by the informant. According to Sugiyono (2013; 276), the implementation of member checking can be done after a period of data collection is complete or after getting a conclusion. In this study,

the researcher did member checking after all the data from the participants have collected, and then the researcher analyzed the data.

Ethical considerations are vital when conducting research. Almost all research institutions have established a code of research ethics as a standard of research ethics. For example, the code of ethics regulation made by the Head of the Indonesian Institute of Sciences (2013) states that The Researcher's Code of Ethics serves as a moral guide for researchers as they conduct studies to advance science and technology for the benefit of humanity. This expresses devotion to God Almighty, social duty, and dedication. Furthermore, in this regulation, a researcher has 4 (four) responsibilities in research, namely: to the research process that meets scientific standards, to the results of research that advances science as the basis of human welfare, to the scientific community that gives recognition in the scientific field of the researcher as part of improving human civilization and to the honor of institutions that support the implementation of the research.

In this case, the participants has made a written agreement with the researcher before conducting the interview. In addition, the researcher explained the purpose and process of the research to be carried out. The researcher has obtained permission regarding the recording that the participants would carry out. The researcher also assured the participants that their identity was removed and a pseudonym is applied in this study.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes the data gathered in this research following the discussion about the data as the findings in this research. The following data are collected from the analysis of interview transcription. The researcher discusses the two research questions related to the Students' Difficulties in Translating English Song experienced by Undergraduate EFL Learners at Jambi University.

4.1 Findings

The findings are divided into several sub-themes from the interview data. After conducting the semi-structured interview to the six participants in this research, the researcher found at least four problems faced during the translation process of translating English song "Terraform" by Ed Tullet ft. Novo Amor that using in this research.

4.1.1 Students' Difficulties in Translating English Song

Based on the interview result, all participants found difficulties in the process of translating English song. There is more than one difficulty which they found. Almost all of them have the similar difficulties. Yet, there are still difficulties that some participants found but some did not.

a) Lack of vocabulary

The most common difficulties found in this research were the statements of the participants regarding the lack of vocabulary they experienced in the translating process. Six participants mentioned and acknowledged their problems in vocabulary. As said by participant 1, she said:

"So, after I translated the song, I found most of the words are not actually familiar with me. Like Parabolic, stranger hold, and I don't even know how to interpret such these words" (See Appendix p. 73)

She also added the statement about the difficulty she got for vocabulary as follow:

"Chaperone, and feromones, apropos, so there are quite a lot of vocabulary from the song "Terraform" which I didn't understand what the meaning" (See Appendix p. 73)

As has been mentioned about the difficulties stated by participant 1, it seems that this problem is really faced by all participants. The next participant said that the lack of vocabulary really confused him in translated the song. Like the participant 2 said:

"So, there are many words that actually confused me, for example like "Parabolic" on the third lyric, also "Terraform" I don't know, what does it means..." (See Appendix p. 77)

He also added the statement:

"...and also the last thing maybe about "Platonic and "Cheperone", I don't know what these words mean. Many actually, there so many confusing word on the song" (See Appendix p. 78)

The same statement also stated by the third participant in this research, he claimed that he even could not translate the lyrics of the song because of he had problem in vocabulary, as he said in the translated by the researcher below:

"The difficulties almost in every part, not almost but in the whole part, first because the lack of my vocabulary, and there are some vocabularies which really hard for me, because of my very first time heard that, so it was because of lack of vocabulary" (See Appendix p. 84)

The next statement is quite different from 3 participants above, the fourth participant in this research stated that the lack of vocabulary was not the main difficulty he had. He continued, he found another difficulties caused by his lack of vocabulary, as he mentioned:

"Aa, oke, first of all the most difficult thing to translate was e, the figurative language use in that lyrics, e personally it's because of e, because of the lacking of my vocabulary myself". (See Appendix p. 89)

He added that the reason why he had those difficulties during the translation process because of he admitted if he is not a quite literate person, as he said:

"...I am not quite literate person as my self so I think that's it, that's the main problem of me having difficulties in translating those lyrics that's it" (See Appendix p. 90)

Then, from participant 5 stated that she did not know some of the words in that song, which was cause her difficult to understand the meaning, it could conclude that she also had problem in vocabulary, as she said:

"Umm, the difficulties in translating that song is there are some words that I don't know so it makes me difficult to understand and the meaning and then I... I think that's all about the words that I don't know or I didn't heard before" (See Appendix p. 93)

Last, the participant 6 clarified that the problem in translating the song was there were a lot of words which hard for her to translate, just like the three participants said before, and this could conclude that the problem arise because of her lack of vocabulary as she mentioned in Bahasa Indonesia and translated by the researcher below:

"Okay, in my opinion here, the words which hard like e euphoric, terraform, mnemonic, chaperone, platonic, feromones, histrionic, and apropos" (See Appendix p. 97)

b) Pragmatic - Semantic

The next difficulty experienced by the participants was pragmatic and semantic part. Of the 6 participants, there were 4 total participants who were stated that they have difficulties in understand the meaning of each lyrics, although they already could overcome the problem before, as the participant 1 says and translated by the researcher:

"Ee eh, it's difficult to get the meaning he eh. There were quite a lot of implied meaning which I still could not translate it" (See Appendix p. 74)

She also admitted that she just translating the song based on her own understanding to the lyrics and with all the limitedness she had. As she mentioned:

"Ya, because that has implied meaning, so I translated it only with e, my own understanding about it" (See Appendix p. 74)

Not really different with the participant 1, participant 2 also said that he had difficulty to understand the meaning in the lyrics of the song first was caused by his lack of vocabulary and second because of those words had implied meaning which hard to understand, as he said:

"The fifth line I don't understand what is "all ironic given the way she slowed, given the way she froze", but he said that "you are iconic". So I translated the meaning of the line is: "That guy is amazing because always try", or something like that, this guy is amazing, something like that" (See Appendix p. 79)

He added, when he found this difficulty, he conclude the meaning of each lyrics from the words he knew, the participant 2 said:

"So, because of that I only take the meaning e, from one word that I understand, then I conclude e, the line by using e that word. For example maybe like, oh let me see "you're iconic," (See Appendix p. 79)

For the participant 3, his statement was quite different from the two participants before, he admitted that he did not get the meaning at all from the lyrics due to his lack of vocabulary. It could conclude that he also had problem with the pragmatic - semantic part, as his statement which translated by the researcher:

"I can't get the meaning from the lyrics," (See Appendix p. 85)

He also added the factors which cause these problem for him, as he said in the translated by the researcher below:

"Factor which influenced this difficulty is the main problem because of my English skill is not good enough, start from the listening skill that still, still not good enough, and still very limited in vocabulary aspect" (See Appendix p. 85)

In the participant 6, as the last participant who had problem in this part, she stated that she got difficult to connect the story in this song because she felt hard to understand each other words, and looking for the right meaning of the lyrics. As she mentioned in Bahasa Indonesia and translated by the researcher:

"Umm, I think the difficulties I found during the translation process is e, there are a lot of words which I didn't really understand, and when I tried to make the story in that song, it's hard enough to connect the words, and also hard to get the implied meaning" (See Appendix p. 97)

c) Figurative Language

The third problem experienced by some participants was about Figurative Language. 2 out of 6 participants mentioned the problem of being hard in analysis the meaning of figurative language which the song used. The researcher believes that this problem is closely related to vocabulary part as the fourth participant mentioned that the problems he experienced were closely related to the lack of vocabulary. He said that this problem come up because his lack of vocabulary. He said:

"Aa, oke, first of all the most difficult thing to translate was e, the figurative language use in that lyrics, e personally it's because of e, because of the lacking of my vocabulary myself. I, I must acknowledge that I am not that knowledge able to translate about figurative language..." (See Appendix p. 89)

He also clarified that figurative language was the hardest problem in translated the song, as he stated:

"Ee, about the part that is hardest to, to translate is some part that is using figurative language especially on the first or second line every verse, that it's" (See Appendix p. 89-90)

The participant 5, as the second participant which admitted that she also had problem with figurative language in translating the song "Terraform" by Novo Amor. She clarified that she had problem in idiomatic expression, and she felt difficult to understand the meaning of figurative language used, as she mentioned:

"Ya, idiom, it makes me difficult to translate that song" (See Appendix p. 94)

She also added her statement, if she found those figurative language not only in one line, but in every line of the song, she mentioned:

"I think each line" (See Appendix p. 94)

d) Choosing Appropriate Translation

The last problem experienced by the participant was regarding choosing for appropriate translation. Of the total 6 participants, only one of them said that he had problem in choosing the right word to translate the lyrics into Bahasa Indonesia, which he said this was close with figurative language problem. Like what the participant 4 said in his interview regarding choosing appropriate translation problem, he said:

"I, I must acknowledge that I am not that knowledge able to translate about figurative language and how to convert that language itself into suitable language itself into Indonesia..." (See Appendix p. 89)

He also clarified that looking for the matchness which suitable for the translation is important, but the most important is about whether it translate correctly or not. As he mentioned:

"...We have to look for the information first and then um we also have to considere about e, the the the matchness e, is it suitable translation or not. e, the most important thing is wheter if we translated correctly or not e the feelings when you, when you read the whole lyrics of the translation e, do you get the feelings of what the actual lyric is talking about" (See Appendix p. 89)

e) Additional Findings

The researcher found new problems regarding the difficulties in translating English song experienced by undergraduate EFL learners at Jambi University. The additional findings were out of the translation process of English song "Terraform" by Ed Tullet ft. Novo Amor. These facts got during the interview process, the participants told the researcher that the problems came out when the lecture gave them task to translate an English song which they familiar with before, this was the experience during their translation and interpreting practice course which they had through.

