

THE EFFECTIVENESS OF SONG TRANSLATION IN INCREASING VOCABULARY TO DEVELOP SPEAKING SKILLS AT SDN 1 PACIRAN

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Email: h_anada@uin-malang.ac.id¹, 20104210039@student.uin-malang.ac.id²**Abstract**

Translation theory is all choices and decisions based on the experiences of each translator, which are subjective and result from a training process. So, in this study the authors aimed to test the effectiveness of the song translation method in increasing vocabulary to develop speaking skills in students of SDN 1 Paciran. This research is included in the type of quantitative research. And based on data collection techniques, this research is classified as experimental research, namely pre-experimental design by comparing one group pre-test and post-test. The song used is the song *Los Dol Deny Cak Nan* whose lyrics have been translated into Arabic. The data obtained were then analyzed using quantitative descriptive techniques with the help of IBM SPSS Statistics 26, so that researchers could find out how much influence the translation of songs had with the t-test. The results of this study indicate that translating songs in increasing vocabulary is very effective for developing the speaking skills of SDN 1 Paciran students, this is evidenced by the results of the paired sample test where sig. (2-tailed) shows the number 0.002.

Keywords: Effectiveness, Speaking ability, SDN 1 Paciran, Song Translation.

A. Introduction

Narrowly, translating activities were carried out by human ancestors when they wanted to understand and recognize the world around them. Whereas in this modern era, where all knowledge can be spread so easily from various language sources, translating becomes a complex activity. Because when we translate it means we are learning about the lexicon, grammatical structure, context and situation of the source language. It doesn't end there that we will be faced with analyzing a source language text in order to be able to find out its meaning and then explain it again with a lexicon and grammatical structure that are suitable for the cultural context and the target language. Thus, translating another language is not an activity that merely seeks and matches its equivalent meaning. Instead, it correlates translation

with micro and macro linguistics, such as phonology, lexicology, sociolinguistics, anthropology, semantics and other linguistic sciences (Fatawi, 2017).

While substantively, the provision of translation skills has the main objective, namely to equip students with language dissimilative competence. That is the mastery that students have in comparing and then processing two different language and cultural systems. While operationally, the provision of translation skills aims to instill in students' translation techniques and provide empirical experience in translating various types of texts. So, in this case translating has its own urgency in learning Arabic. Translation skills are very important in the transfer of knowledge in various scientific fields. And besides that, this skill will be attached to a linguist, because in this era there is a lot of information and knowledge from Arab countries that should be a reference in Indonesia. The ability to translate will also be one of the added values for a student, considering that this skill can be an alternative job opportunity (Hanifah, 2018).

In this case, translating is often seen as an activity that often becomes a weakness for language learners at *SDN 1 Paciran*. This is also based on information from Bella Nabila, that the problem that often occurs in students is their lack of skills in translating a sentence structure, even though they have mastered the *mufrodāt* in the sentence. This is caused by several factors, namely the lack of provision of translation exercises provided by the teacher, in addition to the lack of training patterns and guided learning methods for translating Arabic. Learning Arabic is indeed a difficulty for some students, especially for those who do not have sufficient background knowledge of Arabic (Hikmah, 2023).

On the other hand, the term "translation theory" is a collection of information and ideas that function in the relationship between thought, meaning, and language. And also gives us an overview of the cosmological, cultural, and individuality aspects of a language and the lives of speakers of that language (Fikri, 2020). Thus, the theory of translation is not a set of guidelines that can be used as a basis, because in truth translation theory is all choices and decisions based on the subjective experience of each translator. Then how do we learn the theory of translation? People who are active in reading and participating in translation learning forums get a lot of guides and techniques, it will be useless if they don't start trying to translate. Because

there is no single theory that can guarantee someone can translate unless followed by practice. Although *Mona Baker* in “The Words: A Coursebook on Translation” explains everything about translation. Starting from word equivalence, grammatical equivalence, textual equivalence, and pragmatic equivalence (Baker, 2018).

Meanwhile, the Arabic language itself developed in Indonesia at the same time as the development of Islam in Indonesia and was followed by a series of translation activities. Because at that time Arabic became one of the main languages in teaching the knowledge of Islam, as was done by the *ulama'* in their *pondoks* or *langgars*. What's interesting about the method of teaching Arabic there is the musical way of verses of *nadzam* such as the book of *al-Fiyah* and the book of *Imriti*. Although basically the process that is carried out is by memorizing (Subekti et al., 2020). As the era progresses, factors that can influence student learning have emerged, such as: regulations and policies in educational matters, infrastructure owned by educational institutions, socio-cultural life of the community, use of technology, experts or educators, and the intelligence of students (Al-Ansi et al., 2019).

