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PROGRAM STUDI PBI

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**USING ENGLISH SONG TRANSLATION IN LEARNING PART OF
SPEECH FOR SEVENTH GRADE STUDENTS AT SMP 2 GAMPING**

UNDERGRADUATE THESIS



Written by:

Wachananammilladunna

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF PGRI YOGYAKARTA
2024**

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2023

ABSTRACT

This study aims to explore the use of song lyrics translation from English to Bahasa Indonesia in learning part of speech and reveal the translation technique used in the song lyrics translation of seventh grade student at SMP 2 Glamping. By understanding the positive potential of the method, the researcher hopes to make a meaningful contribution towards enhancing the English learning experience at SMP N 2 Gamping and provide teachers with innovative strategies to enhance their English teaching methods.

A qualitative method has been used in this study. The data were collected by questionnaires, testing respondents, observation, documentation, thus the effect on respondents related to learning part of speech in SMP N 2 Gamping students. The subjects of this research are students from several classes VII in SMP N 2 Gamping, Sleman district, Yogyakarta Special Region. The object of this research is English Language Learning through the Translation of Songs from English to Indonesian to improve the knowledge of students about part of speech and facilitate students in understanding the material in the classroom.

The results of this study show that the use of English translation method has influence on students' English learning at SMP N 2 Gamping. It can help students in increasing knowledge and learning about part of speech that can be proven by the respondents' test results. Based on the findings, it was found that the translation technique that used in the English song lyrics are established equivalent, modulation, and borrowing. Other than that, by using English song translation in learning part of speech can make students feel happy and easy in increasing their knowledge in part of speech. Second, students feel comfortable learning English in daily life. Third, students experience ease in understanding English learning materials in the classroom. Researchers conducted trials on some of the data collected.

Keyword: English song translation, part of speech, translation technique

APPROVAL

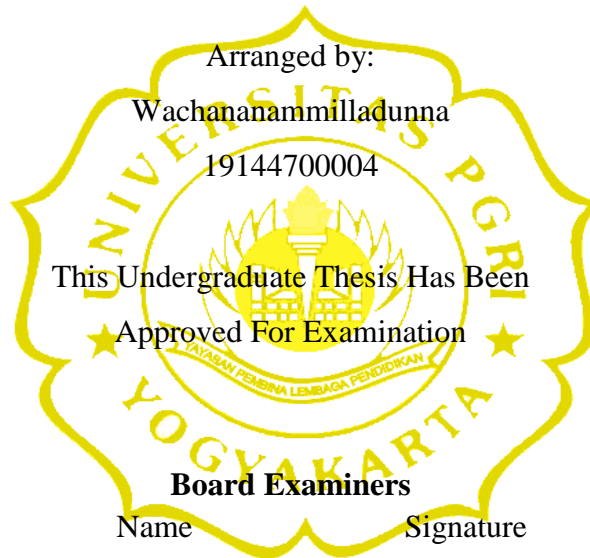
USING ENGLISH SONG TRANSLATION IN LEARNING PART OF SPEECH FOR SEVENTH GRADE STUDENTS AT SMP 2 GAMPING



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**USING ENGLISH SONG TRANSLATION IN LEARNING PART OF
SPEECH FOR SEVENTH GRADE STUDENTS AT SMP 2 GAMPING**

RATIFICATION



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Yogyakarta, 2023
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Yogyakarta, 2023

Who made the statement

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MOTTO AND DEDICATIONS

MOTTO

stay confident, do it to get through, and don't forget to be grateful.

DEDICATION

This undergraduate thesis I dedicated to:

1. My Beloved Allah who always guide me and take care of me be a good person.
2. My Beloved father, mother, and my brother who always give love, spirit, and as my inspiration.
3. All my beloved bestfriends who help me to finish this paper.
4. My self who always be strong, brave, and grateful until this time.

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The researcher saying thank you be to Allah SWT, who has bestowed his grace and blessings so that the researcher can complete this thesis entitled **“Using English Song Translation in learning Part of speech for seventh grade students at SMP 2 Gamping”** the preparation of this thesis is intended to fulfill the requirements for obtaining a bachelor's degree in education science.

This thesis can be completed thanks to personal and institutional guidance, direction, trust, encouragement, and assistance (moral and material) from various parties, therefore please allow the researcher to express his deepest gratitude to:

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8. All parties who cannot be mentioned one by one are involved in providing support, assistance, and motivation in the preparation of this thesis.

The researcher fully realizes that there are still many shortcomings in the preparation of this thesis. Therefore, all constructive criticism and suggestions are highly expected for the development of this research.

Yogyakarta, 2023

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Education is a process with the aim of influencing students to be able to adapt to their environment optimally, so that they can experience changes in themselves that enable them to function effectively in society. Therefore, education is considered very important as a means of increasing students' knowledge. This research focuses on formal education, where students will undergo various subjects. One of the research focuses is on the subject of English, which is considered interesting to study as a foreign language and as a means of communication in various countries.

This also simplifies various aspects such as education, the corporate sector, as well as the community economy. The use of English contributes to ease of communication and the establishment of cross-border cooperation in various sectors. Given the importance of learning English, students need to develop specific English skills, including the ability to read, listen, speak and write. To master these skills, students need to have adequate vocabulary already embedded in their memory.

According to M. Subiyaakti (1995) in a journal entitled “English, Growing Globally from the Language of the Oppressed to the Language of Intellectual Needs”, stated that the main goal that makes someone more confident in speaking English is having a rich vocabulary and confidence in

the rules. Language. The use of vocabulary is key in communication skills and sentence formation. Students' lack of understanding of vocabulary will hinder their ability to translate the meaning of words or reading. A different approach is needed in the teaching and learning process to reduce the level of difficulty students face in learning English. In line with the importance of English, mastering vocabulary is a crucial aspect before students can proceed to aspects of grammar and other things.

Researchers have made observations and found that students face difficulties in understanding and mastering English vocabulary. According to the results of interviews with teachers during previous observations, several things were revealed: First, students' interest in English was lacking because the learning methods used according to students were still conventional, only focusing on delivering material. Second, other students find it difficult to understand the material because the teaching rules at school only use textbooks as the main medium. Third, there is limited vocabulary among students, causing confusion and lack of understanding when reading and understand the material.

According to the teacher, teaching in this way is less interesting for students. Mastering vocabulary is the most basic thing in language learning, as the main key to understanding and communicating in a language. According to Hudson in Hyso, et.al (2011:54), having rich vocabulary knowledge is a key element for better reading comprehension. By mastering vocabulary, students will find it easier to learn English lessons. Students need

time and methods to learn new vocabulary. In the current era of increasingly advanced educational development, the researcher finds learning challenges in increasing the vocabulary of junior high school students, especially in the context of learning English part of speech. It has been proven that innovative and interesting teaching methods can motivate students, and one approach that can be promising for students is using translations of song lyrics from English to Indonesian.

English songs have a diverse vocabulary and show many parts of speech and expressions that reflect everyday life. According to Ananda (2023:7), this is because the use of music in the classroom makes learning more entertaining and fun. Therefore, the researcher believes that the use of song translation can be an interesting and effective English learning tool to improve students' part of speech comprehension. In addition, not only can students explore their part of speech, but they can also understand the context of how the part of speech is used in daily life.