One of them said that different culture also effect to the process of translating English song, as the participant 1 stated, she stated:

"...How different to interpret the lyrics e, in, in aspect like cultural"
(See Appendix p. 73)

Different with the problem above, other participant admitted that the difficulty in translating English song was if he meet English Slank, as the participant 2 said:

"Okay, so, um, my experience e, so it was a quite challenging because um, there are actually some e, unknown languages or unknown phrases and it's kinda hard to um, translate them into bahasa Indonesia, because some of them e carry Slank or bahasa gaul in Indonesia. And in order to do that, it takes time actually more than" (See Appendix p. 78)

The last problem in additional findings is the statement by participant 6, she said that she had difficulty before in translating English song was about manage the time to translate the lyrics, as she mentioned which translated by the researcher below:

"Ee, for translate English song, the difficulty is to manage the time"
(See Appendix p. 96)

She clarified more about her statement with what she means by being hard to manage the time, she stated which translated by the researcher:

"Yes, the time to translate it. Because I think when we translate a song and analyze that song, we need take more time about a few hours or minutes in doing our job" (See Appendix p. 96)

4.1.2 Students' Strategy in overcoming Their Difficulties in Translating English Song

After finding several difficulties in translating English song experienced by the students, the researcher also get the information on how the students handle or overcome their difficulties they have in translating English song with the statements that have been expressed previously. Based on the interview result, lists below showing on how the students overcome their difficulties.

A. Solving Vocabulary Problem

i. Recall the word

The researcher found out that there was only one participant who said that recall the word was one of the ways she used to solve vocabulary problems. This problem was only conveyed by participant 1. The researcher believes that the reason why only participant 1 mentions about this strategy is because of she said that she often searching on Google translator if she read the words which she did not know the meaning in Bahasa Indonesia. She stated:

"The strategy I used to overcome that difficulty when I was translating the song "Terraform", firstly I tried to recall, maybe if those

vocabularies, I have ever known before but I already forget it" (See Appendix p. 75)

ii. Connect the word with other word

This strategy is one of the most frequently mentioned strategies stated by the participants since this strategy often used by the students by looking at the participants statements towards this way to overcome their vocabulary problems.

As participant 1 said, she admits that she often connect the word which she does not know with other word she knows. Because if they are too stuck on figuring out that word in English, it will only take their time and make them confused because due to their lack of vocabulary and also one of them said that this was influence by the factor of being not a quite literate person. She stated as the translated by the researcher below:

"I tried to understand one lyric for the example in, in that one lyric there was one word that I didn't know the translate but the other lyrics I know, so I tried to connect one to another word which I didn't know" (See Appendix p. 75)

Similar with participant 1, participant 2 also stated that he solved the lack of vocabulary problem by checking and connect the other sentences or words around the word which he did not know, as he clarified:

"...Next, I was checking and connect the other sentences or words around the word that i wanted to translate, it helps me to understand the context which result to translated the word" (See Appendix p. 80)

In line with previous participant, participant 3 similarly mentioned on how to deal with this problem by connect the word with other word that he likely to say. He stated:

"I translated one by one the word on that lyric which I know the meaning and then connect it to the word I did not know" (See Appendix p. 85)

Moreover, participant 4 mentioned it again on how he is facing this problem. He said:

"Aa, oke first you have to relate by the meaning of each sentences, phrases by phrases, word by word, I mean you have to look the sentences before or the phrases before or the word before or the phrases after the phrases you have difficulties with..." (See Appendix p. 90)

In addition to that, participant 6 as the last participant which hard stated exactly the same with previous participants on how she deal with this problem. She clarified in the translated by the researcher:

"I overcome the difficulties in the translating process with connect that vocabulary which I could not translate with the vocabulary before, so with that strategy I could get the meaning of that vocabulary which I did not know" (See Appendix p. 98)

B. Solving Pragmatic - Semantic Problem

i. Match the lyrics with video clip

Out of 6 participants, there were 3 participants used this strategy to overcome pragmatic - semantic problem. Participant 1 believes that the video clip she watched has the meaning related to the lyrics of that song, as she mentioned:

"...The third I tried to understand, understand the song or even the lyrics through the video clip which had played to me..." (See Appendix p. 75)

She also added that not only the video clip but also the biography given by the researcher really helped her in understand the meaning of the song, she stated in the translated by the researcher:

"Enough. Eh, not only enough but help me a lot. Which from the video clip I could know oh, this and those thing, and from the biography

because of there had written if Novo Amor had e what, kind of music that implied about the interaction problem of human and enviroment, and also from the video clip like described about it, that's really help" (See Appendix p. 75)

Pretty similar with the previous participant, participant 2 also stated that he tried to solve in this problem with match the lyrics and the video clip, as he mentioned:

"The ways to solve it, the first was to match the words with the video of the song, it helps me to adjust the meaning for the better translation result" (See Appendix p. 79-80)

The statement from participant 3 is slightly different than two participants before, but still in the same strategy to overcome this kind of difficulty, as he clarified in the translated by the researcher:

"...I rewatch the video clip of that song several times and then match it, see the compatibility of the video clip with the lyrics on that text as well as with the things song tried to convey" (See Appendix p. 85)

C. Solving Figurative Language Problem

i. Guessing the meaning through video clip

Based on the interview results, out of 6 participants, there was only one participant used this strategy to overcome the difficulty in figurative language problem, the participant 3 clarified that he tried to get the meaning from guessing what the video clip presented about. As he said:

"I tried to interpret the figurative language which used only by guessing through the video clip, because there were a lot of words I did not know the translate in Indonesia and also because I was unfamiliar with the figurative language" (See Appendix p. 85)

D. Solving Choosing Appropriate Translation Problem

i. Guessing the meaning of the lyrics by the context

There was only one strategy the participant used to overcome the problem in choosing appropriate translation is that by guessing the meaning of the lyrics by the context. This strategy only mentioned by one participant.

Participant 4 mentioned about how guessing the meaning of the lyrics by the context help him to the difficulty about looking for the right words or meaning that he wants to convey. As he stated:

"I think it would be easier for you at least guess or at least put the grasp in your mind of the meaning of that phrases, before it you should see the context first for choosing the appropriate translation" (See Appendix p. 90)

4.1.3 The Summary of Theme and Sub Theme of The Findings

Table 4.1

No	Themes	Sub-themes
1.	Difficulties in Translating English Song	1. Lack of Vocabulary 2. Pragmatic - Semantic 3. Figurative Language 4. Choosing Appropriate Translation 5. Additional Findings

2.	How do students overcome the difficulties	1. Recall The Word 2. Connect The Word to Other Word 3. Match The Lyrics with Video clip 4. Guessing The Meaning through Video clip 5. Guessing The Meaning of The Lyrics by The Context
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4.2 Discussion

After analyzing the interview process results, it shows that all participants from English Education Department found various difficulties in translating English song. Moreover, they also did different things to overcome the difficulties stated in the previous section. In this part, the researcher would like to discuss the findings that have been stated in the previous section about what are the students' difficulties in translating English song experienced by Undergraduate EFL learners at Jambi University from six semesters of English Education Department and how do they overcome their difficulties in that translating process.

4.2.1 Students' Difficulties in Translating English Song

The interview section's results showed four difficulties students found during the translating process. The main difficulty, which the participants most convey, is the lack of vocabulary. This result was in line with Noviyanti et al. (2020), as her study was done in IKIP PGRI Bojonegoro shown that the most significant difficulties found by the students are lack of vocabulary. In this research, the researcher found that the problem experienced regarding this lack of vocabulary is the difficulty which the participants did not know the translation of those words in Bahasa Indonesia because they never knew the words before. Another finding that is still related to this difficulty is the results of research conducted by Arono&Nadrah (2019) that 21 students as their participants in research (87,50%) always found it difficult to translate since they lacked English vocabulary.

The second problem was about pragmatic - semantic. Of the 6 participants, 4 total stated that they have difficulties dealing with this problem. One of them said that the main factor effect this difficulty is his lack of ability to master English skills. As stated by Al-Darawish (1983), no two languages are precisely the same in terms of phonological, morphological, lexical, syntactic, and semantic aspects, which presents general issues in translation. They differ in how sentences are put together or in syntax. Because of these things, students have trouble translating from English into the target language.

The third problem was about translating figurative language. This problem is closely related to the lack of vocabulary, as the fourth participant mentioned that the issues he experienced were closely associated with his lack of vocabulary. Out of 6 participants in this research, 2 said that they had difficulties facing figurative language, more over idiom. As it is stated by Baker (1992), idiomatic phrase translation in English is challenging for two reasons. First, the target language is not equivalent to the translators' native tongue. Since different languages express distinct linguistic qualities, they are unsure about the appropriate translation of some words into the intended language. In the latter, students find translating culturally distinctive idioms into the target language challenging. They might make particular references to items unique to that language's culture. This statement is also supported by the research conducted by Arono&Nadrah (2019), which showed that the most common mistake students make is mistranslating idioms, which account for 420 times and 87.05% of all errors.

The fourth problem experienced by the participant was regarding choosing the appropriate translation. Of the total 6 participants, only one said that he had trouble choosing appropriate translation. He added that this problem was caused mainly because of his lack of understanding about idiom since he was not a native. Definal et al. (2019) stated that the translator's quality determines the translation's result. Choosing diction is crucial in translation because not all words can easily be translated to the target language (Apriyanti&Shinta, 2021).

The last one is about additional findings. The researcher found that the problems regarding students' difficulties in translating English song experienced by undergraduate EFL learners at Jambi University were not only influenced by difficulties from that experienced in translating English song "Terraform" by Ed Tullet ft. Novo Amor but also from other experiences before, during the translation and interpreting practice course. During the interview process, the participants told the researcher about difficulties such as different cultures, English Slank, and managing the time to translate the lyrics. However, these problems did not arise during the translation process of English song "Terraform" by Ed Tullet ft. Novo Amor, but the participants convinced the researcher that these problems also affect their translation results. For example, participant 1 said how different to interpret the lyrics in cultural aspects since we were not people from that country. Suppose the translator lacks sufficient knowledge of both languages (source and target language) and culture, both textual and contextual, where the language is used. If such cultural differences cannot be solved, the resulting translation will be unsatisfactory and not affect the readers, Kardimin (2018).

