

THE CORRELATION BETWEEN STUDENTS' HABIT IN LISTENING ENGLISH SONG AND THEIR TRANSLATION PRODUCT

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Abstract.

This non experimental research was aimed to investigate whether there is correlation or not between students' habit in listening English song and their translation product. The method of this research was quantitative research method with correlational design. The population of this study was the second grade students of Swadaya Gunung Jati University Cirebon in academic year 2016/2017. Only 40 students were taken as the sample of the research by using simple random sampling technique. The data were collected through questionnaire and test. The result shows that there is correlation between score of questionnaire and the score of writing test. The result shows that $t_{observed} = 2,84 > t_{table(5\%)} = 2,02$ and $t_{observed} = 2,84 > t_{table(1\%)} = 2,71$. Considering to the research findings, the writer concludes that the students' habit in listening English song significantly affects to their translation skills.

Keyword: habit, listening, English song, translation

Introduction

In this globalization era, people need to communicate with other people around the world who speak in different languages. This international communication requires people to understand more than only one language. The main purpose of a translation teaching is to develop students' translation competence. It is important to know what problems they have in translation. Thus, in translation teaching learning achievement, students need to develop their language skill. Therefore, the media in teaching and learning process takes the important role in solving students' problem in language learning. Each student has different ability which support by different habit. There are some interesting ways which connect the students' interest in learning process. For many students, listening song is a common hobby. Piro and Ortiz (2013) states that children who were often to listening music were performed better on vocabulary and reading comprehension tests than the other those who were not.

There are lots of definitions of habit which has defines by some experts. Gardner et. al. (2011: 175) defines habit as habitual patterns which learned through the context dependent of repetition. The repeated performance happened in various setting such as lot of context behavior. In addition, Nislen et.al. (2012:1) habit is a type of behavior. The repetition of habitual routine becomes automatic because particular purposes without thinking or regardless much awareness. In addition Verplanken and Wood (2006: 91) stated that habit is a type of automaticity in responding that develops activities repetition people in a stable circumstance.

Measuring Habit

The process of habit cannot be directly observed. Consequently, self-report measures dominate. The accuracy of self-reports of behavior, automaticity and cues is however questionable. Gardner (2015) argues that Progress in habit theory and application depends on the reliable measures of the characteristics of habit: automatic impulse generation, impuls (or urges) to perform behavior, cue-dependency, and an underlying stimulus-response association. The formation of habit involves the product of associations in memory such as actions and stable features based on the situation and condition. In addition Verplanken & Orbel (2003) provided that there are three keys to measure habit as follows:

Frequency of Repetition; An important aspect of repetition may turn these into habit. Old habit is hard to break and new habit is hard to form because the habitual patterns that repeated in the neural pathways. The habitual patterns may happen continuously.

Automaticity; Habit may be executed without much awareness, deliberation or conscious intent. It may efficiently occur with other activities. In other words, automaticity is the “fluency” of habitual behavior.

Context stability; performing a behavior in the same context each time is also a key feature of habit. The context might be the physical location or environment, the social context, or a particular time of day.

Morover, Verplanken & Orbel (2003: 1329) mention in their research that something can be called as habit if someone accepted the twelve items of these statements below:

1. *I do frequently.*
2. *I do automatically.*
3. *I do without having to consciously remember.*

4. *That makes me feel weird if I do not do it.*
5. *I do without thinking*
6. *That would require effort not to do it.*
7. *That belongs to my (daily, weekly, monthly) routine.*
8. *I start doing before I realize I'm doing it.*
9. *I would find hard not to do.*
10. *I have no need to think about doing.*
11. *That's typically "me".*
12. *I have been doing for a long time.*

Furthermore, in this study the writer took the theory and the statements from Verplanken and Orbel (2003: 1329) above to measure the students' habit in listening English song.

Song

In language learning, song has been considered in relation development of four skills. It can activate parts of the brain (Mora, 2011) song is a short musical composition of human voice. Song is divided into some different forms as follows;

Art song; Art song generally accompanied by piano or instrumental ensemble. The words and notes are written down to resist incidental or casual changes.

Folk Song; Folk song are generally are sung with simple accompaniment (guitar) or acapella and usually are learned by ear. They are written down only in frequently, so through generations of oral transmission they are susceptible to changes in words and melodies. Composers of most folk song are usually anonymous.

Popular song; Popular song composed for professional entertainers. The music is generated by the same person or a team which often concludes participation by the performer. There are many distinctions styles in popular song, such as spirituals, ragtime, blues, rhythm and blues, bluegrass, country, hip hop, rap, etc. Popular song is also commonly called as pop song.