Learning English, which has become a foreign language in Indonesia, translating song lyrics from English to Indonesian can help students overcome difficulties in understanding English lesson material in class. Students will feel emotionally and cognitively, associating the use of the part of speech with the content of the songs they hear and observe. Apart from that, translating songs can enrich classroom activities, creating a learning atmosphere that is easy to understand and fun.

Therefore, this study aims to explore the use of Indonesian translations of English song lyrics in learning part of speech and reveal the translation technique used in the song lyrics translation. By understanding the positive potential of this method. The researcher expects to make a real contribution to improving the quality of English learning at SMP N 2 Gamping and can become an innovation for teachers to enrich English learning methods.

To overcome the challenges identified in the field, researcher is trying to deal with them by implementing innovative media that can attract students' interest in learning English and help them acquire part of speech more easily. Therefore, the researcher chose one type of media, namely with an understanding of part of speech. In this research, it is hoped that students will be able to determine the types of part of speech in English in song lyrics. Other than that, the researcher also provided a method of Translation Techniques by Molina & Albir through some song lyrics, this was used as the source language and Indonesian as the target language, as a vocabulary learning aid in Class VII E of SMP 2 Gamping with the target language, it is hope that students can more easily understand the meaning or meaning of words in the source language.

The two song lyrics used in this research were taken from one of the YouTube channels, namely DeLirik & Secret Music. Researcher found a number of educational sentences in the lyrics of these two songs which were constructive and gave encouragement to many people. The two Chanel have

different posting characteristics and number of followers. Delirik channel has 5.95 million subscribers and Secret Music has 128 thousand subscribers, so it is quite well known among YouTube fans. The total number of posts uploaded by Chanel DeLirik and Secreat Music both have a total number of uploaded posts of 1000. In general, the post received a lot of support in the form of 'likes', which reached thousands, compared to the number of comments.

The example of the post that has been uploaded is equipped with the use of the original and target languages, as well as how to determine the types of sentences in the two song lyrics. The post author adds the target language in the comment column, using a colloquial style and sometimes accompanied by standard language. Based on the analysis carried out by researchers, it was found that in one video upload on the DeLirik channel there were lyrics that expressed using two translation techniques. For example, in DeLirik's post there is the sentence "But I have come through," which is translated as "But I have passed." Researchers analyzed that there were two translation techniques used in the first sentence, namely the phrase "I have a sad story too." The translation of this sentence uses the Literal Translation Technique, where words are translated literally from the source language to the target language, in accordance with the concept explained by Molina and Albir (2002, 510).

According to Molina and Albir (2002), this literal translation method is more accepted than the word-for-word translation method, because the word order has been adapted to the structure of the target language.

Meanwhile, in the second word "work harder," is included as an example of the Transposition Translation Technique. This technique involves changing grammatical categories from the source language to the target language, such as changing words into phrases. The application of this technique is generally carried out when there are grammatical differences between the Source Language (SL) and the Target Language (TL).

From the previous explanation, it can be concluded that the use of translation is very important in everyday life, even used to convey messages or information. Overall, (Michael, 2000:2) classifies translators into three groups, namely: translators who work in companies, part-time translators, and freelance translators.

According to (Catford, 1965:1), translation refers to an activity in which text from one language is converted into text in another language. He also explained that translation involves replacing words from the Source Language (SL) to the Target Language (TL) by adhering to equivalent linguistic rules. Meanwhile, according to Nababan, et al (2012), translation quality can be measured through three aspects of assessment, namely accuracy, where the meaning of the translation in the Source Language (TL) is the same as the meaning in the Target Language (TL), acceptability, where the translation is in accordance with TL language rules and using commonly used words, as well as readability, which assesses the extent to which the translation is easy to understand.

Along with the information previously explained and findings in the field, researchers feel it is important to conduct a study on "USING ENGLISH SONG TRANSLATION IN LEARNING PART OF SPEECH FOR SEVENTH GRADE STUDENTS AT SMP 2 GAMPING." This was done as an effort to overcome the challenges that had been previously identified.

B. IDENTIFICATION OF THE PROBLEMS

The researcher found that students at SMP 2 Gamping lack of knowledge about English part of speech that make the students feel confused when learning English lesson, communicate, and express their thoughts clearly.

C. LIMITATIONS OF THE PROBLEMS

This research only focuses on analysing the use of Indonesian translations of English song lyrics in learning part of speech. The researcher limited the research by collecting the data of seventh grade students in SMP Gamping 2 from September – October 2023.

D. FORMULATION OF THE PROBLEMS

Based on the background of the study, the researcher formulates the formulation of the as follows

1. Does the English song translation can be used in learning part of speech?

2. What are the students respond to the use of English song translation?
3. What are the translation techniques used in English song translation?

E. THE OBJECTIVE OF RESEARCH

Referring to the formulation of the problem above, the objectives to be achieved in this research are:

1. To find out the use of English song translation in learning part of speech
2. To find out student's respond about Indonesian translation on English song to improve learning English part of speech.
3. To find out student's use types of translation technique on song lyrics at SMP N 2 Gamping.

F. BENEFITS OF RESEARCH

This research is expected to provide benefits both theoretically and practically.

1. Theoritically

Theoretically, the expected benefit for researcher is that it can provide information as material for further research and increase students' understanding and understanding of using Indonesian translation on English song to improve English Part of speech.

2. Practically

English learning to improve students' Part of speech through song translation, students can develop language skills contextually, by being

able to apply the Part of speech they learn through song translation in everyday situations and easily understand the material.

CHAPTER II

LITERATURE REVIEW

A. THEORETICAL REVIEW

1. Definition of Translation

Translation is the process of converting or translating a text from one language to another. According to Herman (2016:9), Generally, translation is known as the process of transferring one language (known as Source Language) to another language (known as Target Language). The main goal of translation is to preserve the original meaning and message of the source text in a context appropriate to the target culture and language. It involves an in-depth understanding of the language structure, cultural context, and meaning of each word or phrase in both languages involved.

Translation is not simply a word-for-word replacement from one language to another but also involves interpretation and reconstruction of meaning so that the original message can be accurately understood by readers or listeners who speak the target language. The translation process requires a deep understanding of the cultural contexts, sentence structures, idioms, and language nuances in both languages involved.

In a broader context, translation can include various forms of texts, including literary, scientific, technical, legal, and other texts. The translation profession often plays an important role in facilitating cross-language communication and promoting cross-cultural understanding.

Based on Fitrawati (2016:40), the translation is recognized as a useful tool in text comprehension and Part of speech development (Nunan, 1991). Translating song lyrics provides a rich cultural context. The use of song translation allows for the recognition and utilization of a variety of student learning styles, in keeping with Gardner's (1983) theory of multiple intelligences. Students can explore and express their understanding through an approach that suits their strengths.

Students' positive responses to this learning method can reinforce its effectiveness in improving students' Part of speech and language skills. Therefore, a deep understanding of students' responses is key to designing and implementing effective learning strategies.

Music has the power to touch emotions and create deep emotional engagement (Pohland & Fann, 2011). Students' positive responses to songs can strengthen the emotional bond with the learning material. The use of song translation can stimulate students' intrinsic motivation due to emotional engagement with the music and lyrics. Students' sense of interest and excitement may increase, motivating them to be more active in Part of speech learning.