4.2.2 Students' Strategy in overcoming Their Difficulties during the Translating Process

After knowing all the difficulties found by the participants, the researcher also wanted to know how the participants overcame those difficulties. All six participants almost did various things to overcome the problems they found.

In the interview results, one participant said that to overcome problems with vocabulary by recalling the word. The participant also added that she would try to remember the word that she might know before but she already forgets it. This strategy was also found in the study conducted by Fikri (2022), in which one of his participants used this strategy to remember all the vocabularies the participant might forget or try to use vocabulary similar to what she thought, although it was not the same. Meanwhile, another strategy said by participants was to connect the word with other word or also called with paraphrase strategy. This is the common strategy used by students to overcome difficulties in vocabulary problems; almost

all of the participants used this strategy in this research; this is also one of the strategies in translation explained by Baker (1992, p. 34) is a translation by paraphrasing using a related word. The research conducted by Fikri (2022) also found that there was one of his participants used this strategy to fix his problem of lack of vocabulary.

The other problem faced by students in this research was pragmatic - semantic aspect, in which 3 of 6 participants solved this problem by matching the lyrics with the video clip strategy. They said to see what the singer was trying to convey. He needed to watch the video clip, which included the message behind it and became the crucial part of the song. Satrianingsih and Pramudhita (2019: 13) said that the sound sequence known as a tone has only one particular frequency. Not only are a song's attitude and thoughts expressed in the written lyrics but also in the music video for that song. Today's musicians can use audio-visual to express their attitudes and views about the song they wrote, same as using the lyrics in the song. This strategy is also in line with the research "Analisis Semiotika Roland Barthes pada Lirik dan Video Lagu Peradaban Karya Grup Band Feast" conducted by Budiman&Maylanny, (2021), which they used the strategy analysis the meaning of the song by matching the lyrics and video clip.

The third strategy in this research to overcome figurative language difficulty, which was found by two of the six participants, was by using guessing the meaning through video clips; still, in line with the previous strategy, Wahab (1986: 88-89) defines metaphor as a language expression that cannot be interpreted directly from the symbol which is used, but from predictions that can be used either by symbols or meanings meant by that expression. And in the study conducted by Budiman&Maylanny, (2021), they used the video clip to analyze the song's meaning that contained metaphors categorized as figurative language.

The last strategy used to overcome students' difficulties in translating English songs experienced by undergraduate EFL learners at Jambi University in choosing appropriate translation problem was guessing the meaning of the lyrics by the context. One participant in this research only conveyed this strategy, which was used to overcome choosing the appropriate translation problem. If we analyze this

strategy, also called free translation, as Sun (2012) stated, free translation refers to the translation which is more creative and looks for more than comparability rather than just the word's true meaning. Here, the participant tried to discover the meaning by understanding all the aspects and context of the song.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestions that are drawn from results and discussions of difficulties in translating English song experienced by undergraduate EFL learners at Jambi University.

5.1 Conclusion

There are a lot of information gained from the interview process to the six participants in this research. Even though the participants are candidates who passed the selection to represent the related faculties, it seems that even candidates who have a highest academic grade in Translation and Interpreting Practice course are still experiencing difficulties in translating English song. The result shows the main difficulty which the participants had conveyed is the lack of vocabulary, where it was in line with Noviyanti et al. (2020), shown that the most significant difficulties found by the students are lack of vocabulary. The participants have different ways to solve this difficulty, there were recall the word which was in line with Fikri (2022) and connect the word with other word or call with pharaprase, also in line with Fikri (2022). The second problem was about pragmatic - semantic. Which was stated by Al-Darawish (1983), and the strategy used to overcome this difficulty is matching the lyrics with the video clip strategy that in line with Budiman&Maylanny, (2021). Next problem was about translating figurative language as stated by Baker (1992), and also in line with research conducted by Arono&Nadrah (2019). The participants used strategy to overcome this difficulty with guessing the meaning through video clips, were in line with Wahab (1986: 88-89) and Budiman&Maylanny, (2021). The other problem is choosing the appropriate translation, were stated by Definal et al. (2019) and Apriyanti&Shinta (2021). The strategy used to overcome this difficulty with guessing the meaning of the lyrics by the context or also called with also free translation strategy, Sun (2012). The last one is about additional findings, the difficulties such as different cultures, English Slank, and managing the time to translate the lyrics.

Based on the explanation above, it can be concluded that every participant in translating English song has different difficulty, ranging from (1) lack of vocabulary, (2) pragmatic - semantic, (3) figurative language, (4) choosing appropriate translation, and (5) additional findings. Moreover, each participant has their own way to overcome these difficulties that have been mentioned, starting from (1) recall the word, (2) connect the word with other word, (3) match the lyrics with video clip, (4) guessing the meaning through video clip, (5) guessing the meaning of the lyrics by the context.

5.2 Suggestion

Based on the result of the study, here are some suggestions that the researcher believe will be useful for the use of research and student development in the future, the lists are:

- 1) The researcher strongly recommends that lecture and students related to the Translation and Interpreting Practice Course must pay more attention to the problems that have been stated in the results of this study.
- 2) For the next researcher who are concerning in research about difficulties in translating English song, observation might be suggested as the other instrument to get further information and proof from what the participants tell in interview process.
- 3) Since the participants of research from Translation and Interpreting Practice Course, need to take more attention on other aspects that related to translation and interpreting that will give the better result for the next.

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APPENDICES

Appendix 1. Letter of Research Permission

	KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS JAMBI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Kampus Pinang Masak Jl. Raya Jambi – Ma. Bulian, KM. 15, Mendalo Indah, Jambi Kode Pos. 36361, Telp. (0741)583453 Laman. www.fkip.unja.ac.id Email. fkip@unja.ac.id	
Nomor	: 1772/UN21.3/KM.05.01/2023	19 Mei 2023
Hal	: Permohonan Izin Penelitian.	
 Yth. Ketua Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jambi		
Jambi		
 Dengan hormat,		
Dengan ini disampaikan kepada Saudara, bahwa mahasiswa FKIP Universitas Jambi atas nama :		
nama	: SUSILO TRI HANDAYANI	
nim	: A1B219117	
program studi	: Pendidikan Bahasa Inggris	
jurusan	: Pendidikan Bahasa dan Sastra	
dosen pembimbing	: 1. Dr. Dra. Yelia, M.Pd. 2. Yehenli Thabran, S.S., M.A.	
 Mahasiswa yang bersangkutan akan melaksanakan penelitian dalam rangka penyelesaian tugas akhir yang berjudul <i>"Difficulties in translating english song experienced by undergraduate EFL leraners at Jambi University"</i> .		
Penelitian dilaksanakan pada tanggal 05 s.d 07 Juni 2023.		
Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.		
 Wakil Dekan BAKSI, Deliya Sartika, Ph.D. NIP.198110232005012002		
		

Appendix 2. Member Checking Form

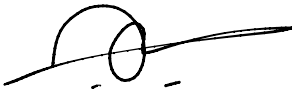
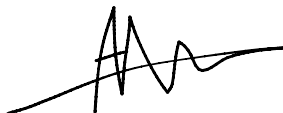
Member-checking

Research Title: "Difficulties In Translating English "Terraform" Song experienced by Undergraduate EFL Learners at Jambi University "

Interviewer: Susilo Tri Handayani

By signing this form, I agree that;

- 1) I have already read the transcript of the interview.
- 2) I've been told I'm allowed to add or remove information from the transcript.
- 3) I checked the transcript twice for factual errors and, where necessary, made edits.

No.	Name	Signature
1.	Participant 1	
2.	Participant 2	
3.	Participant 3	
4.	Participant 4	
5.	Participant 5	
6.	Participant 6	

***The participant's name changed according to the number (see Chapter 4) to protect the identity of the participants yet the real document is available and printed out during the presentation*

Appendix 3. Letter of Consent Form for Interviews

CONSENT FORM FOR INTERVIEWS

Research Title: “Difficulties in Translating English Song "Terraform" experienced by Undergraduate EFL Learners at Jambi University”

Interviewer: Susilo Tri Handayani

Participant/Interviewer:

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require that interviewees explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

1. The interview will be recorded and a transcript will be produced
2. You will be sent the transcript and given the opportunity to correct any factual errors
3. The transcript of the interview will be analyzed by Susilo Tri Handayani as research investigator
4. Access to the interview transcript will be limited to Susilo Tri Handayani and her research supervisors and researchers with whom she might collaborate as part of the research process

Any summary interview content, or direct quotations from the interview, which are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.

The actual recording will be keep

By signing this form, I agree that;

1. I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop the interview at any time;
2. The transcribed interview or extracts from it may be used as described above;
3. I have read the Information sheet;
4. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality.

I have been able to ask any questions I might have, and I understand that I am free to contact the researcher via email: susilotrih@gmail.com or by phone to: +6282186161270, with any questions I may have in the future.

Jambi, 2023

Jambi, 2023

Participant

Interviewer

.....

Susilo Tri Handayani

Appendix 2. Interview Protocol

Interview Protocol

Session A : Translating Song

1. Greetings
2. Can you introduce yourself, please?
3. Do you like to listening English songs?
If yes, so what the song do you like the most?
4. So, do you know the whole lyrics of that song?

If yes, explain it please.

If not, explain it please.
5. Could you tell me about your experience during the translation process of translating a song before?
6. Now, I ask permission from you to write down on the paper to translating the song "Terraform" by Ed Tullet ft. Novo Amor into *Bahasa Indonesia* and please take your time to translate it at each lyric based on your understanding about it. And I will play you this song and you may watch to the video clip, also to read about Novo Amor's biography, may these all information could help you get the understanding about what the song trying to describe.

Session B : Depth Interview about experience during the translation process of Ed Tullet ft. Novo Amor's song "Terraform"

1. Based on the song that you've been translated "Terraform" by Ed Tullet ft. Novo Amor, could you tell me what the difficulties that you found during the translation process? And which part?

2. What factor that cause your difficulties?
3. How did you overcome the difficulties that you found in that translating process?
4. In your perspective, does the motivation take a role to push you to learn more about translation?