Translation

Translation can be defined as a linguistic-textual operation result which a text in a language is re-contextualized in another language. The term translation has several meanings. It can be seen by its general subject field. Jakobson (2009) define translation as an interpretation of verbal signs by means of other languages. It can conclude that translation is a process of transfer meaning from

one language to another language without changing the purpose of the text itself. The writer also concluded that while we are translating a text, we need to pass all of the stages of translation to get great translations.

Problem in Translation

Haque (2012) argues that translation is a challenging activity because some difficulties come along the translation process since every language describe the world in diverse way and has its own grammar structure, grammar rules and syntax variance. The most common problems faced by the translators include; illegible text, missing references, several constructions of grammar, dialect terms and neologisms, irrationally vague terminology, inexplicable acronyms and abbreviations, untranslatability, intentional misnamings, particular cultural references etc.

Rubric of Translation

To assess the students' translation product, the writer needs to use a rubric to make sure if the assessment is not subjective. In this research the writer took the translation rubric by Aubakirova. The rubric adopted from his journal entitled Nuturing and Testing Translation Competence for Text Translating (2016: 4645).

The Correlation between Students' habit in listening English song and Translation Product

From the explanation above, the writer can conclude that to be a good translator, the students should mastered vocabulary and grammar in use. Learning foreign language can be easier when the students have lot of vocabulary and understand well about the grammar trough practice. Although some media was used by the teacher, some students still not interested yet. It makes them feels that learning foreign language is difficult. Therefore, the students need to find their own way to make learning foreign language more fun and enjoy the process. In learning translation, listening English song may affect their vocabulary and grammar competence.

Listening to English song such a practice to understand the native speaks with their culture, accent, and style. It may be their practice to understanding the language through a song. It was a good idea if they could make listening to English song as their habitual routine. It may affects their translation product when they have good competence in grammar and had lots vocabulary in their mind.

Research Method

Muijs (2004:1) stated that “Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method”. In addition, according to McMillan and Schumacher (2001:14) when a researcher choose a quantitative research, they should determine about whether research is experimental or non experimental. The writer concluded that this research is belongs to quantitative research method. The purpose of this research is to find out the correlation between students’ habit in listening English song and their translation product.

Research Design

In this research, the writer used correlational research design. According to Williams (2007) in the correlational research method, the research examines the differences between the two characteristics of the study group. Correlational research design is procedure in quantitative research to measure the degree of relation between two or more variable using the statistical procedure of correlational analysis (Creswell, 2013).

Population and Sample

Creswell (2012:381) states “population is the group of individuals having one characteristic that distinguishes them from one group”. The writer chooses the second grade of English Education Department as the population of this research. The population of this research is consists of 159 students. It divided into six classes and each class consists of at around 25 students. Sample is a part of population. Creswell (2012:381) “sample is the group of participants in a study selected from the target population from which the researcher to the target population”. Therefore, population of the study is 159 students. For the sample, the writer uses 50 students and chooses class 2AB as the sample of the research.

Technique of Data Collection

In collecting the data, the writer used two instruments. They were; Questionnaire and Translation Test. In this research, the writer delivers the procedure of technique of data collection clearly such as where the data come from and how the data proceed. The writer prepared the instruments and checking the validity of each instrument even the validity of the first instrument is checked by previous study. After knowing the validity of the instruments, the writer gave the instrument to the sample class of the research (a class of second grade students of English Education

Department of Unswagati). The first instrument is questionnaire to assess the students' habit in listening English song and the second instruments is translation test to measure the students' translation product.

Instruments of Data Collection

Questionnaire

The writer conducted the questionnaire to measure the students' habit in listening English song. McMillan and Schumacher (2001:40) argue that questionnaire is an instrument which can elicit reaction, beliefs and attitudes. The instruments help simplify and quantify people's behaviors and attitudes (Leedy and Ormord, 2001). In this research the writer adopted the questionnaire from Verplanken and Orbel (2003: 1329). Before the questionnaire was served to the students, the writer checked the validity of each statement that is used. Validity test of this research is using Bevariate Person with SPSS. The item of questionnaire is valid if $r_{\text{account}} > r_{\text{table}}$ at the significance value of 0,05 (5%).

In the process of knowing the students criteria, the writer uses the Likert Scale where there are five responses in answering each question. The writer chooses Likert Scale to collecting the data accurately. Therefore the scale would be easy to read and complete for participants. Thus, the writer could produce a highly reliable scale. Those responses are; strongly agree, agree, uncertain, disagree and strongly disagree. Each answer has its point from 1 to 5.

Test

In this research, the writer conducted translation test, the students should translate a short story in thirty minutes. The short story itself created by Shruthi entitled "Stranger". The writer chooses short story because the text material based on the SAP (Satuan Acara Perkuliahan) of the second grade students in English Department of Unswagati. In this test, to avoid subjective assessment the writer need to use a scoring rubric. Furthermore, the writer used the scoring rubric from Aubakirova in his journal entitled Nuturing and Testing Translation Competence for Text Translating (2016: 4645) which has four criteria to control and assess the quality of students' translation product.