2. Types of Translation Techniques

Molina and Albir (2002:508) state that, "The method of translation affects the way the micro-units of the text are translated: the translation technique". The way micro-units are translated is called the translation

technique. These units are words, phrases, and sentences. Molina and Albir (2002:508) also want to emphasize that: translation methods and techniques are two different things, because translation methods affect the text as a whole, while translation techniques affect the micro-units of the text. Here I will mention 18 techniques described by Molina and Albir (2002:509) and used by translators, which are also used to create alternative sentences that carefully convey the message of the source text into the target text.

a. **Adaptation**

Adaptation is a technique that replaces source language cultural elements with familiar cultural elements in the target language.

For example:

SL: as white as snow

BSA: as white as cotton

b. **Amplification**

To introduce details not formulated in the SLA: information, explicative paraphrase.

For example:

ST: Ramadhan

TL: The Muslim month of fasting

c. **Borrowing**

This translation technique is done by borrowing words or expressions from the BSu. There are two types of borrowing, namely pure borrowing (without changes) and naturalized borrowing (with spelling or pronunciation adjustments).

For example:

a) Pure borrowing

SL: Mixer

TL: Mixer

b) natural borrowing

SL: Mixer

TL: Mikser

d. **Calque**

A literal translation of a word or phrase from English to English can be done lexically or structurally.

For example:

SL: Directorate General

TL: Directorate General

e. **Compensation**

This is done by moving the message to another part of the translated text. This is done because the stylistic effects of SL (style) cannot be applied to TL.

For example:

SL: A pair of scissors

TL: A pair of scissors

f. **Description**

This translation technique is used to replace a term or phrase with a description of its form and function.

For example:

Text: panettone

Bsa: a traditional Italian cake eaten on New Year's Day.

g. **Discursive creation**

A translation technique that uses out-of-context equivalents. This is done to attract the attention of potential readers.

For example:

BSu: The Godfather

Bsa: The Godfather

h. **Established equivalence**

Using a specific term or phrase (based on the dictionary or language used) as its equivalent in the foreign language.

For example:

ST: Ambiguity

TL: ambiguous

i. **Generalization**

This technique is to change terms into more generalized terms.

For example:

SL: Penthouse, big house

TL: Residence

j. **Linguistic amplification**

The technique of adding linguistic elements to translate longer.

For example:

SL: Not possible

TSu: De ninguna de las maneras (Spanish)

k. **Linguistic compression**

This technique combines existing linguistic elements to make them simpler and easier to understand.

For example:

SL: Yes, so what?

TL: Y? (Spanish)

l. **Literal**

The literal translation technique is a word-for-word translation of an expression, but the structure follows the rules of the target language.

For example:

Text: Kill two birds with one stone

Bsa: Kill two birds with one stone

m. Modulation

Changing perspective, focus, or cognitive category concerning
Bsu; can be lexical or structural.

For example:

SL: No one dislikes him

Bsa: Everybody likes it

n. Particularisation

A technique that uses more precise terms.

For example:

SL: air transport

TL: Aircraft

o. Reduction

This technique is used with partial omissions, as such omissions are not considered a distortion of meaning. In other words, this technique requires explicit knowledge.

For example:

SL: SBY is the president of the Republic of Indonesia

TL: SBY

p. Substitution

Substitution is the technique of replacing a linguistic element with a paralinguistic element (intonation or gesture).

For example:

SL: Bowing to each other

TL: Greet each other

q. Transposition

A translation technique that replaces the grammatical category of the source language with that of the target language, such as changing a word into a sentence. This technique is often used due to grammatical differences between the source and target languages.

For example:

SL: skilful

TL: Very skilful

r. Variations

Techniques that change linguistic or paralinguistic elements, which affect language variation: changes in text tone, language style, social dialect, and geographical dialect.

For example:

SL: This pencil is yours

TL: This pencil belongs to me

3. Definition of Song

A song is a piece of vocal music that usually combines melody with lyrics. Songs are often a form of artistic expression that creates an audio experience that touches and connects the listener. Some key elements in the definition of a song involve:

Lyrics: Lyrics are the words or vocal text that accompany the melody. Lyrics can tell a story, convey a feeling, or convey a specific message to the listener.

Emotion and Expression: Songs are often used as a medium to convey emotions and artistic expression. They can create a certain mood or express deep feelings.

Melody: The melodic part of a song is the series of notes that form the core of the music. A melody is a series of notes that are musically organized to create a pleasing and coherent sound.

4. Definition of Part of speech

McGregor (2009) notes that every language consists of thousands of words with different types or classes from each other. These words are classified into several types of classes, including verbs (Verb), nouns (Noun), adjectives (Adjective), and adverbs (Adverb). For example, nouns refer to words that specialize in things or entities such as people, animals, objects, places, and abstract things. Adjective, on the other hand, is a type of word that indicates the quality or nature of an object or thing, be it animate or inanimate, based on several criteria such as age, size, color, speed, and shape. Verbs refer to words that describe actions or activities, statements, events and processes, whether in concrete or abstract form.

Verb

A verb is a form of word that indicates an action or deed carried out by a subject or to express a situation. Examples are Write, run, eat, drink, catch, clean, speak, laugh, weep, are some examples of verbs.

In the sentence "He is writing a letter," the verb "write" describes the action or work performed by the subject (he). The verb has a subject and describes what the subject does in the sentence. The main function of verbs is to describe actions or actions, which are often referred to as "dynamic verbs," such as write, eat, run, and speak.

Meanwhile, there are also verbs that describe a situation or state something that are generally not used in continuous tense, which are called "stative verbs." Examples of these verbs are, be, impress, please, surprise, belong to, consist of, resemble, and seem. The following are examples of the use of each of these verbs.

The formation of verbs in the past simple and past participle forms can be categorized into two groups, namely Regular verbs and Irregular verbs. Regular verb is a type of verb that forms the past simple and past participle by adding the suffix "-ed" to the basic verb. For example, the verb "laugh" has forms like laugh—laughed—laughed, and "look" has forms like look—looked—looked.

Meanwhile, Irregular verb is a type of verb that forms the past simple and past participle forms by adding inconsistent or different forms. For

example, the verb "buy" has forms like buy—bought—bought, and "eat" has forms like eat—ate—eaten

Adjective

Adjectives, or what are also called adjectives, are words that provide additional information to a noun or pronoun. Examples are seen in sentences such as "tall man," "old house," and "red car." In this case, the words "tall," "old," and "red" function as adjectives that provide additional information to the words "man," "house," and "car." Adjectives can be used more than once in a single noun in a sentence. In general, an adjective word provides information about the color, size, characteristics, quality, quantity, or personal nature of a noun or pronoun.

Noun

Nouns, or what are also called nouns, are words that indicate certain people, places, things or concepts. For example, there are words such as chair, table, book, New York, computer, cup, boy, John, hospital, Newton, garden, room, man, Paris, doctor, and pen. All of these words refer to certain people, places, things, or concepts.

The types of nouns, or nouns, can be divided into two main categories, namely Common Nouns and Proper Nouns.

Common Nouns refer to general objects or things that are not specific, such as book, pen, room, garden, man, girl, road, camera, month, day, chair, school, boy, car. On the other hand, Proper Noun refers to a specific thing, place, or person. Examples include BMW Car, April, Monday,

Oxford University, New York, America, John, Newton, Einstein, R.H Stephen.