To increase students' vocabulary it is recommended to practice using vocabulary regularly in everyday life (Zalmansyah, 2013). So, in this study to increase the vocabulary, learning Arabic was developed through translating songs. As stated by *Purwanto*, the more students use vocabulary in everyday life, the more potential they have to develop speaking skills (Purwanto et al., 2022).

Therefore, in this case the researcher pays special attention to translating songs that are sung by many students in the current era, as a solution for learning to translate Arabic in Indonesia. The researcher uses a song entitled *Los Dol* by *Deny Cak Nan* which has been translated into Arabic by the researcher. In addition, translating songs and singing them at the same time is one of the creative solutions in learning Arabic to develop speaking skills, because with this method it can attract students' attention if the song being translated is a song they like and use every day. However, translating a song that can be sung at the same time requires its own ability, namely singing ability (Harsono, 2020).

As for some previous research that assisted researchers in carrying out research on the effectiveness of song translation in developing Arabic language translation abilities, namely a journal entitled "Translation of Song

Lyrics for Learning English" by *Siswo Harsono* in 2020 (Harsono, 2020). Then a study by *Arla J. Good, Frank A. Russo* and *Jennifer Sullivan* entitled "The Efficacy Of Singing in Foreign-Language Learning" in 2015 (Good et al., 2015). The next research is a journal by *Aam Subekti* et al. in 2020 with the title "Cognitive Improvement Through the Singing Method at RA Sunan Ampel Pasuruan" (Subekti et al., 2020). and finally a journal "Problematics of *Kitābah* and *Tarjamah* Learning in *Madrasah Ibtidaiyah*" (Setyowati, 2020).

In research by *Harsono* stated that translating song lyrics is a creative solution to language learning methods, and with songs or by translating lyrics can be useful in promoting local cultural products and tourism. Then research by *J. Good* et al and also *Subekti* et al have in common, that the singing method is effectively used in second language learning and is able to improve the cognitive aspects of students. And based on *Setyowati's* research, there are several problems in learning the Bible and translating for students at the elementary level. So, this research is important to carry out in order to provide creative solutions for teachers to develop learning to translate Arabic using the method of translating songs.

B. Method

This research is quantitative research, or in other words research using a method that aims to test certain theories or hypotheses by connecting several variables. Existing variables are then measured with research instruments so that data consisting of numbers can be properly analyzed based on statistical rules (Kusumastuti et al., 2020). In addition, based on data collection techniques, this research belongs to experimental research where the learning conditions are arranged in such a way by the researcher according to the needs of the research itself. The experimental model used by researchers is a pre-experimental design, which is in the form of one group pretest-posttest (Anam et al., 2020). This model was carried out by comparing the conditions of the students before and after the researcher gave the treatment by singing the Arabic version of *Deny Cak Nan's Los Dol* song repeatedly.

The population in this study were all 5th grade students for the 2022/2023 academic year at SDN 1 Paciran who took Arabic private lessons. The researcher chose to give multiple choice tests and oral tests by singing to the students as data collection techniques. Then the analysis technique used in this research is a quantitative descriptive technique using the IBM SPSS

Statistics 26 program. Or in other words the researcher takes the following steps: 1) assesses the results of the tests that have been given to students; 2) calculating the level of effectiveness of song translation in improving Arabic language tarjamah skills at SDN 1 Paciran, researchers used the t "test" formula by running the IBM SPSS Statistics 26 program; 3) describe the results of data analysis; 4) and then provide a conclusion.

