

LITERARY ISLAMIC SONG TRANSLATION AND TEENAGER STUDENTS' ENGLISH ACQUISITION

Rismiyanto, Fitri Budi Suryani, Muh Shofiyuddin

*Universitas Muria Kudus, rismiyanto@umk.ac.id, fitri.budi@umk.ac.id
Universitas Islam Nahdlatul Ulama Jepara, muh_shofiyuddin@unisnu.ac.id*

Abstract: Everybody likes song from their own view and interest, and so do the adolescent learners. The obvious reasons of their interest toward the song as it can bob their head, dance without fear of being judged, and sing along as loudly as they want. Song has some real benefits in adolescent development. It can help them hone their fine motor and language skills, boost self-confidence, and much more. Song supported with aesthetical lyrics and music stimulates them to get along with and match their feeling. Song is then for adolescent learners like a companion for them in various situations. Literarily translating popular songs from source languages into target languages is a certain challenging self-reinforcement for adolescent learners. They would try to apply the procedural theories of literary translation which are bit complicated but challenging for them. This article is aimed at investigating how the adolescent learners perceive the implication of literary song translation to self-reinforce them in acquiring English well. This article is based on mini research conducted toward the eleventh graders of Madrasah Aliyah Tasywiquth Thullab Salafiyah (MA TBS) Kudus. It employs qualitative research design by using questionnaire for collecting data needed. This article, in short, indicates that the adolescent learners mostly perceive that they feel challenged and self-reinforced in acquiring language. In addition, islamic translation is an interesting and effective way of acquiring English for the students.

Key words: literary islamic song, translation, english acquisition, adolescent learners.

INTRODUCTION

Acquiring English language needs the most effective way that suits the learners' background and interest. The way takes an important place to gain the best result. Dewi (2019:14) states that language development of learners is not same generally but it will be different, depended on their age, cognitive, social, and motivation. It means that the students' background and interest can influence the learning process and result. However, to support the quality of teaching learning process, teachers need also to do extra efforts to maintain students' attention and interest on the learning process (Sukmawati, 2018:70). Therefore, teaching teenagers is special and must really pay attention to those aspects.

Teenager students commonly like songs. According to Džanic and Pejic (2016:41), it is proven that children love playing, singing songs, and experiencing English with their senses (*the effect*). That is using songs in teaching teenager is recommended to gain their attention and interest. It is recommended that teachers keep children active and motivated by using songs, story, game or a teacher-made activity (Prayatni, 2019:108). According to (Džanic and Pejic, 2016), songs might be one of the most effective way for them to acquire language as songs because it represents the strong feature of modern primary language programmes, may extend young learners' attention span, is a great tool for language learning at an early age, is

regarded as an excellent memory tool, provides a variety of comprehensible input, creates a safe and natural classroom ethos, is extremely repetitive and result in language fluency, and abound in cultural content.

Islamic songs refer to *sholawat* sung and/or other religious songs. *Sholawat* is an Islamic complimentary Arabic phrase, which contains the salutation upon Muhammad. This phrase is usually expressed by the Muslims as part of their five times daily prayers and also when Muhammad's name is mentioned (<https://en.wikipedia.org/wiki/Salawat>). Religious songs (*pujian*, in Javanese) are the songs whose lyrics contain good religious advice and affairs taken from *hadits* or other Islamic references. Undoubtedly that reciting *shalawat* and *salam* is part of salutations (*tahiyah*) so that when Allah commands us to recite *shalawat* upon Prophet Muhammad that means it is also the 'obligation' for Prophet Muhammad to pray for those reciting *shalawat* upon him. It is such a stipulation from the verse:

فَحَيُّوا بِأَحْسَنَ مِنْهَا أَوْ رُدُّوهَا

When you are greeted with a greeting) return the greeting or improve upon it. (QS. An Nisa': 86) Source: <https://nu.or.id/ubudiyah/the-benefits-of-reciting-shalawat-for-prophet-muhammad-aJV9X>

The prayer from the Prophet is called as *syafaat*. All ulema have agreed that the Prophet's prayer would not be rejected by Allah. At this point, Allah will receive his *syafaat* to anybody reciting *shalawat* upon him. There are many *hadist* describing the benefits of reciting *shalawat* upon Prophet Muhammad SAW, among others:

مَنْ صَلَّى عَلَيَّ فِي كِتَابٍ لَمْ تَزَلِ الْمَلَائِكَةُ تَسْتَغْفِرُ لَهُ مَا دَامَ اسْمِي فِي ذَلِكَ الْكِتَابِ

Whoever invokes *shalawat* upon me in a book, the angels will always ask for Allah's forgiveness to him as long as my name is still written in the book.