If yes, why?

If no, why?
5. Does your enviroment influence you in terms of learning English? Does it support you or not?

If yes, why?

If no, why?

Appendix 5. Terraform Song's Lyrics by Ed Tullet ft. Novo Amor
Terraform

Ed Tullet ft. Novo Amor

1 Catapulted	8 Wait around
Finally made to go	Forget mnemonics
Parabolic	I'll regret it years ago
Fighting a stranglehold	9 Spare me all the ceremony
2 Tear me from it	Dialling in all your pheromones
Fears were manifold	To cite a life in histrionics
Terraform it	The way you left was apropos
I was an embryo	
3 It might be a little while, but	
Maybe we'll realign soon	
Made to reassign, but	
Find me a little time too	
4 Half euphoric	
Fixing the ratios	
Teleport me	
I've been pushing the envelope	
5 All ironic	
Given the way she slowed	
You're iconic	
Given the way you froze	
6 It might be a little while, but	
Maybe we'll realign soon	
Made to reassign, but	
Find me a little time too	
7 Find me a little time, call me out	
Stay platonic	
I'll find a chaperone	

Appendix 6. The translation result of Participants

1. Participant 1

Worksheet

Name : [REDACTED]
 Student Number : [REDACTED]
 date : [REDACTED]

- 1.) Terlempar
~~Berhasil untuk pergi~~
~~Ketakutan telah terbangun~~
~~Aku sebelumnya adalah embrio~~
- 1.) Terlempar
 Berhasil untuk pergi
 Parabol
 Berjuang / berperang untuk —
~~Aku sebelumnya adalah embrio~~
- 2.) Robek atau / lepaskan atau dari hal itu
 Ketakutan itu terbangun
 — it
 Aku sebelumnya adalah embrio
- 3.) Ini mungkin akan sedikit lama, tapi
 mungkin kita akan berkumpul lagi secepatnya
 Dibuat untuk mengulang, tapi
 Bertan atau sedikit waktu juga
- 4.) Setengah membahayakan
 Memperbaiki raga
 Pindahkan atau
 Aku sudah menahan ampuir itu
- 5.) Semua Ironi
 Membentak jalan pertahan umornya
 Kamu adalah ironi
 Dari cara kamu membetu
- 7.) Bertan atau sedikit waktu
 Parabol atau
 tetap platonik
 Aku akan menahan —
- 8.) Tunjukkan di situ
 Lupakan —
 Aku akan menyelesaikan
 bertahun - tahun
- 9.) Bertan atau upacara
 Semua upacara / perayaan
 Memanggil di semua
 Wangimu.
 Untuk menulis semua
 sejarah
 Caraku pergi saat itu

Kemampuan:

~~Menurut saya~~ setelah membaca lirik dan menonton video klip Terraform, saya dapat menyimpulkan bahwa lagu ini menceritakan tentang satu keluarga yang kepala keluarganya bekerja di kawah isen untuk menghidupi keluarganya. Dari lirik lagu tersebut saya menyimpulkan bahwa lagu ini bercerita tentang kehidupan kepala keluarga itu untuk terus bekerja demi berkumpul dengan keluarganya. Lagu ini memiliki makna yang sulit diartikan tetapi menyentuh. ~~Dan~~ Lagu ini pun cocok dengan aliran musik yang diciptakan oleh Novo amor yang pedas dengan interaksi manusia dan lingkungannya. ~~Pesan yang disampaikan di lagu ini~~

Worksheet

Name: ADAM DAIKA MALIK

Student Number: A18220071

date:

1. Terlempar

Akhirnya berhasil pergi

....

Melawan kesulitan

Meaning: Orang tersebut bangkit setiap hari & dia lega masih hidup. Walaupun demikian, dia harus menghadapi kesulitan.

2. Lepaskan aku dari kesulitan ini:

kesulitan ini menghantui

....

Aku dahulu rapuh.

Meaning: orang tersebut berharap untuk lepas dari penderitaan yang dialaminya.

3. Mungkin butuh waktu, tapi

Kita akan bersama lagi

Takdir memang akan mempersatukan kita

Berikan aku waktu untuk berusaha

Meaning: orang tersebut percaya bahwa dia akan berhasil bahagia. Sehingga dia perlu sedikit waktu untuk berusaha mencapainya.

4. Sedikit sesak

Mengatur

Selamatkan aku

Aku telah selalu berusaha maju

Meaning: orang tersebut menderita & meminta untuk dihentikan

2. Participant 2

5.

.....

Kamu luar biasa

.....

Meaning: Orang tersebut dinggip kuat karena masih terus berusaha.

6. Mungkin lama

Tapi kita akan bersama

Takdir akan mempersatukan kita

Berikan aku waktu untuk berusaha

Meaning: orang tersebut percaya akan takdir halusnya, namun dia perlu waktu menggapainya.

7. Beri aku waktu

Panggil aku

.....

Meaning: Dia meminta dia untuk tetap agar dirinya tetap semangat berusaha.

8. Tunggulah!

Aku akan menyesal dulu

Meaning: orang tersebut akan menyesal apabila dia berhenti berusaha.

9. Panjatkan aku doa

.....

.....

.....

Meaning: Pada akhirnya, orang tersebut memohon doa dari orang yang dia sayangi agar dia dapat terus berusaha.

Conclusion :

Lagu ini cukup emosional karena menceritakan usaha keras dari seorang tulang punggung keluarga untuk melindungi orang yang dia cintai karena lagu ini adalah genre indie, maka terdapat beberapa istilah kata yang kurang dapat dimengerti. Walaupun demikian Video yang diberikan untuk lagu ini membantu pendengar untuk memahami lagu ini lebih lanjut.

Worksheet

Name Joni Saputra

Student Number AIB220032

date

1. - ~~ada~~ ~~akhirnya~~ ~~hanya~~ ~~gaji~~
- Bertarung — — —
2. - Menakutkan dari
- Ketakutan: — — —
- Saya masih berupa embrio.
3. - itu mungkin menjadi sedikit —, tetapi
- mungkin kita akan — nanti.
- membuat ingin berhenti bekerja, tetapi.
- aku menemukan/ sangat sedikit waktu.
4. - setengah nafas
- memperbaiki — — —
- meminimalkan saya.
- saya telah mendorong — — —
5. - Semua — — —
- memberikan cara/jalan dia ^{diperlambat} ~~mening~~
- kamu iconic
- memberikan cara membekukannya
6. - itu mungkin menjadikan sedikit —, tetapi
- mungkin kita akan — nanti.
- membuat ingin berhenti bekerja, tetapi
- aku menemukan sangat
menemukan/ku sedikit waktu.
7. - aku menemukanku sedikit waktu
menemukanku/
- memanggilku untuk keluar.
- tetap — — —
- aku akan menemukan — — —
8. - melupakan — — —
- saya akan — — — beberapa tahun kedepan
9. - — — — saya semua the ceremony.
- — — — dalam semua — — — kamu.
- untuk — — — sebuah hidup dalam — — —
- cara kamu meninggalkan — — —

3. Participant 3

Kesimpulan Keseluruhan dari Video dan Link

Laguna menceritakan perjuangan pekerja tambang di gunung, menceritakan tentang berbagai bahaya dan beratnya bekerja ~~bekerja~~. di gaji tidak terlalu besar tapi dg resiko pekerjaan yg besar. akan tetapi tetap harus bekerja untuk menghidupi keluarganya.

1. Terborntar
akhirnya dibuat pergi
Parabolik
melawan tantangan

→ Mengenai kelupaan yang sulit yang membuat diriku merasa parabolik.

2. Cabutlah aku darinya
Ketakutan menjadi berlipat ganda
Hilangkanlah kembali dia
Bati itu aku hanya sebuah embrio.

→ Mengenai alam yang dihayutkan manusia serta permohonan untuk rebornasi dan perbaikan alam. ~~Reborn~~ itu dia masih kecil dan tidak tahu apa-apa.

3. Mungkin hanya sementara, tapi
Mungkin kita akan segera luruskan
Dibuat kembali, tapi
Juga membentuk sedikit waktu.

→ Mengenai perbaikan alam yang menjadi solusi sementara.

4. Setengah berya
memperbaiki perbandingan
Teleportasi aku
Aku telah mendapat bantuan.

→ Mengenai bantuan/baya yang diturunkan demi perbaikan.

5. Sungguh ironis
Melihatnya melambat
Kamu menojol
dari caramu terpaksa

→ Mengenai hari tua yang membuatnya melambat.

6. Sama dengan nomor 3

- Berikan aku sedikit waktu
Panggil aku
Tetap platonik
aku akan mencari sebuah . . .

→ Mengenai penulis yang membutuhkan waktu lebih banyak.

- 8. Menunggu
Melupakan . . .
Aku akan melupakannya sejak lama.

→ Mengenai penulis yang seperti ini ingin melupakan masalahnya.

- 9. Lupakan tentang upacara
Memanggil semua ~~Peserta~~ mu
Pheromon
Untuk melafal sebuah kehidupan dalam sejarah
Caranyu lagi

→ Mengenai kegiatan seseorang yang "dimulakan".

Kesimpulan:

Lagu ini menceritakan tentang kehidupan orang susah yang dihubungkan oleh kesusakan alam yang membuat mereka terdampak akibatnya. Pesan dari lagu ini jelas untuk mempromosikan perbaikan lingkungan dan mengajak masyarakat miskin yang sumber penghidupannya datang dari alam yang mulai semakin habis dan keadaan mereka yang terpuruk.