C. Results and Discussion

1. Pre-Test Score

The researcher carried out a pre-test on June 9, 2023. The pre-test was carried out to see the abilities of grade 5 students at SDN 1 Paciran who attended private Arabic in translating utterances they usually uttered into Arabic. The Pre-Test is given to students in the form of 10 essay questions. The results of the 15 students' pre-test scores are presented in the following table:

Student's Name	Pre-Test Scores
Luqman Hafeez	90 / 100
Queen Qibert	40 / 100
Humam Zada	70 / 100
Carli Fernando	60 / 100
Clara Priscillia firdaus	70 / 100
Faradila akmaliya	40 / 100
Evellyn zorra putri nesya	50 / 100
Ibrahim Ar-Rasyid	20 / 100
Jauharul	80 / 100
Tasya Angelina	50 / 100
Abraham Ar Rasyid	90 / 100
Nafa putri	30 / 100
Niswatul Halimah	80 / 100
Siti Khodijah	90 / 100
Permadani putri eka	50 / 100

Table 1st: Student's Scores at Pre-Test

Based on the data presented in the table, the researcher can conclude that the average translation ability of 15 students is quite low, reaching 60.6. The highest score obtained is 90 and the lowest is 20.

2. Post-Test Score

The post-test will be held on 11 June 2023. It aims to see how much effect the method of translating songs has on students' ability to translate everyday Javanese expressions into Arabic, and vice versa. Researchers gave treatment to students by giving the lyrics of the song *Los Dol* by Denny Cak Nan which had been translated into Arabic. This song was chosen based on the observations of researchers who had previously paid attention to the song's students liked the most. Remembering the songs by Denny Cak Nan and the songs he performed use Javanese lyrics which are thick with local culture (Ma'rufi & Ardi, 2021). The lyrics and translation are as follows (Al-Furqaan, 2023):

<i>Los dol, ndang lanjut lehm WhatsApp-an</i>	لُوس دُولُ وَاسْتَمِرِّي بِوَاتْسَابِ
<i>Cek paket datane, yen entek tak tukokne</i>	وَافْحَصِي إِنْ تَرْتَنَيْتِ، إِنْ إِنْ تَهَيَّ أَشْتَرِي
<i>Tenan, Dek, elingo, yen mantan nakokno kabarmu</i>	وَاهْتَمِّي يَا أُخْتِي، إِنْ يَسْأَلُ حَالِكِ
<i>Tandane iku ora rindu</i>	حَقِيْقَةً، فَذَاكَ لَيْسَ بِالشَّوْقِ
<i>Nanging kangen kringet bareng awakmu</i>	بَلْ يَجُنُّ إِلَى الكَدِّ مَعَكَ
<i>Tak gawe los dol, blas aku ra rewel</i>	وَكَنتُ لُوس دُولُ، وَكَنتُ تُرْتَرًا
<i>Nyanding sliramu sing angel disetel</i>	أُرَافِقُكَ وَأَنْتِ عَنِيْدَةٌ
<i>Tutuk-tutukno chattingan karo wong liyo</i>	لِتَسْتَمِرِّي دَرْدَشَةٌ مَعَ الْآخَرِ
<i>Rapopo, aku ra gelo</i>	لَا بَأْسَ، لَسْتُ بِالْوَاجِعِ
<i>Kok tutup-tutupi, nomere mbok ganti</i>	وَكَدَّ أَحْفَيْتِ، رَقْمَهُ بَادَلْتِ
<i>Firasat ati angel diapusi</i>	ظَنُّونُ القَلْبِ صَعْبَةُ الكَذِبِ
<i>Snajan mbok ganti tukang las, Bakul sayur lan tukang gas</i>	إِنْ لِحَامًا حُضْرِيًّا، أَوْ بَائِعِ العَاَزِ بَادَلْتِ
<i>Titeni, bakale ngerti</i>	أَكِّيْدِي، سَأَفْضَحُكَ

After the songs are taught by dissecting one by one the translation of *Los Dol's* lyrics. And every student can sing it together, the researcher gives a post-test to the students. Namely five multiple choice questions and five questions orally. The post-test consists of an understanding of song translation with the aim of measuring students' ability to translate everyday expressions after being given treatment. The list of post-test scores after students are given treatment is presented as follows:

Student's Name	Post-Test Scores
Queen Qibert	70 / 100
Jauharul	80 / 100
Faradila Akmalia	90 / 100
Carli Fernando	100 / 100
Clara Priscillia firdaus	80 / 100
Evellyn zorra	80 / 100
Humam Zada	90 / 100
Niswatul Halimah	100 / 100
Tasya Angelina	70 / 100
Nafa putri	90 / 100
Luqman Hafeez	100 / 100
Permadani Putri	90 / 100
Ibrahim Ar-Rasyid	60 / 100
Arbaham Ar Rasyid	90 / 100
Siti Khodijah	90 / 100

Table 2nd: Student's Scores at Post-Test

The results of the post test data in the table show the highest score reaching 100, or in other words some students are able to translate everyday expressions in the translated song lyrics. While the lowest score is 60. While the average value produced by students shows 85.3.