مَنْ سَرَّهُ أَنْ يُلْقَى اللَّهَ وَهُوَ عَلَيْهِ رَاضٍ فَلْيُكْثِرْ مِنَ الصَّلَاةِ عَلَيَّ

Whoever wants to be happy as meeting with Allah and Allah is satisfied with him, please invoke *shalawat* upon me abundantly. Source: <https://nu.or.id/ubudiyah/the-benefits-of-reciting-shalawat-for-prophet-muhammad-aJV9X>

Using islamic songs translated into English might be an interesting way to more motivate moslem young learners in acquiring English. In some schools, moslem students learn about islamic songs specifically in a subject, namely Arudl. Nasir (2019) states that arudl is a science that discusses the tones in a poem (arabic) so that they are sung beautifully and with a good rhythm. The use of Islamic songs is believed to be more appropriate to be used in class. Utilizing Islamic songs in Islamic schools or universities will make the teaching and learning process become more enjoyable and contextually suit the students and the Islamic songs can be used to teach Islamic values (Naralita and Aziz, 2020:128). Meanwhile, literary translation consists of the translation of poetry, plays, literary books, literary texts, as well as songs, rhymes, literary articles, fiction novels, novels, short stories, poems, etc.

<https://conalti.org/en/literary-translation/#:~:text=Definition,the%20language%2C%20translate%20their%20culture.>)

Literary islamic song translation is an activity of translating islamic songs (*sholawat* and/or other religious songs) written in Arabic, Indonesian, or Javanese into English Accordance of 1). number of syllables in the lines of source language and the ones in targeted language, and 2). sound devices of the similar sounds in the source language and the ones in targeted language. Basically, translation means reproducing the message in the source language with the most reasonable and closest equivalent in the target language, either from the meaning or from style in translating (Anwar , 2020:36).

Table 1
Examples of literary islamic song translation

Islamic Songs	English Islamic Songs
يانى سلام عليك <i>Tombo ati iku limo ing wernane</i> <i>Kaping pisan moco quran lan maknane</i>	Hi prophet the peace is for you Heart medicine consists of five classifications One is reading quran and its definition

From the background, this article aims to find out the perception of the young (teenager) learners on using Literary islamic song translation in acquiring English.

RESEARCH METHOD

This article is a qualitative research-based article employing questionnaire to analyze the perception of the young (teenager) learners on using Islamic song translation in acquiring English. Qualitative research defines as the research which invest igates social phenomenon related to humans' problems and obtain the data by analyze people's experience in the form of data, reports and interview results (Creswell, 2014). The questionnaire contains four points related to students' perceptions of using literary islamic song translation in acquiring English. The main points are 1) students' interest, 2) students' motivation, 3) challenge, and 4) effectiveness of using literary islamic song in acquiring English.

There are 31 students of the 11th Grade of Language and Literature Program at MA TBS Kudus as the subject of this article. They are categorized as young (teenager) learners.

The method applied in analyzing data is descriptive qualitative. Sukmadinata (2011) stated that qualitative descriptive research aims to describe the results of thought, events and phenomena that occur in social activities to find the interrelationships between variables. The students firstly taught by using literary islamic song translation to acquire and master English. Then, the questionnaire is given in order to know the students' perspective of the implementation. While the data are classified and reduced into the main points to analyze and to describe.

RESULTS AND DISCUSSION

MA TBS is one of islamic schools in Kudus having a little different from the other islamic schools. Students of MA TBS learn Arudl as a the implementation of basic knowledge of Arabic, such as Nahwu, shorof, badi', bayan, balaghoh and others. Arudl discuss about the Arabic songs making procedures viewed from the tones, dictions and rhythm. From the questionnaire that has been distributed to the students, it shows that most of the students like Islamic arabic songs especially containing *sholawat nabi*.