Worksheet

5. Participant 5

Name : Chairani Resti Ananda

Student Number : A18220070

date : February 2023

- ① Translation : ~~akhirnya membuatku harus pergi~~
 • Akhirnya membuatku harus pergi
 • Parabolic?
 • berjuang a stranglehold?
 Meaning : ada suatu hal yang harus membuat sang penyanyi pergi dan berjuang.
- ② Translation : • Membuatku menangis
 • ketakutan were manifold?
 • Terraform?
 • Aku adalah seorang embryo?
 Meaning : Seorang membuatnya takut dan menangis.
- ③ Translation : • Itu mungkin hanya sementara, tapi
 • Mungkin kita akan realign? segera
 • Membuat untuk menugaskan ulang, tapi
 • ~~Menemukan~~ ke sedikit waktu juga
 Meaning : Penyanyi menjelaskan bahwa yang dia ratakan tersebut hanya sementara.
- ④ Translation : • Setengah euforia
 • Membubuki rasio
 • Memindahkan ke
 • Aku telah memastikan the envelope?
 Meaning : ?
- ⑤ Translation : • Semua ironis
 • Memberikan cara yang dia slowed?
 • kamu adalah seorang yang ikonik
 • Memberikan cara yang kamu berikan
 Meaning : penyanyi memberikan pandangannya terhadap seseorang tersebut.
- ⑥ Translation : • Same as third line
 Meaning : • Same as third line
- ⑦ Translation : ~~Menemukan~~
 • ~~Menemukan~~ ke sedikit waktu
 • Telepon aku
 • Tetaplah platonic?
 • aku akan menemukan sebuah chaperone
 Meaning : Penyanyi meminta seseorang itu untuk memberinya waktu, dan meneleponnya.
- ⑧ Translation : • Tunggalah
 • lupa mnemonic?
 • aku akan menyesali itu beberapa tahun lalu
 Meaning : penyanyi merasakan penyesalan.
- ⑨ Translation : • Membagi ke semua upacara
 • dralling in all your pheromones?
 • Untuk mengutip sebuah kehidupan dalam histories
 • Caramu pergi was apropos?
 Meaning : Penyanyi menjelaskan bahwa seseorang itu ada dalam hidupnya tapi ia pergi begitu saja.

Conclusion:

Lagu ini menceritakan tentang seseorang (penyanyi) yang ditinggalkan oleh kekasihnya ~~dan~~ dia merasa sedih dan tidak bisa move on.
 Sehingga

Worksheet

Name : Vania Elysa R.

Student Number : -

date : Friday, 9th June 2023

~~_____~~ Traform

- 1) ~~_____~~
akhirnya qiansit untuk pergi,
Parabola
berjuang
- 2) merasaku dari itu
--- dimana manipulasi
Traform itu
saya berasal dari embrio
- 3) ini adalah anak kecil, tapi
menurut saya kita bisa seperti itu akan datang
dibuat untuk keluar, tapi
menemukan seorang anak yang butuh waktu juga -
- 4) setengah cropik
pemasangan rasio
teleportasi aku
saya akan mendorong - - - -
- 5) Semua ironik
Disaat semua santai
kamu ironik
Disaat semua dingin
- 6) ini --- seorang anak, tapi
menurut saya kita bisa keluar di waktu akan datang
menemukan ~~di~~ sebagai seorang anak kecil di waktu yang sama.

6. Participant 6

7) menemukanku sebagai seorang anak di waktu itu,
panggil aku keluar
ketap
saya akan menemukan sesuatu

8) Tunggu sekitar

kupa

saya akan tahun ~~lalu~~

9) ... aku semua upacara

berbicara di semua kamu

untuk sebuah kehidupan

... kamu keluar

1) Akhirnya aku diambil untuk pergi, berjuang

2) saya dirobek karena saya hanya berasal dari embrio yang dimanipulasi -

3) ini seorang anak kecil, tapi menurut pendapat saya kita akan seperti itu
juga pada waktunya.

4) saya akan membuat pemasangan rasio di setengah tropik.

5) Disaat semua santai dan semua dingin kamu teknik dan orang ikatku.

6) ini cerita seorang anak yang bisa keluar di waktu yang akan datang
dengan menemukan anak seperti dia.

7) semua menemukan jalan keluar untuk seorang anak itu.

8) tungguilah sekitar beberapa waktu untuk saya akan ~~menemukan~~ tahun lalu.

9) ketika semua berkumpul saya berbicara untuk sebuah kehidupan yang bisa
membuat kamu keluar.

kesimpulan lagu :

Menyatakan seorang anak yang berasal dari keluarga yang kurang
mampu yang berjuang untuk keluar dari kehidupannya.

Appendix 7. Interview Transcription

Interview Transcriptions

1. Participant 1

Participant 1 : **P1**

Researcher : **R**

Session A : Translating Song

R: Halo, Good afternoon.

P1: Good afternoon.

R: Oke, do you like listening english song?

P1: Yes, quite a lot actually. I like to listen to western song, especially the pop ones I like.

R: So, what the song do you like the most?

P1: Aa, recently I listen e, to Taylor Swift most, other than Taylor Swift maybe Maroon 5 and Arctic Monkey.

R: Uhm, and then... So do you know the whole lyrics of that songs?

P1: O, yes some of them yes. I know all of the lyrics.

R: Okay, could you tell me about your experience during the translation process of translating a song before?

P1: Umm, so, e last semester, e, our lecture give us e, final project to translating our favorite song, so I choose Champaign problem from Taylor Swift. e, the difficulties that I have in translating the song is e, some of the vocabularies and also e, how diifferent to interpret the lyrics e, in, in aspect like cultural.

R: *Boleh dipake bahasa Indonesia*

P1: *Oh boleh pake?*

R: *boleh kalau..*

P1: *Trus, iya sih kak, e lebih ke e, vocabulary sama perbedaan kultur nya itu.*

R: *Itu e, kalo apa... Semantic mempengaruhi nggak? Maksudnya apa kayak, pragmatic semantic nya kayak makna yang kalimat, makna ujaran yang agak susah dicerna mungkin, penggunaan?*

P1: *Iya, iya, iya...*

R: *Figurative language?*

P1: *Betul, itu juga susah. Dari judulnya sendiri Campaign problem itu bukan literal meaning aslinya.*

R: *Betul?*

P1: *Jadi itu juga lumayan challenging dibeberapa bait tuh ada, e, semantic atau pragmatic nya yang ada hidden meaning nya gitu.*

R: Ya okay, and now I ask permission from you, to write down on the paper to translating the song "Terraform" by Ed Tullet ft. Novo Amor into Bahasa Indonesia and please take your time to translate it at each lyrics based on your understanding about it. And I will play you this song and you may watch to the video clip, also to read about Novo Amor's biography, may these all information could help you get the understanding about what the song trying to describe. Okay, ready. thank you ya.

Session B : Depth Interview about experience during the translation process

R: Based on the song that you've been translated Terraform by Ed Tullet ft. Novo Amor could you tell me what the difficulties that you found during the translation process and which part?

P1: e, so after I translated the son, I found most of the words are not actually familiar with me. Like a Parabolic, stranger hold, trus e, I don't even know how to interpret such these words.

R: And then?

P1: Chaperone, and feromones, apropos, so there are quite a lot of vocabulary from the song "Terraform" which I didn't understand what the meaning.

R: Okay, first is less of vocabulary?

P1: Yes.

R: *Kemudian setelah kamu terjemahkan secara kata ni, kan disitu ada makna tersirat, a kesulitan yang kamu temukan dalam mengungkap kan makna yang tersirat itu tadi?*

P1: *Ya, karna makna tersirat ya jadi e sepemahaman saya aja gitu kayak mentranslatenya gitu*

R: *Berarti yang pertama kan keterbatasan kosakata yang kedua kesulitan menggali makna nya ya?*

P1: *Ee eh, menggali maknanya sulit he eh. Ada banyak sekali e makna-makna tersirat e belum saya ditranslate.*

R: *Oke, jadi sulit ya maknanya?*

P1: *Ya, karna ada makna tersirat, jadi aku terjemahin yang dengan e, pemahaman saya sendiri.*

R: Kira-kira faktor apa yang mempengaruhi kesulitan kamu tadi?

P1: Ee, untuk faktor yang mempengaruhi saya dalam e mentranslate lagu Terraform itu yang pertama ya vocabulary kemudian saya juga kesulitan untuk memahami makna dalam lagu tersebut, gitu kak.

R: Oke, jadi gimana cara kamu menyelesaikan kesulitan yang kamu temui tadi?

P1: Ee, cara saya buat overcome dari kesulitan saat mentranslate lagu "Terraform" tadi, yang pertama berusaha untuk recall, kalo misalnya emang kosakata itu, yang sebenarnya saya tau tapi lupa. Yang kedua saya coba untuk memahami satu lirik misalnya dalam, dalam satu bait lirik itu ada satu kata yang saya tidak tau tapi sisanya saya tau, saya coba untuk mengconnectkan kata-perkata tersebut, gitu kak. Yang ketiga ya mencoba memahami, memahami lagu ataupun lirik tersebut melalui video klip yang ditayangkan, gitu kak.

R: Oke, tadi kan diputarin lagu sama video klip sama biografi nya menurut kamu membantu gak tadi?

P1: Cukup. Eh gasih, sangat membantu sih kak dari video klip nya juga jadi paham oh, gini gitu, trus dari biografi nya juga karna disini juga tertulis e si Novo amor ini mempunyai e apa, aliran musik yang menyiratkan tentang masalah antara interaksi manusia sama lingkungan dan juga divideo klipnya juga sepertinya menggambarkan tentang hal itu sangat membantu.

R: Oke and then in your perspective does the motivation take a role to push you to learn more about translation. Motivasi itu mendorong kamu nggak, e, motivasi itu ambil peran gak dalam e... Apa ya, membuat kamu untuk, mau mempelajari translation?

P1: Motivasi ya?

R: Ya, mempengaruhi nggak motivasi itu?

P1: Motivasi, e lumayan sih kak, karna kalo gada motivasi nya juga kan jadi ogah-ogahan.

R: Kan ada kan yang kebanyakan dari mahasiswa e ambil mata kuliah translation karna gabut aja, karna, karna yang lainnya gak suka e jadi ambil translation?

P1: Ee, sebenarnya itu juga sih kak salah satu karna kayak safe option aja untuk saya yang e kurang di teknologi juga, tapi kalo untuk writing juga kurang jadi yaudah translation gitu, tapi saya juga cukup enjoy tau misalnya untuk mencari makna dari lagu.