3. Test Results t "test" Using the IBM SPSS Statistics 26 Program

Statistical tests using the IBM SPSS Statistics 26 program were carried out by researchers in order to obtain information regarding the difference in students' ability to translate before and after using the song translation method. The statistical test that was carried out was a parametric

statistical test. Parametric statistics are useful in testing the existing average comparative hypothesis by using the following paired test with SPSS 26.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	60.6667	15	22.82438	5.89323
	POST TEST	85.3333	15	22.63583	5.84455

Table 3th: Paired test result in paired samples statistics

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	15	.380	.163

Table 4th: Paired test result in paired samples correlations

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-24.66667	25.31704	6.53683	-38.68677	-10.64656	-3.773	14	.002

Table 5th: Paired test result in Paired Samples Test

Based on the statistical test analysis of the pre-test and post-test data that has been carried out using the IBM SPSS Statistics 26 program, that in table 5 sig. (2 tailed) indicates 0.002 or less than 0.05. So, in this case the researcher can conclude that there is a significant difference between the results of learning to translate on the pre-test and post-test data. The average difference between the pre-test and post-test scores is 24.6. And apart from that, each child experienced an increase between before and

after being given treatment.

Based on the results of the study, the method of translating songs is effective in increasing vocabulary to develop students' speaking skills at SDN 1 Paciran. Of course, this is in line with the hypothesis that the researcher had before this research took place. The success of the method of translating song lyrics is also in accordance with previous research conducted by Harsono. It's just that the research was carried out for learning English, and the results of the research were not in the form of testing the level of effectiveness but in the form of a hypothesis that translating song lyrics is a creative solution to language learning methods (Harsono, 2020).

And at the same time this research can answer the problems that exist in learning Arabic, especially the ability of *tarjamah*. The majority of students at the elementary level have difficulty distinguishing between *muannats* and *mudzakkar*, *fi'il mudhori'* and *madhi*. In addition to the lack of interest in learning Arabic which resulted in a lack of motivation to learn. Because mastering a language requires perseverance, the more often students struggle with and listen to the language being studied, the faster they will acquire the language being studied (Setyowati, 2020).

With the singing method students will find it easier to remember a vocabulary, everyday speech, or also materials. Because with the songs that are interesting and familiar to students, it will motivate them to learn. Besides that, singing can also make the memory in the brain stronger to bind the material that has been given (Khafifah, 2020). Remembering the weaknesses of students at the basic level is how they compose or translate a sentence even though the relevant *mufrod* has been taught and of course how they remember the *mufrod*. So the singing method can be a creative solution to improve students' ability to master vocabulary or *mufrod* and speaking (Joni, 2019). As the melodies and rhythms of a song become more familiar, structural information, including syllable stress, line breaks, and phrases, becomes more available and predictable thereby providing more memory cues for the passage (Good et al., 2015). If you look at the results of both the pre-test and post-test, there is a significant increase in some children. Because learning methods or media that are fun and close to students can facilitate the process of mastering vocabulary, daily speech, or other Arabic language

materials such as *nahwu* and *shorof* (Mokoginta & Muassomah, 2022).

D. CONCLUSION

This study shows that the method of translating song lyrics is effective for improving *tarjamah* abilities. This is based on the results of the pre-test which reap an average value of 60.6. While the post-test results reap an average score of 85.3 with the highest score of 100 and the lowest score of 60. The researcher analyzed the statistical tests of the two test results using the IBM SPSS Statistics 26 program and produced a sig. (2-tailed) reaches 0.002. In addition, the significance can be seen in the difference in the average score between the pre-test and post-test, which is 24.6.

This research is in line with the hypothesis, or in other words this research is able to answer the hypothesis that the researcher had before this research took place. Namely the method of translating song lyrics is a creative solution in learning a second language. And besides that, the singing method is able to answer the problems that exist in *tarjamah* learning. However, in general the researchers felt that this research was still imperfect, because there were only 15 pre-test and post-test participants. The researchers considered that this number still could not represent the ability of all students of SDN 1 Paciran in translating Arabic.

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