If a common noun is specifically referred to, it will change to a proper noun. For example, the word "day" can become the noun Monday or Friday, thus turning into a proper noun. A similar thing happens with common nouns such as "car," which can become a proper noun if specifically identified, for example BMW Car.

B. REVIEW OF PREVIOUS RESEARCH

Based on this previous research, it appears that the use of song translation can be an effective method for improving students' Part of speech while providing an additional cultural and motivational element. However, further research is needed to understand the specific context and conditions in the Indonesian language learning environment.

1. The Use of Songs as Learning Resources:

Previous research, such as that conducted by Smith (2015), has highlighted the effectiveness of using songs as learning resources. Songs present interesting content and can increase student engagement in the language-learning process.

2. Increased Student Motivation:

Research by Johnson (2018) shows that the use of songs in language learning can increase student motivation. Music provides an emotional aspect that can increase students' interest in language learning.

3. Improved Part of speech Comprehension:

The study by Anderson et al. (2017) evaluated the effect of using song translation in improving vocabulary comprehension. The results show that song translation can be an effective strategy to expand students' Part of speech.

4. Culture and Context Recognition:

Research by Chen (2016) highlights the role of culture and context recognition in the use of song translation. Song translation can open the door to the understanding of cultural expressions and the use of Part of speech in relevant contexts.

5. Comparison with Conventional Methods:

A comparative study by Lee et al. (2019) compared the effectiveness of using song translation with conventional learning methods. The results show that song translation can provide advantages in Part of speech improvement compared to traditional methods.

6. Factors Affecting Successful Implementation:

Research by Wang (2020) identified several factors that influence the successful implementation of using song translation, including students' interest in music, teachers' ability to select appropriate materials, and learning technology support.

7. Effects of Song Translation on Idiom Comprehension:

Some studies, such as the one conducted by Gomez et al. (2018), highlight the positive effects of using song translation on idiom comprehension and the use of cultural expressions in the target language.

8. Similarities and differences with previous research

The Equation

In this study with previous research, there are similarities with that when researchers conduct research in the field. Researchers both see and find the benefits of song translation as a medium for learning English Part Of Speech material, in order to increase understanding of the material in students.

In this study with previous research, there is a similarity with that the researcher has the same goal, namely by learning English to understand Part Of Speech material, the researcher uses a method with the translation of song lyrics so that students become more to understand it and make students motivated in learning English.

In this study with the previous research, there are similarities with the researchers that both researchers introduced that the use of song translation can be a method that makes it easier to learn Part Of Speech with relevant contexts.

In this study with the previous research, there are similarities with that the researchers found a difference in the effect of English learning methods in the classroom. between using the material book alone and

using the song translation method, the results according to teachers and students are more efficient by using song translation, because the context of the sentence is easy to understand for the practice of learning Part Of Speech material.

In this study with the previous research, there are similarities with the researchers found the effect of learning English Part Of Speech material by using the song translation method is more easily accepted, in addition it makes it easier for teachers to choose suitable material other than Part Of Speech.

The difference

The difference between this research and the previous research is that the researcher uses the song translation method for understanding Part Of Speech material in students, not to increase student vocabulary.

The difference between this research and the previous research is that the researcher highlights the effectiveness of students by using the song translation method to make it easier for students to determine the types of sentences, not for understanding idioms.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methods. There are five subheadings of research methods related to the research. The five subheadings consist of the type and approach of research, time and place of research, setting and data sources, data collection techniques, and the last is data analysis techniques.

A. RESEARCH TYPE AND APPROACH

This research uses a qualitative descriptive approach method. Qualitative descriptive research is one type of research that is included in the type of qualitative research where observations and what happens are described in words or sentences (Bogdan and Biklen, 1992).

The qualitative descriptive research method is a research method based on the philosophy of postpositivism, which is used to research natural object conditions (not experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive/qualitative.

Qualitative research results emphasize meaning rather than generalization (Sugiyono). The purpose of the qualitative descriptive method is to describe, explain, and answer the problems studied in more detail. In this study, researchers interpret and describe data related to the current situation,

attitudes, and opinions that occur in a society, and the differences that exist and their effects.

B. TIME AND PLACE OF RESEARCH

This research was conducted at SMPN 2, Gamping District, Sleman Regency, Yogyakarta Special Region. The implementation of this research was carried out in September - October 2023.

C. SETTING AND DATA SOURCE

The data sources used are translations of English songs lyric that have been selected by the researcher according to age for junior high school students. There are 2 song titles used in this study, namely the song performed by Queen entitled We are the Champions, and the second song performed by Pink Sweet entitled A Million Dreams. the song used in this study is included in the category of songs whose meaning can motivate students. in the lyrics of the song, many meanings contain positive for the lives of students to strive for achievement in dreams and not be unyielding in the face of obstacles that must be passed in the lives of students in difficult times.

Information obtained based on the reality in the field there is a teacher who teaches English at SMPN 2 Gamping that learning English in the classroom using translations of new songs to improve student part of speech is much more effective and easier for students than students must always

memorize part of speech in the book every lesson takes place because by using song translations students can memorize easily, besides that students can also listen to songs with pleasure. After all, the tone of the lyrics is familiar to the ears of students so that students who already know the song can also follow the song. Another thing that makes students interested in using song translation as a part of speech enhancement is that students can understand the meaning of songs easily to increase part of speech in understanding the material of questions and stories in their textbooks, and this song translation can make it easier for students to practice in everyday life because many song lyrics have the same meaning as real life.

This song translation has many who are starting to be interested in being used in English language learning to increase part of speech more easily and effectively. Many people are interested in this method ranging from teachers and students to fellow students on campus. From here the researcher began to collect field data as a source language and the results of Indonesian translation as a target language that can be understood by SMPN2 Gamping students. The song data used by the researcher for successful research to attract responses from SMPN 2 Gamping students in the form of image data from two selected songs that are suitable for students in junior high school which are then further processed to be presented on a page format to be translated and determined the types of Part of speech themselves by students at SMPN 2 Gamping sub-district, Sleman district, Yogyakarta Special Region.

D. DATA ANALYSIS

Part of speech test data will be analyzed using a t-test or Mann-Whitney test, depending on the distribution of the data. Analysis of the motivation questionnaire will involve descriptive statistics and t-tests.

E. SUPPORTING DATA SOURCES

This research setting and data sources are designed to provide a comprehensive understanding of the effectiveness of using song translation in improving students' part of speech.

Documentation of Learning Sessions: Documentation in the form of photographs of the learning sessions will be a supporting data source to identify students' interactions and responses to the use of song translation for the improvement of student's knowledge about part of speech as well as understanding of the material in determining the types of part of speech from song lyrics.

F. TECHNIQUE OF COLLECTING DATA

1. Questionnaire

The first step, the researcher gives questions, to get student responses about translation through questionnaire

2. Give test questions to determine the type of words

The second steps, the researcher give test song lyrics in English to students to get answers to determine the part of speech that contain in the English song lyrics

3. Observation

Before conducting research in class, the researcher made observations on Friday 14 October at SMP N 2 Gamping. Observations are divided into two steps, firstly inside the classroom and outside the classroom, during observations in the classroom. Researchers looked at the teacher's way of delivering material to students, and students' responses to the teacher during learning.