R: Jadikan e, abis pulang dari kuliah, belajar translation cukup dikampus aja, maksudnya abis pulang kalian nggak, nggak ada ketertarikan lebih jauh untuk menggali lebih dalam tentang translation.

P1: Kalo itu ada ini nya kak, misalnya kalo lagu ya, misalnya lagu ya

R: Wacana, lagu,

P1: *Saya tertarik sih untuk tau lebih dalam makna lagu tersebut gitu, jadi kalo bisa dibilang cukup e, ketertarikan saya itu e cukup membantu saya untuk memotivasi saya, gitulah kak.*

R: *Ada gak dirumah misalin, dengerin lagu ni, trus kamu penasaran,*

P1: *Iya,*

R: *Apa ya lagu ini, coba aja, cari ah mungkin e terjemahan nya pelajarin maknanya atau kamu pernah ngerasa e "aku penasaran banget sama lagu ini, aku mau tau sejauh mana kemampuan aku?", aku coba translate in sendiri.*

P1: *Oh, kalo translatin sendiri sih jarang kak, tapi kalo untuk cari tau oh ini sebenarnya lagunya artinya apa sih, gitu cari di google gitu.*

R: *Oh, gitu aja ya?*

P1: *Ya gitu aja sih.*

R: *Berarti instan ya, yang udah ada gitu. Ga pernah mencoba untuk nerjemahin satu persatu gitu?*

P1: *Mungkin kalo misalnya lagi ngebaca gitu, oh artinya ini ya, atau memang beneran ini ya, gitu jadi yaudah kek coba cari di google emang bener gak yang dipikiran itu arti sebenarnya gitu kak.*

R: *Oh, menebak-nebak trus mencari tau?*

P1: *Ya, mencari tau gitu.*

R: *Trus, does your enviroment influence you in terms of learning English. Does it support you or not?*

P1: *Enviroment disini itu e...*

R: *Tempat tinggal, family, pertemanan mungkin atau apa ya fasilitas?*

P1: *Misalnya apa ya kalau family sih agak kurang ya kak ya.*

R: *Agak kurang ya...*

P1: *Ya, kalo friends itu mostly ya dari temen-temen kampus kalo dari luar temen-temen kampus juga jarang, gitu. Karna kan kalo dari temen-temen kampus kadang mereka ngomong nya pake bahasa Inggris gitu, jadi ya kayak melatih speaking juga gitu kan dan juga ada di bidang yang sama gitu. Selain dari itu ya itu tadi lagu-lagu western misalnya, trus juga ada salah satu yang memotivasi itu saya kan suka kpop jadi kalo ada misalnya salah satu e, kalo misalnya ada acara KPop subtitle nya itu belum ada bahasa Indonesia nya jadi saya bahasa , bahasanya ya bahasa inggris gitu kan kaya mau gamau saya harus belajar seperti apa yang mereka bilang gitu. Gitu sih kak*

R: *Berarti lingkungan tempat tinggalnya misalnya orangtuanya gak terlalu kayak kamu ikut les ini deh mungkin atau kamubeli buku ini deh,*

P1: *Enggak, enggak ada kalo orangtua.*

R: *Oke, thank you ya.*

P1: *Iya kak.*

2. Participant 2

Participant 2 : **P2**

Researcher : **R**

Session A : Translating Song

R: Halo, good afternoon.

P2: Good afternoon

R: Okay, do you like to listening english song?

P2: Sure, I pretty enjoy English over Indonesian actually

R: Okay, so what the song do you like the most?

P2: Umm, mostly like um, pop or maybe a rock but I actually also like Japanese song. But let's not talk about it.

R: okay, one example about an English song the most you like?

P2: okay, an English song maybe like Coldplay especially Viva La Vida.

R: Okay, Viva La Vida. e, could you tell me about your experience during the translation process of translating a song before?

P2: Okay, so, um, my experience e so it was a quite challenging because um, there are actually some e, unknown languages or unknown phrases and it's kinda hard to um, translate them into bahasa Indonesia, because some of them e carry Slank or bahasa gaul in Indonesia. And in order to do that, it takes time actually more than.

R: Umm, okay now I ask permission from you, to write down on the paper to translating the song "Terraform" by Novo Amor into Bahasa Indonesia and

please take your time to translate it at each lyrics based on your understanding about it. And I will play you this song and you may watch to the video clip, also to read about Novo Amor's biography, may these all information could help you get the understanding about what the song trying to describe. thank you Adam.

P2: okay.

Session B : Depth Interview about experience during the translation process

R: Okay, based on the song that you've been translated Terraform by Novo Amor could you tell me what the difficulties that you found during the translation process and which part?

P2: Okay, so there are many words that, that actually confused me, for example like um, Parabolic on the third lyric, also Terraform I don't know, what's, what the, what does it means. It does mean also e, maybe euphoric. But I try to make it sense like euphoric it related to may breathing, oxygen or something like that, breathing so the, and about and song, and also the last thing maybe about platonic and cheperone, I don't know what does these what mean. Many actually, there so many confusing word on the song.

R: So, is this cause of the lack of vocabulary?

P2: Yea, according e, it happened because lack of vocabulary.

R: Vocabulary, so e, from conclude each line, do you get difficulties?

P2: Okay, when I e, conclude the line, maybe there are some difficulties because I don't know some of these e, vocabulary.

R: Okay.

P2: So, because of that I only take the meaning e, one word that I understand, then I conclude e, the line by using e that word. For example maybe like, oh let me see "you're iconic",

R: um,

P2: The fifth line I don't understand what is "all ironic given the way she slowed, given the way she froze", but he said that "you are iconic". So I translated the meaning of the line is : "orang tersebut luar biasa karna terus berusaha", something like that, this guy is amazing, something like that.

R: Okay, so what the factor that cause your difficulties?

P2: The factors are lack of vocabulary and limited access of internet, some of the words aren't familiar to me so it is quite challenging decide the suitable translated words also I believe that the internet access has strong influence because it will help me to analyze the words effectively and efficiently, the target text will be better if I only have the permission to use the internet.

R: Okay, and how did you overcome those difficulties?

P2: The ways to solve it, the first was to match the words with the video of the song, it helps me to adjust the meaning for the better translation result. Next, I was checking and connect the other sentences or words around the word that i wanted to translate, it helps me to understand the context which result to translated the word, however I think the best way to figure it out is by using the dictionary or the internet.

R: Well, so, in your opinion e, do you think that the lyrics of the song is related with the video clip?

P2: Oh, yes absolutely, related. It related.

R: Okay, it help you?

P2: It helps really, it really helps me.

R: To interpret the meaning of the song?

P2: It does. It really helps me to interpret the e meaning of the lyric, because e without the video clip, I maybe struggle to translate the lyric itself without video.

R: Okay, trus dari apa tadi, dari biografi nya tadi help juga apa nggak?

P2: Umm, about the biograph, ya, i think it's also help me to um, understand the, e how the e, band trus to carry a message from the song that they sing.

R: And then, e in your perspective e does the motivation take a role to learn more about translation?

P2: Ee, motivation, ya, i think i agree with that opinion because when you are motivated you are trigger to find out e, about the song, and that's why this is important to have the video clip and that is created by Novo Amor for example because it will have the maybe the translatewr tp find out the meaning of their song.

R: Oh jadi motivasi mempengaruhi ya?

P2: Yes it.

R: Mempengaruhi kamu dalam mempelajari translation?

P2: Yes motivation really influence me to translate.

R: Okay and then the last one, does your enviroment influence you in term of learning English, does it support you or not?

P2: Umm, about the enviroment i believe it support me because um, i have a sufficient e, a lot of side to find out the meaning of the song and to find the Slank in English, there are website actually provide us to find the Slank and ya, so my enviroment e really helps me especially the facilities.

R: *Oh jadi keluarga, lingkungan kamu teman mungkin, keluarga dirumah, mempengaruhi kamu ngga dalam mempelajari bahasa inggris?*

P2: Ee, *kalo*, if we talk about friends, friends maybe a little, real friends a little but mostly that motivates me to learn English especially in translation, it actually from align stuff from gaming actually. It because gaming, it relates with english, and then translation so yea, both of gaming and translation really motivate me to do the, this stuff translating song.

R: May I know what your reason choose translation as your elective course?

P2: So, I choose translation because English is my favorite and um, the other available classes was not quite interesting to me because there are writing also coding, I don't like coding stuff. And I choose translation because I think it is the one that can suite may knowledge because it involve in translating words.

R: Okay, thank you.

3. Participant 3

Participant 3: **P3**

Researcher: **R**

Session A : Translating Song

R: Okay, good afternoon.

P3: Good afternoon kak

R: Do you like to listening English song?

P3: *Iya, tergantung mood kak*

R: Oh, okay. *Satu lagu bahasa Inggris yang paling kamu suka?*

P3: *Yang Perfect Ed Sheeran*

R: Oh Ed Sheeran Perfect?