The questionnaire given containing some points about the students' perspective on learning English through implementation of literary islamic songs translation. The questions and the students' responses can be seen in table 2 bellow.

Table 2
Questionnaire of students' perspective toward literary islamic songs translation implementation

No	Aspect	Questions	Perception				
			SA	A	N	D	SD
1	Interest	a. I like songs	23	7	1		
		b. I like English songs	18	9	4		
		c. I like islamic songs (sholawat) written in javanese, Indonesian dan Arabic	13	11	5	2	
		d. I like translating Islamic songs literarily into English	1	5	15	10	
2	Motivation	a. I feel more motivated in studying English by literarily translating Islamic songs into English	2	5	17	7	
3	Challenge	a. Although literarily translating islamic songs into English is complicated but I like it and feel challenged.	3	9	11	8	
4	Effectiveness	a. Literarily islamic songs into English help me study English interestingly	8	14	6	3	
		b. Literarily translating Islamic songs into English helps me increase my English vocabulary mastery	12	11	7		
		c. Literarily translating Islamic songs into English helps me increase my English language skills and components	11	9	9	2	
		d. Literarily translating Islamic songs into English helps me increase my English literature skills	7	9	12	3	

From table 2 can be seen that the questions are classified in 4 aspects, they are 1) interest aspect, 2) motivation aspect, 3) challenge aspect, and 4) effectiveness aspect. After given the questionnaire, the students responses can be explained as follows.

Interest Aspect

Most of the students have got positive perception that they have interest in using literary Islamic song translation in acquiring English. It is taken from the data that 87,1% of

the students answered that they like songs especially Arabic songs. They generally like songs including English songs as well as Islamic songs.

Motivation Aspect

The second aspect is related to students' motivation. Although the students mostly like songs including English songs and especially islamic songs, they are not really motivated in the implementation of literary islamic songs translation implemented in acquiring English. From the data present that 51,2% of the students have got neutral perception that they have motivation in using literary Islamic song translation in acquiring English. Additionally, only 27,4% students have got negative perception that they have motivation in using literary Islamic song translation in acquiring English. Meanwhile, only 21% of the students have got positive perception that they have motivation in using literary Islamic song translation in acquiring English. In this aspect, over half students are not sure they feel motivated or not that Islamic song translation is an effective way of acquiring English.

Challenge Aspect

In the third aspect given to the students, it got different result from the second one. The data shows that 38,7% students have got positive perception that they are challenged in using literary Islamic song translation in acquiring English. Although it is not more than half, the possitive response has higher number than the second aspect. Then, 35,5% students have got neutral perception that they are challenged in using literary Islamic song translation in acquiring English. While, still many students have negative perception on this aspect. It is known that 25,8% students have got negative perception that they are challenged in using literary Islamic song translation in acquiring English. It is still most students but not significantly dominant have positive perception that they are challenged in using literary Islamic song translation in acquiring English

Effectiveness Aspect

The last aspect given is about the effectiveness of literary islamic songs translation implementation. It is known from the data that 65,3% students have got positive perception that using literary Islamic song translation in acquiring English is effective. However it is more than half of the total students. Then, 27,4% students have got neutral perception that using literary Islamic song translation in acquiring English is effective. While the last response shows that 6,5 % students have got positive perception that they are challenged in using literary Islamic song translation in acquiring English

Over half students perceive that Islamic song translation is an effective way of acquiring English particularly in increasing interest of learning English, increasing vocabularies as well as improving English language skills and components. In other hand, it seems that the implementation of literary islamic song translation is effective to help the molem adolesent students acquire English.

CONCLUSION

In the end of the discussion toward students perspective on the implementation of literary islamic song translation in acquiring English, it can be concluded that:

1. Islamic song translation is an interesting way of acquiring English for the teenager students of 11th Grade of Language and Literature Program at MA TBS Kudus

2. Islamic song translation is an effective way of acquiring English for the teenager students of 11th Grade of Language and Literature Program at MA TBS Kudus

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