Secondly, the researcher observes during outside the classroom, the researcher conducted a few interviews with the teacher, what were the students' attitudes and responses while following the English material delivered by the teacher. From this, the researcher found that there is something that needs to be improved in English teaching methods, especially the study of material about parts of speech to improve students' vocabulary.

4. Documentation

The researcher using documentation technique to collecting the data by picturing student activities during the researcher conduct the research.

G. DATA ANALYSIS TECHNIQUE

After the necessary data is obtained, the researcher analyses the data. Analysis is the most important step to obtain answers to the problems to be solved. In this study, the researcher analyzed two pieces of data, namely data on the results of the translation of song lyrics that have been transferred by students to Indonesian and determining the types of part of speech that have been done by students and data on the results in the form of respondents' interest in the method.

Respondents' translations to determine the number and percentage of each translation technique used. The data analysis technique used in this research is the interactive analysis model. According to Miles and Huberman (1992:16), this model has three components of analysis, namely data reduction, data presentation, and conclusion drawing. The three activities in the interactive analysis model can be explained as follows:

1. Data collection

After identifying the problem, the researcher conducted data collection by determining the translation technique, conducting a trial with the respondents and asking the respondents to choose one of the essay questionnaires to be used as an alternative translation of the song and determining the type of part of speech to be corrected by the researcher on each translated vocabulary that determined by the respondents to get more supporting data. At this stage, the researcher

identified the translation techniques used in the lyrics of We Are the Champions and A Million Dreams.

2. Data Reduction

This is the process of minimizing the amount of data that needs to be stored in the data storage environment. In this study, the researcher selected the data obtained during the research on translation techniques and students' responses to the use and determination of the types of part of speech as learning to increase the knowledge about part of speech in the classroom.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. RESEARCH SETTING

This study obtained data from the use of song translation and the determination of Part of speech types used to find the extent of students' vocabulary improvement and understanding of Part of speech types of materials in English learning by using a trial sheet. The respondents involved in this research were students of SMPN 2 Gamping, Sleman, Yogyakarta. In this trial, each student translated 2 song lyrics to the best of their ability and determined the types of Part of speech correctly. The 2 songs amounted to 51 data and 4 data on the results of respondents' interest in using the song as English learning. This research was conducted from 21 August to 30 September 2023.

The researcher conducted the research at SMPN 2 Gamping, one of the educational units with junior high school levels in Trihanggo, Kec. Gamping, Kab. Sleman, Yogyakarta. The researcher was carrying out its activities, SMP NEGERI 2 GAMPING is under the auspices of the Ministry of Education and Culture.

SMP NEGERI 2 GAMPING is located at Jl. Sleman Regency, Trihanggo, Kec. Gamping, Kab. Sleman, In Yogyakarta, with postcode 55291. Learning at SMP NEGERI 2 GAMPING is conducted in the morning.

In a week, learning is done for 6 days. SMP NEGERI 2 GAMPING has An accreditation, based on certificate 5.01/BAP-SM/TU/XI/2016.

B. RESEARCH FINDINGS

1. Part of speech Categorization

Student AB

Noun	Verb	Adjective
Fighting	Pleasure	Bad
Whole	Crime	Curtain
Human	keep	Are

Student AB categorized the words “fighting, whole, and human” as a noun, the word “pleasure, crime, keep” as a verb, and “bad, curtain, are” as an adjective. Absolutely the word “fighting” categorized as a verb, and the researcher tells the student the correct words category that “fighting” is a verb, “pleasure” is a noun, “are” is a verb, and “whole” is an adjective. The researcher directed and informed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “fighting” categorized as a verb because it shows that “fighting” is a word that shows action.

Student AC

Noun	Verb	Adjective
Mistakes	Brought	Bad
Champions	Committed	Whole
Losers	Think	Few

Student AC categorized the words “mistakes, champions, and losers” as a noun, the words “brought, committed, and think as verb”, and the words “bad, whole, and few” as an adjective. Students AC answer the whole question correctly.

Student AD

Noun	Verb	Adjective
Human	Paid	Few
Face	Committed	Sentence
Time	Think	Bows

Student AD categorized the words “human, face, time” as a noun, the words “paid, committed, think” as a verb, and “few, sentence, bows” as an adjective. However, the correct one is the word “sentence and bows” categorized as a noun. Other words that answered by the student AD is correct. The researcher directed and informed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “sentence” categorized as a noun because it shows that “sentence” is a word that name something.

Student AF

Noun	Verb	Adjective
Close	See	Waiting
World	Mind	Door
Brightness	Awake	Dark

Student AF categorized the words “close, world, brightness” as a noun, the words “see, mind, awake” as a verb, and “waiting, door, dark” as an

adjective. However, the correct one is the words “mind and door” categorized as a noun. The words “close and waiting” as a verb, and the word “awake” as an adjective. Other words that answered by the student AF is correct. The researcher directed and informed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “awake” categorized as an adjective because it shows that “awake” is describing an object.

Student AG

Noun	Verb	Adjective
Waiting	Call	Feels
Home	Mind	World
Crazy	Special	Rainy

Student AG categorized the words “waiting, home, crazy” as a noun, the words “call, mind, special” as a verb, and “feels, world, rainy” as an adjective. However, the correct one is the words “waiting and feels” categorized as a verb. The words “crazy and special” as an adjective, and the word “world” categorized as a noun. Other words that answered by the student AG is correct. The researcher directed and informed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “world” categorized as a noun because it shows that “world” is a word that name something.

Student AK

Noun	Verb	Adjective
Sonds Bed Big	Call Colors Small	Live Head

Student AK categorized the words “sonds, bed, big” as a noun, the words “call, colors, small” as a verb, and “live, head” as an adjective. However, the correct one is the words “head and colors” categorized as a noun. The words “big, and small” as an adjective. Other words that answered by the student AK is correct. The researcher directed and informed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “small” categorized as an adjective because it shows that “small” is a word that describing an object.

Student AL

Noun	Verb	Adjective
Design vision right	Keeping Room Wrong	Think Things dark

Student AL categorized the words “design, vision, right” as a noun, the words “keeping, room, wrong” as a verb, and “think, things, dark” as an adjective. However, the correct one is the words “room and things” categorized as a noun. The words “design, and think” as a verb, and the word “wrong” is an adjective. Other words that answered by the student AL is correct. The researcher directed the student that there was a mistake in the

process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “wrong” categorized as an adjective because it shows that “wrong” is a word that state an object.

Student AM

Noun	Verb	Adjective
Make	Build	Filled
One	Smile	Dreams
Wrong	Own	Crazy

Student AM categorized the words “make, one, wrong” as a noun, the words “build, smile, own” as a verb, and “filled, dreams, crazy” as an adjective. However, the correct one is the word “dream” categorized as a noun. The words “make and filled” as a verb, and the word “wrong” is an adjective. Other words that answered by the student AM is correct. The researcher directed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “filled” categorized as a verb because it shows that “filled” is a word that shows action.

Student AN

Noun	Verb	Adjective
Compile	Consider	Dark
Eyes	Build	Crazy
Special	Dreams	Big

Student AN categorized the words “compile, eyes, special” as a noun, the words “consider, build, dreams” as a verb, and “dark, crazy, big” as an

adjective. However, the correct one is the word “dreams” categorized as a noun. The word “compile” as a verb, and the word “special” as an adjective. Other words that answered by the student AN is correct. The researcher directed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “compile” categorized as a verb because it shows that “compile” is a word that shows an action.