P3: *Iya kak, Perfect*

R: *Tau nggak isi lirik lagu Perfect itu?*

P3: *Tau kak, Perfect, diceritain kak?*

R: *Berarti tau ya liriknya apa?*

P3: *Tau*

R: *Tau, hapal, hapal ga?*

P3: *Hapal, enggak.*

R: *Hapal nggak tapi tau?*

P3: *Iya kak*

R: *Trus menceritakan tentang apa tau nggak?*

P3: *Menceritakan tentang, tentang cerita kisah hidup Ed Sheeran bertemu dengan seseorang yang ia cintai yang sekarang menjadi istrinya.*

R: *Oh oke-oke, jadi tau ya. Trus e, apasih kesulitan yang kamu temuin waktu nerjemahin lagu kemarin yang dikasih sama Sir kemarin?*

P3: *Terjemahin nya mungkin... Ya kesulitannya, ada kata-kata yang masih belum hapal, masih belum tau, masih belum, tapi yang diterjemahin itu perfect juga jadi kemarin itu udah kayak lagu pertama kenal English song.*

R: *Oh jadi kemarin nerjemahin lagu Perfect,*

P3: *Perfect juga, lagu English pertama kan tadi agak nggak terlalu sulit yang kayak mungkin ya dan juga liriknya gak terlalu beratlah.*

R: *Iya sebenarnya Perfect nggak terlalu berat lah, jadi menurut kamu susah apa enggak?*

P3: *Ee, tergantung musik, apa tergantung lagunya kalo perfect.*

R: *Iya yang perfect kemarin menurut kamu susah apa enggak?*

P3: *Nggak terlalu susah.*

R: *Nggak terlalu susah ya?*

P3: *Iya,*

R: *Karna kamu sudah familiar sama lagu itu?*

P3: *Familiar trus, liriknya*

R: *Liriknya itu maknanya itu e secara literal gitu ya,*

P3: *Iya*

R: *Langsung apa, makna secara langsung bukan makna yang tersirat gitu bukan kan?*

P3: *Ada tersirat tapi nggak terlalu*

R: *Ada?*

P3: *Banyak juga ndak terlalu susah,*

R: *Cuman beberapa?*

P3: *Iya beberapa*

R: Uhm, okay, now I ask permission from you, to write down on the paper to translating the song "Terraform" by Novo Amor into *Bahasa Indonesia* and please take your time to translate it at each lyrics based on your understanding about it. And I will play you this song and you may watch to the video clip, also to read about Novo Amor's biography, may these all information could help you get the understanding about what the song trying to describe. Okay thank you.

P3: Thank you.

Session B : Depth Interview about experience during the translation process

R: Okay, based on the song that you've been translated Terraform by Novo Amor could you tell me what the difficulties that you found during the translation process and which part? *Kesulitan apa yang kamu temukan dalam menerjemahkan tadi?*

P3: *Kesulitannya hampir di semua bagian, semua bagian lah, nggak bukan hampir di semua bagian soalnya pertama keterbatasan vocab terus ada vocab yang kayak yah, sulit, ya baru pertama kali di denger, ya keterbatasan vocab.*

R: *Kosakata baru ya, terus dalam memahami makna karna vocabnya udah terbatas jadi makna nya ga dapet?*

P3: *Makna kalau dari lirik, enggak dapet ya*

R: *Nggak dapet ya?*

P3: *Saya nggak dapet maknanya dari lirik.*

R: *Okay, menurut kamu faktor apa aja yang mempengaruhi kesulitan tersebut?*

P3: *Faktor yang mempengaruhi kesulitan tersebut, yaitu mungkin penyebab utamanya karena kemampuan bahasa Inggris yang masih belum cukup bagus, mulai dari listening skill yang masih, masih belum cukup bagus, dalam segi vocabulary kosakata masih sangat terbatas trus ditambah lagi di semester ini ikut mbkm kampus mengajar, jadi mengajar di sekolah tapi sekolah nya itu SD. Jadi ya hanya punya kesempatan pake bahasa Inggris itu di prodi inilah, gitu kak.*

R: *Umm, okay, trus cara kamu untuk mengatasi kesulitan yang kamu temui tadi bagaimana?*

P3: *Karna banyak sekali kosakata yang tidak ketahui jadi cara yang dilakukan yaitu dengan mengulang-ulang menonton video klip lagu tersebut secara berkali-kali terus mencocokkan, melihat video klip kesesuaian video klip dengan lirik yang ada di teks maupun dengan yang disampaikan lalu selanjutnya saya menerjemahkan kata perkata pada lirik tersebut yang tau artinya lalu mengkoneksikan nya dengan kata yang saya tidak tau, selanjutnya untuk mengartikan makna dari figurative language yang digunakan tersebut ya hanya menebak-nebak dari video klip, karena kebanyakan tidak tau artinya karena tidak familiar dengan kosakata tersebut.*

R: *Okay, nah tadi kan ada video nya terus ada di e, setelah video tadi ada kalimat juga, e trus ada biografi nya, does it help you?*

P3: *If saya nggak ngerti liriknya pun udah nggak ngerti, kalo memang liriknya memang terkait dengan video sangat sih, soalnya biografi tentang ini ni kayak tentang asap pekerjaan nya tentang asap, kayak tentang nafas jadi kayak membantu, sangat membantu.*

R: *Membantu ya tadi berarti?*

P3: *Ya membantu.*

R: *Kira-kira menurut kamu, lagunya sama video nya relate nggak? Lirik nya sama video klip nya?*

P3: *Sekarang gatau liriknya, kayaknya relate, relate.*

R: *Dirasa-rasa relate ya karna kamu nggak tau vocabnya tadi jadi gabisa nerjemahin oke, berarti the whole ya, the whole lyrics?*

P3: *The whole*

R: *Almost the whole lyrics you don't know?*

P3: *Iya, almost*

R: *What, what the meaning gitu ya. And then in your perspective motivasi itu mempengaruhi kamu nggak dalam mempelajari translation?*

P3: *Motivation? I think ya of course motivation, if you don't have motivation ya males.*

R: *Menurut kamu, kamu termotivasi nggak belajar translation?*

P3: *Translation, kemaren termotivasi kak, karna termotivasi nya gak kuat kadang, juga mbkm jadi nggak fokus.*

R: *Jadi mata kuliah ntar aja deh, tugas yang utama dulu ngajar gitu?*

P3: *Ngajar, iya.*

R: *Menurut kamu, kamu kenapa ambil translation?*

P3: *Translation yang pertama, karna di dari kakak-kakak ya trus bilang translation itu lebih mudah trus di translation tu bisa nambah lebih banyak vocab, di translation bisa vocab kan, kalo di multimedia juga pengen kan kemaren tapi ya di translation kan katanya, di translation bisa menambah vocab itu, itu aja kak.*

R: *Itu aja ya?*

P3: *Iya keterbatasan vocab jadi pengen nambah vocab di translation.*

R: *Trus di lingkungan kamu mendukung gak kamu dalam mempelajari translation?
Atau sama sekali nggak?*

P3: *No, kalo... No nggak ada kak*

R: *Nggak banget ya?*

P3: *Kemaren kalo pas semester 5 semester 4 kan ada kawan disini, kawan disini
lah kan ngomong bahasa Inggris atau apa-apa, kalau sekarang mbkm.*

R: *Bener-bener nggak ada ya?*

P3: *Udah hampir, hampir berapa bulan ini nggak ngomong.*

R: *Oh, pantesan ya udah lupa*

P3: *Iya kak*

R: *Okay, thank you ya.*

4. Participant 4

Participant 4: **P4**

Researcher: **R**

Session A : Translating Song

R: *Halo good morning*

P4: *Ya good morning*

R: *Okay, d you like to listening english song?*

P4: *Of course, yes, I do.*

R: *If yes, so what the song do you like the most?*

P4: *Aa, usually it's pop song, a like Westlife.*

R: The one which, the one you like the most?

P4: Aa... Pop song definitely.

R: Title?

P4: Oh, the title, the title of my favorite song, ee I guess you can call it My Love from Westlife

R: Okay, so do you know the whole that song?

P4: Oh yea, I do.

R: And you know the meaning?

P4: Of course I do.

R: Could you tell me about your experience during the translation process of translating a song before?

P4: Umm, translating a song, e during the translation is not the same as translating any documents first of all, e it has difference aspects that you need to considere, e what is the offer or what is the singer is trying to tell e to the listener through the song, ee I have to considered about it first and then e translated into an appropriate language use e to, to the target language is if you translating into Indonesian, of course that would be some e words or some vocabularies that in Indonesia that is suitable in English if it is translated .

R: So what the difficulties that you find?

P4: Ee, the difficulties is talk, when we talk about e idiomatic, idiomatic expression first of all, because we're not the people from their culture and we have to look for the information first and then um we also have to considere about e, the the the matchness e is it suitable translation or not. Ee, the most important thing is wheter if we translated correctly or not e the feelings when you, when you read the whole lyrics of the translation e, do you get the feelings of what the actual lyric is talking about

R: So now, I ask permission from you, to write down on the paper to translating the song "Terraform" by Novo Amor into *Bahasa Indonesia* and please take your time to translate it at each lyrics based on your understanding about it. And i will play you this song and you may watch to the video clip, also to read about Novo Amor's biography, may these all information could help you get the understanding about what the song trying to describe. Okay thank you.

P4: Yap.

Session B : Depth Interview about experience during the translation process

R: So, e based on the song that you've been translated Terraform by Novo Amor could you tell me what the difficulties that you found during the translation process and which part?

P4: Aa, okay, first of all the most difficult thing to translate was e, the figurative language use in that lyrics, e personally it's because of e, because of the lacking of my vocabulary myself. I, I must acknowledge that I am not that knowledge able to translate about figurative language and how to convert that language itself into suitable language itself into Indonesia. Ee, about the part that is hardest to, to translate is some part that is using figurative language especially on the first or second line every verse, that it's.

R: Okay, so what the factor that cause your difficulties?

P4: I think the most concerning cause of my difficulties in translating the text or the lyrics is probably my lack of understanding of idioms since I am not native, I don't really listen to idioms quite often meaning that I am not quite literate person as my self so I think that's it, that's the main problem of me having difficulties in translating those lyrics that's it.

R: Ah ha, and how did you overcome those difficulties that you found?

P4: Aa oke, first you have to relate by the meaning of each sentences, phrases by phrases, word by word, I mean you have to look the sentences before or the phrases before or the word before or the phrases after the phrases you have

difficulties with, so once you manage to translate or grasp the meaning the phrases preceding or following the phrases you have difficulties. I think it would be easier for you at least guess or at least put the grasp in your mind of the meaning of that phrases, before it you should see the context first for choosing the appropriate translation.

R: So, in your perspective ya, does the motivation take a role to push you to learn more about translation?

P4: Umm, personally again this is very interesting because all this time e, the lyrics that I've been translated was actually using e very strict language so there has been e no lyric that's using figurative language during my translation and yes I am, I am quite interesting e learning how to translate lyric especially lyrics such as this song.