Student AP

Noun	Verb	Adjective
Share	Waiting	Gonna
World	Things	Part
Dark	Awake	Special

Student AP categorized the words “share, world, dark” as a noun, the words “waiting, things, awake” as a verb, and “gonna, part, special” as an adjective. However, the correct one is the words “things and part” categorized as a noun. The word “gonna” as a verb, and the word the words “dark and awake” as an adjective. Other words that answered by the student AP is correct. The researcher directed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “gonna” categorized as a verb because “gonna” formed from the phrase “going to” that shows an action.

Student AR

Noun	Verb	Adjective
Feels Night Big	Design Dreams Right	Be Mind Brightness

Student AR categorized the words “feels, night, big” as a noun, the words “design, dreams, right” as a verb, and “be, mind, brightness” as an adjective. However, the correct one is the word “mind and door” categorized as a noun. The words “close and waiting” as a verb. Other words that answered by the student AR is correct. The researcher directed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “close” categorized as a verb because it shows that “close” is a word that shows an action.

Student AV

Noun	Verb	Adjective
Feels Million Dark	Think Home awake	Compile Colors Wrong

Student AV categorized the words “feels, million, dark” as a noun, the words “think, home, awake” as a verb, and “think, home, awake” as an adjective. However, the correct one is the words “dream and mind” categorized as a noun. The words “feels and be” as a verb, and the words “big and right” as an adjective. Other words that answered by the student AV is correct. The researcher directed the student that there was a mistake in the process of identifying word types, and the researcher explained that the

wrong word category was another type of category. For the example the word “big” categorized as an adjective because it shows that “big” is a word that state an object.

Student AX

Noun	Verb	Adjective
Wanna Eyes Dark	See Million keeping	Bring Colors Big

Student AX categorized the words “feels, million, dark” as a noun, the words “think, home, awake” as a verb, and “think, home, awake” as an adjective. However, the correct one is the words “million and colors” categorized as a noun. The words “wanna, bring” as a verb, and the word “dark” as an adjective. Other words that answered by the student AX is correct. The researcher directed the student that there was a mistake in the process of identifying word types, and the researcher explained that the wrong word category was another type of category. For the example the word “million” categorized as a noun because it shows that “million” is a word that names something.

2. Students' Response

In this study, the results were seen based on the questionnaire filled through Google form distributed by the researcher, the students expressed a positive response to the use of translated song lyrics and the determination of the types of Part of speech used in learning Part of speech improvement for students.

The researcher gave a questionnaire to the students from the results showed that some 80% of the students knew the types of words in English and 20% of them did not know the types of words in English. 72% of the students stated that their vocabulary improved through learning part of speech in English song lyrics, and 28% of them said that they did not.

Learning through English song lyrics is a new thing in the learning process for students as evidenced by 80% of students liked the learning process and stated that the learning process through English song lyrics is new, and it is more understandable to master parts of speech in English especially in identifying the types.

50% of students stated that they did not know the translation technique, and 80% of students stated that after knowing the translation technique, it was easier for students to learn the translation of song lyrics, and 100% of students stated that they were enthusiastic in learning part of speech vocabularies through song lyrics, which shows that all students like the learning because it is more fun and enjoyable and makes it easier for students to memorize the part of speech vocabulary that has been learned.

The results of this study showed that understanding parts of speech through song translation can help students have fun when learning the materials. The research suggests that students' enjoyment of understanding parts of speech is a form of positive cognition that makes it easier for them to deal with part of speech material.

3. Translation Technique

Established Equivalent

Song 1	Song 2
SL: I have paid my dues TL ; <u>Aku</u> // <u>sudah</u> // <u>membayar</u> // <u>iuranku</u> //	SL ; I close my eyes and I can see TL ; Kupejamkan //mataku// dan //aku //bisa //melihat//

Molina & Albair (2002: 510) defines established equivalent technique has a function “to use a term or expression recognized by dictionaries or language in use”. Established equivalent technique is the technique of using terms or an expression that has been recognized or already know in either in dictionary or target language as an equivalent of the source language text.

Song 1

I have paid my dues (SL) → “Aku sudah membayar iuranku” (TL)

I and Paid my dues in SL translated in Bahasa it has a meaning “aku membayar iuranku”. “I” (SL) translated into “aku” (TL), “paid” (SL) translated into “membayar” (TL), and “my dues” (SL) translated into “iuranku” (TL). The word “I” in English is translated into “aku” in Indonesian is a common translation according to the dictionary The word “paid” in English is translated into “membayar” in Indonesian is a common translation according to the dictionary. the word “My Dues” in English is translated into “iuraku” in Indonesian is a common translation according to the dictionary.

Song 2

My eyes and I can see (SL) → “mataku dan aku bisa melihat” (TL)

My eyes and I can see in SL is translated by TL translators into “mataku dan aku bisa melihat”. “My eyes” (SL) translated into “mataku” (TL), “and” translated into “dan” (TL), and “I can see” (SL) translated to “aku bisa melihat” (TL). The word “My eyes” in English translated into “mataku” in Indonesian is a common translation according to the dictionary. The word “and” in English is translated into “dan” in Indonesian is a translation that is already common according to the dictionary. The word “I can see” in English translated into “saya bisa melihat” in Bahasa is a translation that is familiar according to the dictionary.

Modulation

Song 1	Song 2
SL ; But I've come through	SL ; I close my eyes and I can see
TL ; <u>Tapi</u> // <u>telah</u> // <u>kulewati</u> //	TL ; Kupejamkan //mataku// dan //aku//bisa //melihat//

Hoed (2006:12) and Newmark (1988:88) define that modulation technique is a translation technique in which the young translator has a point of view, focus, or cognitive category related to the source language that is commonly used in structural or lexical forms.

Song 1

Have (SL) → “telah” (TL)

Have in SL is translated by the TL translator to “telah”. The word Have in English translated into “telah” in Indonesian is that the translator has his own point of view or cognitive category related to the source language which is commonly used in structural or lexical form. The word “have” come from *I’ve* in the lyring song 1 that means “I have”.

Song 2

I close (SL) – “aku menutup” (TL)

I close in SL is translated by the TL translator into “saya menutup”. The word I close in English translated into “saya menutup” in Bahasa is the translator has its own point of view or cognitive categories related to the source language commonly used in structural and lexical forms.

Borrowing

Song 1	Song 2
	SL ; Oh , a million dreams for the world we're gonna make TL ; Oh , Sejuta// mimpi //untuk// dunia //yang //akan //kita //ciptakan //

Song 2

Oh (SL) –> “Oh” (TL)

“Oh” in SL is translated by the TL translator into “Oh”. The word “Oh” in English translated into “Oh” in Indonesian is the translator borrows the sentence to the source language. Thus, it has no changed either added or subtracted.

No.	Translation Technique	Total	%
1	Established Equivalent	287	220.99
2	Modulation	21	16.17
3	Borrowing	4	3.08
	Total	312	

From the table, it can be explained that the researcher combines and sorts the number of frequencies of techniques (from the most frequency to the least frequency) of the use of each technique. The use of each translation technique

from English to Indonesian to facilitate the analysis of each translation technique. A total of 312 translation techniques were identified. This shows that for each data there are more than one technique applied. The established equivalence technique is the most widely applied technique in translating English into Indonesian. Modulation technique is the second most common position after established equivalence, and the last is the borrowing technique.

CHAPTER V

DISCUSSION

The main aim of this research is to investigate the use of English song lyrics translation as a means of studying part of speech and uncovering the translation technique. Researchers conducted research at SMP N 2 Gamping. The researcher formulates three research questions, those are 1. Does the English song translation can be used in learning part of speech? 2. What are the students respond to the use of English song translation? 3. What are the translation techniques used in English song translation? Then, the researcher interpreted and discussed the findings further as follows:

A. Learning part of speech from English song lyrics

From the research results that have been presented in the previous chapter, it can be concluded that most students already understand the categories of part of speech, but there are some words that are wrong in the categorization, from the previous findings there is only one student who answers the categorization of part of speech in song lyrics correctly. Other students categorize nouns into verbs, verbs into adjectives, and adjectives into nouns. From the result, the researcher explained the correct categorization to the students of SMP 2 Gamping, thus the knowledge of part of speech learning in SMP 2 Gamping students increased with the learning of part of speech through English song translation because each student learns to determine the type of part of speech in the song lyrics and the researcher

straightens out if there is a misunderstanding of the type of part of speech in students.

B. Students' response to using song Translation in part of speech learning at SMP N 2 Gamping

Students' views regarding the use of song translations to understand part of speech in vocabulary learning were obtained through analysis of questionnaires given to them by researchers. The results of student responses to the questions in the questionnaire, which were submitted via the Google Form platform, are the basis for evaluating the benefits of using song translations in understanding Part of speech. The following is a detailed explanation regarding this matter:

First, it was found that using song translations to understand part of speech can make students feel happy while learning. According to the findings, students' enjoyment in understanding part of speech can be considered as a form of positive perception that can make it easier to deal with part of speech material when they study. This can be interpreted as an indicator of acceptance of the use of song translations to understand Part of speech in vocabulary learning. This view is in line with the view of Robbins (1977), who states that indicators of the process of gathering information through human perception can be measured through the level of acceptance or agreement, which in this context reflects students' enjoyment of the use of song translations in understanding part of speech when learning materials. When using song translations to understand part of speech, students can also

improve their understanding of English vocabulary that they may not have previously known. For example, research results show that song translations can help students identify the types of a word.

The second response expressed by students was the advantage of using song translations in understanding part of speech, which in turn makes vocabulary learning easier. Data obtained through filling out Google forms by students shows that they find it easier to understand Parts of Speech. In the context of the English language learning process, Robbins (1977) explains that indicators of student understanding can be used as a way to understand how the process of gathering information through human responses takes place. The findings of this research reflect that students experience ease in understanding part of speech when using song translations in learning, in accordance with Robbins' theory. In addition, students stated that using song translations to understand part of speech facilitates understanding of the content in learning products more easily.

Learning part of speech material is important, and therefore, translations of songs for understanding part of speech are arranged in two languages to make it easier for readers to understand the meaning. The third response from students regarding the benefits of using song translations in understanding the materials, and give abilities to increase their vocabularies and deeply understanding part of speech.

The importance of understanding parts of speech has a significant impact in learning English. This influence is related to the use of materials or

media, such as song translations, which can substantially expand students' knowledge. The words presented in the song lyrics commonly used in Indonesian, allowing students to identify what they don't know or understand new things. Therefore, song translations for understanding part of speech present a variety of word that students may not yet know. Students expressed their feelings of help because the lyrics of this song provided word translations that were easy to understand. With parts of speech that are easy to understand, students' interest in learning English increases.

The fourth response from students regarding the benefits of using song translations in understanding part of speech is their ability to connect the material in daily life. Research shows that the majority of students respond positively to the use of song translations for understanding part of speech because they can relate the material in everyday situations. This phenomenon arises because the part of speech used is easy to understand, uses everyday language, so it is easier to apply, and several students noted that the material presented was related to common things around them. These findings indicate that the translation of songs for understanding part of speech gives the impression that the material taught can be connected to students' daily life.

The use of song translations to understand part of speech can encourage students to speak daily and practice, so that they can gain mastery and apply English in everyday life. The fifth response from students regarding the benefits of using part of speech translation in learning is its ability to stimulate student interest.

Research shows that the majority of students express a positive view of the use of song translations to understand part of speech because it can stimulate students' interest in learning English, especially in the context of learning part of speech. These findings are based on research results, with several students stating that learning English is not limited to just in class, but can also be done outside of school, such as through songs to understand the parts of Speech that they use every day by presenting two languages. Part of speech provides students with new ideas and stimulates their interest in learning English. In addition, it is easy for them to recognize a word that is often used in the environment where they live. This song also uses a common word in everyday life, which can arouse students' interest in learning.

C. Translation Technique

After determining the translation techniques used in songs for Part of speech understanding in students' vocabulary learning, the researcher found three techniques that were not included in the 18 types of translation techniques that had been identified. These translation techniques include explicit, addition, and paraphrase. However, Molina and Albir's (2002) view combines paraphrasing, addition and explicit techniques into one technique which is called the amplification technique. Based on data analysis regarding translation techniques applied to songs for understanding Part of speech, it was found that equivalence translation techniques dominate, followed by explicitation, modulation, pure borrowing, reduction, addition, discursive creation, generalization, naturalization, and paraphrase.

This is considering the fact that established equivalent translation techniques are generally used for words that already have formal equivalents in the target language, such as those found in dictionaries or those recognized by certain communities in everyday use. Within the framework of this research, a total of 77 data (approximately 50 .0%) were translated using this technique. The use of this technique is in accordance with the communicative translation approach with the domestication ideology, where terms or words that are already common in the target language are used.

With a formal equivalent that has been tested, the translation becomes easier for readers to understand and achieves the maximum level of message accuracy. Some translation techniques not used in this study can also be identified. First, in the context of translating songs for understanding Part of speech, adaptation techniques are not used because they involve replacing elements of the source text with elements that are already known in the target text. Second, amplification techniques are not applied because they aim to provide details that are not expressed in the target text, such as explicative paraphrases or explanations. Third, description techniques are not used because they involve replacing terms or expressions with descriptions of their form and function. Fourth, compensation techniques are not used because they bring elements of information or language style from the source language text into the target language. Fifth, linguistic amplification techniques are avoided because they involve adding linguistic elements. Sixth, linguistic compression is not used in explaining the use of songs for

understanding Part of speech because it is more often used in spontaneous oral translation and subtitling.

Furthermore, literal techniques are not applied because their main function is to transfer expressions word by word but the structure already follows the rules of the target language. Eighth, the substitution technique is considered more appropriate for film translation because it involves intonation or body movements. Particularization is also not used in song translation for Part of speech understanding.

Due to this technique focuses more on using more concrete or specific terms. Furthermore, transposition is not applied in song translation for Part of speech understanding because this technique involves replacing grammatical categories. Finally, variations are not used because the focus of this technique lies on changes in tone, language style, social dialect, and geographical dialect, which are generally found in translating children's dramas or stories.