R: And I am asking about the motivation?

P4: Oh motivation,

R: He eh, motivation ambil peran gak, buat kamu mau mempelajari translation more?

P4: Oh yeah okay, umm... the motivation in taking translating a song ya?

R: Ya, e *nggak sih di* translation.

P4: In translation okay, so the motivation in doing translation myself is first of all, I am seeing this translation as a very big opportunity for me myself to learn about culture in English , because English language and Indonesian language has very different cultures, and then there motivation is that mostly external factors, my friends support me in doing translation and also my parents, my teacher they see tha, that I have a potential in doing translation, and there for, I choose to believe that e, I choose to believe those facts and try to, try to into myself in it. That's it.

R: Okay, so your enviroment influence you ya, in terms of learning English

P4: Alright,

R: Because they support you,

P4: Alright

R: Okay, thank you.

P4: yes you are.

5. Participant 5

Participant 5: **P5**

Researcher: **R**

Session A : Translating Song

R: Halo, good morning.

P5: Morning

R: Do you like to listening english song?

P5: Um, yes, I like to listen some songs.

R: In English?

P5: Ya there are, there are song in English or Indonesian as well.

R: Okay, which one you like the most English or Indonesia?

P5: Both, I like both.

R: Oh it's okay, so what the song do you like the most? The title? In English.

P5: Many e, Christina Perri - A thousand years.

R: A thousand years. Okay, so you, so do you know the whole lyric of that song?

P5: Ya

R: And you know the meaning of that song?

P5: Ya

R: Okay, could you tell me about your experience during the translation process of translating English song before?

P5: The process of translating the song?

R: Ya, English song before.

P5: I listen to the music first and I translated e word by word and if I don't know the meaning of that word so I search in, in the google translate.

R: Okay, what the difficulties that you find?

P5: Ya because I was lack of vocabulary and I, I don't know the meaning of some words so it make me difficult to translate the song I have heard.

R: Okay, do you think like idiomatic expression or figurative language is hard for you?

P5: Ya e, idiom and some figurative language as well it makes me difficult to translate that song.

R: Okay, then, now I ask permission from you, to write down on the paper to translating the song "Terraform" by Novo Amor into *Bahasa Indonesia* and please take your time to translate it at each lyrics based on your understanding about it. And I will play you this song and you may watch to the video clip, also to read about Novo Amor's biography, may these all information could help you get the uderstanding about what the song trying to describe, okay thank you.

P5: Okay.

Session B : Depth Interview about experience during the translation process

R: Based on the song that you've been translated Terraform by Novo Amor could you tell me what the difficulties that you found during the translation process and which part?

P5: Umm, the difficulties in translating that song is there are some words that i don't know so it makes me difficult to understand and the meaning and then I... I think that's all about the words that I don't know or I didn't heard before.

R: Umm, the lack of your vocabulary?

P5: Ya,

R: And then idomatic expression?

P5: Ya, idiom, it makes me difficult to translate that song

R: Which part?

P5: Each line.

R: Ee, apa tadi, Parabolic you know? Platonic? You don't know?

P5: I think each line

R: Terraform, and etc?

P5: Each line.

R: So, in your perspective ya, does the motivation take a role to push you to learn more about translation?

P5: Ya, I think the motivation is important if we want to translate a song because of we don't want to do it, it will make you like, lazy to translate a song, so we have to have the motivation if we want to translate a song.

R: Okay, the last one, does your enviroment influence you in term of learning English? Does it support you?

P5: My enviroment?

R: Yes, your friends, family?

P5: Ya, I think that's influence me especially friends because e we have translation class, so we discuss about the song and some songs that interesting for

us, so that it makes me curious so e, *apa ya, jadi kayak kan jadi penasaran jadi kayak lebih mencari-cari lagi misalkan apasih makan dari lagu ini, gitu.*

R: Okay, *jadi lingkungan e sangat support you ya?*

P5: Ya including both of my friends and family.

R: Okay that's all, thank you.

6. Participant 6

Participant 6: **P6**

Researcher: **R**

Session A : Translating Song

R: Good morning.

P6: Morning,

R: Okay, do you like to listening english song?

P6: Yes, I like it.

R: The most specific song that you hear?

P6: Umm, song about romance.

R: The title?

P6: Umm, the title is e, beautiful girl.

R: The singer?

P6: Sorry I am forget.

R: Okay, forget about it. Emm, so do you know the whole lyrics of that song?

P6: Umm, the lyrics, *lupo kami kak.*

R: You don't know?

P6: I am forget.

R: But you, e, had ever known the whole lyrics before?

P6: Emm, yes.

R: Okay, e, could you tell me your experience during the translation process of translating a song before? Umm, *maksudnya kamu pernah gak nerjemahin lagu, lagi bahasa Inggris, trus hal-hal apa yang kamu alami selama kamu menerjemahkan lagi tersebut?*

P6: *Saya pernah menerjemahkan lagi, di semester ini juga pernah, di semester lalu juga pernah, Dimata kuliah translation dan di semester ini di mata kuliah entrepreneurship juga translation, disitu tugas kamu menerjemahkan, bukan menerjemahkan lagi tetapi menganalisis lagu bahasa Inggris dan menerjemahkan nya juga.*

R: *Selama menerjemahkan lagi tersebut kesulitan apa yang kamu hadapi?*

P6: *Kesulitannya seperti ada ata-kata yang tidak familiar, yang tidak saya ketahui dan ee, untuk menerjemahkan lagu, kesulitannya itu untuk⁷ mengatur waktunya.*

R: Waktu?

P6: *Iya waktu untuk menerjemahkan itu. Karna menurut saya ketika kita menerjemahkan lagu dan menganalisis lagu itu kita butuh waktu beberapa jam atau menit.*

R: Umm, dalam menerjemahkan lagi tersebut kan ada ni lirik lagu yang memang artinya sesuai secara tulisan, e maknanya tersirat langsung gitu kan jelas, trus ada maknanya yang tersurat, ini tu kayak apa ya gitu lho, maksudnya kayak idiom, majas, itu menurut kamu salah satu termasuk kesulitan yang kamu hadapi apa bukan?

P6: *Ya itu termasuk ke salah satu kesulitan yang saya hadapi ketika saya menerjemahkan lagu.*

R: *Okay, oke sekarang kakak udah nyediain e, apa kertas sama lirik lagu sama biography dari penyanyi nya, jadi nanti Kakak bakal puterin videonya sama lagunya dan mungkin nanti itu bisa membantu kamu dalam menerjemahkan lagi tersebut, maksudnya memahami konteks nya, lagu ni tentang apa sih gitu. Oke, thank you ya.*

Session B : Depth Interview about experience during the translation process

R: *Okay, based on the song that you've been translated Terraform by Novo Amor could you tell me what the difficulties that you found during the translation process and which part? Bagian mana yang sulit?*

P6: *Oke menurut saya disini, kata-kata yang sulit seperti e euphoric, Terraform, mnemonic, chaperone, platonic, feromones, histrionic, and apropos.*

R: *Oke, trus kesulitan apa lagi selain keterbatasan vocabulary ya.*

P6: *Umm, menurut saya kesulitan ketika saya menerjemahkan lagu ini yaitu e, kata-katanya banyak yang saya kurang mengerti, ketika kita menyambung kan menjadi cerita pada lagu tersebut, lumayan susah untuk merangkai kata-katanya, mencari maknanya juga susah.*

R: *Kayak antar video klip dengan lirik lagu juga ga relate?*

P6: *Umm, he eh ga relate kalo menurut saya.*

R: *Oke menurut kamu faktor apa saja yang mempengaruhi kesulitan kamu tersebut?*

P6: *Uhm yaitu ada beberapa kosakata yang tidak familiar atau tidak sering didengar itu yang menjadi faktor kesulitan saya.*

R: *Berarti kurang literasi ya? Atau mager?*

P6: *Iyaa kurang literasi kak.*

R: *Oke terus bagaimana cara kamu mengatasi kesulitan tersebut?*

P6: *Saya mengatasi kesulitan dalam proses penerjemahan itu yaitu dengan menyambungkan kosakata yang tidak bisa saya terjemahkan dengan kosakata sebelumnya, nah dengan begitu saya bisa mengetahui arti dari kosakata yang tidak saya ketahui tersebut.*

R: *And then menurut kamu, motivasi itu ambil peran gak dalam mempelajari tranlation?*

P6: *Ya kalau motivasi cukup mengambil peran kalau kita mentranslate sebuah lagu, karna kalau kita tidak termotivasi kita pasti tidak akan bisa terjemahkan sebuah lagu,*

R: *Trus menurut kamu, lingkungan tempat tinggal kamu itu sangat mempengaruhi kamu gak dalam belajar bahasa Inggris? Kayak temen, keluarga.*

P6: *Oh iya, cukup mempengaruhi tapi tidak sepenuhnya mempengaruhi. Karna mungkin disekitar kita ada orang yang bisa berbahasa Inggris, jadi itu mempengaruhi juga, tapi mempengaruhi kepada yang lebih positif gitu, jadi kita bisa berbicara dan berdialog dalam bahasa Inggris.*

R: *Okay thank u so much.*

P6: *Thank you.*

Appendix 8. Video Clip of Terraform song by Ed Tullet ft. Novo Amor

Some clips of the video clip's Terraform by Ed Tullet ft. Novo Amor



The true story of Bas and his family continues every day.

Together with about 100 more miners, he extracts sulphur from the highly toxic crater of mount Ijen in Indonesia. Two times a day they carry loads weighing up to 95KG each up to the rim of the volcano and down the mountain, all without the use of any modern tools or equipment. All for less than 10 dollars a day.

With a reduced life expectancy and deteriorating health, Bas sacrifices himself to sustain his family and give his children a future.

Novo Amor & Ed Tullett will give a percentage of proceeds from this track to help porters like Bas and their families. If you would like more information visit ijenassistance.com - a website run by the film makers.