From the results of the researcher's revisions, it appears that there are still many students who make mistakes in their translations. These errors are mainly related to the use of word choice, including inappropriateness, imprecision, and inconsistency in word choice based on translation analysis. Students often make mistakes in choosing appropriate words to convey the intended meaning. Some words are chosen without considering whether the word or phrase can be read correctly or not. Apart from that, inaccuracies are also seen in the choice of words which require correction from researchers, especially in the use of plural meanings or words with similar meanings

which can cause redundancy. These errors are also influenced by the lack of accuracy in writing carried out by students. Apart from that, inconsistencies in word choice can also be seen from the use of words that are not appropriate to the context or situation in which they are used based on the data corrections made.

Through error analysis, the researcher confirmed that the results of determining Part of speech through student translation of songs were in accordance with the researcher's expectations, which aimed to increase student vocabulary by understanding Part of speech and providing an explanation of translation techniques, so that students could understand the translation techniques used.

CHAPTER VI

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the results of the research on the use of song translation from English to Indonesian to improve student's part of speech, the following conclusions can be drawn:

1) English Song Translation as Part of speech Enhancement

English song translation can be used to learn part of speech based on research conducted by researchers because with this learning method, students can determine the types of word differences such as verbs, nouns, and adjectives. students also feel that learning is easier through songs because it can improve the quality of memorizing the types of part of speech based on what is contained in the song, another benefit is that students are able to expand their knowledge of part of speech and increase their mastery of new vocabulary.

The use of song translations has proven to be beneficial for SMPN 2 Gamping students in improving their understanding and mastery of Parts of Speech. Students who have applied this learning technique show a significant improvement in their Part of speech ability test, and find it easy to apply speaking practice in everyday situations because many song lyrics reflect meanings that are similar to reality.

2) Students' response to the use of English song translation in learning part of speech

The students gave a positive response in learning part of speech using English song lyrics translation which the results of the study showed that 100% which means all students who participated in the study in learning part of speech have high enthusiasm because they feel that the learning is relaxed and fun so that it makes it easier for students to learn English, especially the deepening of part of speech using lag lyrics translation.

Apart from playing a role in improving Part of speech skills, the use of song translations in English learning also has the potential to motivate and engage students. The success of music as a learning aid can stimulate student interest, create an enjoyable learning experience, and encourage more active participation, all of which contribute to improving students' part of speech abilities.

- 3) The use of the song translation method gets a positive response from students and teachers.

The use of song translation as an English learning approach that can inspire student enthusiasm in the classroom has received positive responses from students and teachers. They said that this method stimulates students' involvement with learning material more actively, improves their learning experience in the school environment, and is welcomed because it brings joy to the learning process.

From the data found in Chapter 4, we found three translation techniques used in the lyrics of the English songs “We Are the Champion”

and “A Million Dreams” those are, established equivalent, modulation and borrowing techniques with a total of 312. The most frequently used technique is the established equivalent technique with the total number 287 and the second most applied technique is modulation with the total number 21, and the least used technique is borrowing with the total number 4. The established equivalent technique is widely used because it translates the source language into the target language in accordance with the language usage in the dictionary, and the borrowing technique is rarely used because the translation with this technique is done by borrowing words or expressions from the source language where the borrowing of words is pure or naturalized.

B. SUGGESTION

By adopting these recommendations, it is hoped that the application of song translation in English learning will continue to be an innovative and successful method in improving understanding of Part of speech material and providing motivation for students. Based on the research results, several suggestions can be put forward for further development

1. Material Development

Continue to develop song translation learning materials by selecting songs that are relevant, according to students' interests, and paying attention to the appropriate level of difficulty. In addition, providing additional training to teachers to improve their skills in

designing and delivering lessons using song translation. These steps are expected to increase teaching effectiveness.

2. Continuous Support

Provide ongoing support and resources to teachers and students, including curriculum development that supports the use of song translation.

3. Further Research

Design future research to investigate the effect of song translations on other aspects of language learning, such as speaking and writing skills.

4. Development of a Sustainability Plan:

Design a sustainable plan to ensure that the benefits of using song translations can be maintained and increased over the longer term.

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APPENDIX

Appendix 01. Question For Respondent

Responden Siswa SMP N 2 Gamping Meningkatkan Vocabulary Lewat Lagu

Berikut merupakan responden tentang kepuasan siswa dalam meningkatkan kosa kata lewat lirik lagu , Baik dengan cara mengingat kembali terjemahan pada lirik , maupun dengan cara belajar Menentukan jenis kosa kata dalam lirik lagu tersebut

aprilianormalitasari@gmail.com [Switch account](#)



* Indicates required question

Email *

Your email

Nama : *

Your answer

1). Apakah kamu mengetahui jenis - jenis kata dalam bahasa Inggris? *

- Ya
- Tidak

2). Apakah mempelajari lirik lagu dapat meningkatkan kosakatamu dalam bahasa Inggris? *

- Ya
- Tidak

3). Apakah mempelajari lirik lagu adalah sesuatu yang baru dalam proses pembelajaran bahasa Inggris? *

- Ya
- Tidak

4). Apakah menyenangkan belajar bahasa inggris melalui lirik lagu? *

- Ya
- Tidak

5). Apakah lebih mudah untuk meningkatkan kosakata melalui lirik lagu? *

- Ya
- Tidak

6). Apakah sulit belajar mengidentifikasi jenis kosakata melalui lirik lagu? *

- Ya
- Tidak

7). Apakah kamu tahu tentang teknik penerjemahan? *

8). Setelah belajar teknik penerjemahan, apakah bermanfaat dalam pembelajaran lirik lagu dan terjemahannya? *

- Ya
- Tidak

9). Apakah dengan mempelajari lirik lagu, kamu menjadi lebih semangat dalam belajar kosakata dalam bahasa Inggris? *

- Ya
- Tidak

10). Apakah kamu lebih menyukai belajar kosakata dengan menghafal atau melalui lirik lagu? *

- Ya
- Tidak

Appendix 02. Student Responses

Responden Siswa SMP N 2 Gamping Meningkatkan Vocabulary Lewat Lagu

Amelia novitasari

1. Ya
2. Tidak
3. Ya
4. Ya
5. Ya
6. Tidak
7. Ya
8. Ya
9. Ya
10. Ya

Zahra Indrasti Zubaid

1. Ya
2. Ya
3. Ya
4. Ya
5. Ya
6. Ya
7. Ya
8. Ya
9. Ya
10. Tidak

Hanifah Raska Safira

1. Ya
2. Ya
3. Ya
4. Ya

5. Ya
6. Ya
7. Ya
8. Ya
9. Ya
10. Ya

Rahma Listyawati

1. Ya
2. Ya
3. Ya
4. Ya
5. Ya
6. Tidak
7. Ya
8. Ya
9. Ya
10. Ya

Fausta Dahayu Sabela Hendria

1. Ya
2. Ya
3. Ya
4. Ya
5. Ya
6. Ya
7. Tidak
8. Ya
9. Ya
10. Ya

Salma nur azizah

1. Ya
2. Ya

3. Tidak
4. Ya
5. Ya
6. Tidak
7. Ya
8. Ya
9. Tidak
10. Ya

Asya Cahyaningtyas

1. Ya
2. Ya
3. Ya
4. Ya
5. Ya
6. Tidak
7. Ya
8. Ya
9. Ya
10. Ya

Muhammad Naufal Abiyu

1. Ya
2. Tidak
3. Ya
4. Tidak
5. Ya
6. Tidak
7. Ya
8. Ya
9. Ya
10. Ya

Appendix 03. Documentation