Technique of Analyzing the Data

After the data are collected, the next step in this research is analyzing the data. in order to analyzing the data the formula that will be used by writer in this research is Correlation Product

Moment Pearson (McMillan and Schumacher, 2013) and by using SPSS

Result and Discussion

Students' Habit in Listening English song

To find out the students' habit in listening to English song in the second grade students of English Education Department of Unswagati, the writer used questionnaire to measure it. The questionnaire was adopted from Verplanken and Orbel (2003) consists of 12 statements for five responses with certain point. In the instrument of questionnaire, the writer measure the students' habit in listening English song especially English pop song which is the common and familiar song in this era. The rubric of students' habit in listening English song is based on three indicators of habit such as: frequency of repetition, automaticity and context stability. The students' habit in listening English song is determined by calculating the number of point in the questionnaire. The maximum score that might be gained by the students is 60 points. So that, the formula for the total score should be: with n is the total point and the maximum point is 60. After gave the questionnaire to the sample, the writer get data from the instrument. The result of the questionnaire can be seen on the table below:

Table of students' Criteria of Habit in Listening English Song

No	Students	Score	Frequency	Percentages	Classification
		Range			
1	s21,s40	90-100	2	5%	High
	s3,s4,s9,s12,s13,s18,				Above
2	s22,s25,s30,s31,s32,s34,	70-89	15	37,5%	
	s37,s38,s39				Average
	s1,s2,s5,s6,s7,s8,s10,s11,				
3	s14,s16,s17,s19,s23,s24,	50-69	20	50%	Average
	s26,s28,s29,s33,s35,s36				
4	s15,s20,s27	30-49	3	7,5%	Below
					Average

5	-	10-29	0	0%	Low
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From the table above, it can be seen that not every students frequently listening to English song. They have different criteria from rare to often in the habit of listening English song even most students are in average level.

Students' Translation Product

To obtain the data from students' translation product, the writer conducting translation test in measuring the students' translation product. In the test of translation, the writer chooses short story as the topic of the test because it based on the SAP (Satuan Acara Perkuliahan) of second grade students in English Education Department. Thus, the product of students' translation is focuses on students' competence in translating a short story.

To find out the students level in translation, the writer uses scoring rubric from Aubakirova (2016) which consists of four criteria; (1) Accuracy of translating original text content, (2) Quality of Expression in translation, (3) A number of mistakes and (4) Negative influence of mistakes on rendering original sense. The *Accuracy of translating original text content* is focuses on the content, whether all the point and purpose or the message of the text from the writer is delivered without changing the meaning. *Quality expression in translation* is about how the students translate the text. *Number of mistakes* means how much and what mistake that the students made whether in lexical-grammatical order or orthographical mistakes. *Negative influence of mistakes on rendering original sense* is focus on the effect of students' mistakes on the translation. After conducting the translation test, the data can be seen in the table below:

Table of percentage of Students Translation Product

No	Students	Score	Frequencies	Percentages	Classification
		Range			
1	s14,s21,s23,s40	90-100	4	10%	High
	s1,s3,s4,s5,s6,s7,s8,s9,				
	s13,s15,s16,s17,s18,s19,				
2	s20,s22,s24,s25,s27,	70-89	29	72,5%	Above
	s28,s29,s30,s31,s32,s33,				Average
	s34,s37,s38,s39				

3	s2,s10,s11,s12,s26,s35,s36	50-69	7	17,5%	Average
4	~	30-49	0	0%	Below Average
5	~	10-29	0	0%	

As seen on the table above, each student has different ability in translating a text. They have different skill for each criterion. For example, students1 is good in the expression of translation but not good in number of mistakes in grammatical order. It means that each student still has their weaknesses and competences. However the average result of students' translation is above average. It can be said that the quality of students' translation in English Education Department of Unswagati is good.

The Correlation between students' Habit in Listening English Song and Students' Translation Product

In this research, to find out whether there is a correlation between students' habit in listening English song and their translation product or not, the writer uses formula of the product moment Pearson correlation. The result of comparison between students habit in listening English song and students' translation product simply seen on the figure below:

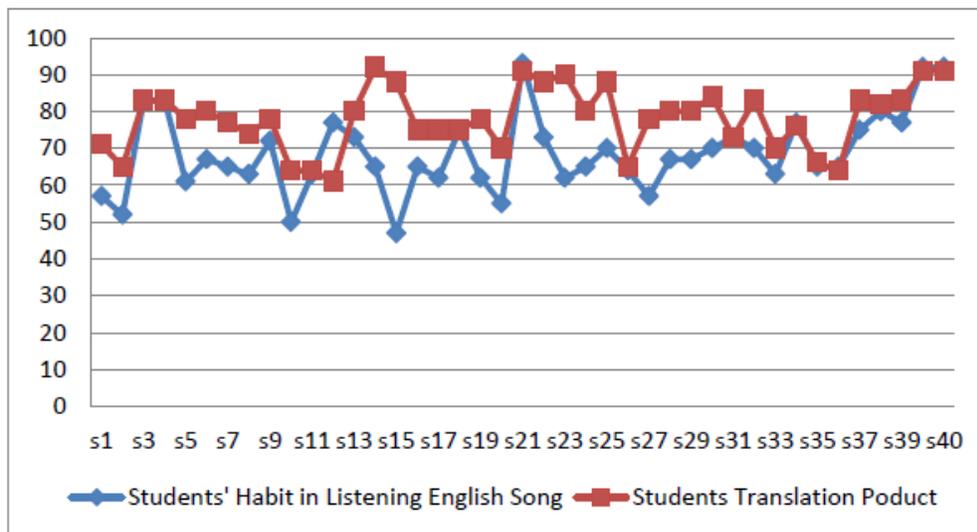


Figure of The Correlation between Students' habit in Listening English Song and Their Translation Product

To find out the number of correlation value of r_{xy} , the writer put those entire tables into the

formula of product moment Pearson Correlation as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

- r_{xy} = coefficient correlation
 $\sum x$ = the sum of X (questionnaire score)
 $\sum y$ = the sum of Y (Translation score)
 $\sum XY$ = the total sum of X and Y
 $\sum X^2$ = the sum of X^2
 $\sum Y^2$ = the sum of Y^2
 N = number of respondents

Here is the calculation:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \\
 &= \frac{40.212759 - (2722)(3106)}{\sqrt{[40.189208 - (2722)^2][40.243960 - (3106)^2]}} \\
 &= \frac{8510360 - 8454532}{\sqrt{[7568320 - 7409284][9758400 - 9647236]}} = \frac{55828}{\sqrt{[159036][111164]}} \\
 &= \frac{55828}{\sqrt{17679077904}} = \frac{55828}{132962} = 0,419
 \end{aligned}$$

The writer will use the table of interpretation by McMillan and Schumacher (2001:365) as follows:

Table of Interpretation of Coefficient Correlation Result

Interval Coefficient	Correlation Level
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Moderate
0,60 - 0,799	High
0,80 - 1, 000	Very High

As seen on the table interpretation above, the level of coefficient correlation in range of moderate. In other words, there is correlation between X (students' habit in listening English song) and Y (students' translation product).

Hypothesis Testing

This study aims to answer the following hypothesis:

Alternative Hypotheses (Ha) :

There is a correlation between students' habit in listening English song and their translation product.

Null Hypotheses (Ho):

There is no correlation between students' habit in listening English song and their translation product. To answer the following hypothesis the writer used the hypothesis testing formula as follows:

$$t_{\text{observed}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

n = number of population

r = coefficient correlation

Here is the calculation:

$$t_{\text{observed}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,419\sqrt{40-2}}{\sqrt{1-0,175}} = \frac{0,419.6,164}{\sqrt{1-0,16}} = \frac{2,582}{\sqrt{0,825}} = \frac{2,582}{0,908} = 2,84$$

With df (degree of freedom)

$$= n-2$$

$$= 40 - 2$$

$$= 38$$

The score of $t_{\text{observed}} = 2,84$ compared with the score of t_{table} at levels of significance 0,05 and 0,01 ($\alpha 5\%$ and $\alpha 1\%$) wit df (degree of freedom)=38.

The t_{table} at the levels of significance 0,05 and 0,01 obtained respectively are 2,02 and 2,71. From the data above, it shows that $t_{\text{observed}} = 2,84 > t_{\text{table}(5\%)} = 2,02$ and $t_{\text{observed}} = 2,84 > t_{\text{table}(1\%)} = 2,71$. It can be said that Ha (Alternative hypotheses) is accepted and Ho (Null hypotheses) is rejected. The writer concludes that there is correlation between students' habit in listening English song and their translation product.

Discussion and Research Finding

As mentioned in the previous chapter, the aim of this research is to find out the correlation between students' habit in listening English song and their translation product and to investigate the habit in listening English song and students' translation. The first result is from questionnaire which shows that the average score of students' habit in listening English song is 68,05 in range of average. Therefore, habit in listening English song of second grade students in English

Education Department of Unswagati is in average level. Then, the result of translation test shows that the average of the students translation product is 79,1 in range of above average. In other words, the translation quality of students' translation product in the second grade student of English Education Department of Unswagati is good. After obtaining data from questionnaire and test then comparing both data in the formula of Product Moment

Pearson Correlation, The hypotheses testing shows that $t_{\text{observed}} = 2,84 > t_{\text{table}(5\%)} = 2,02$ and $t_{\text{observed}} = 2,84 > t_{\text{table}(1\%)} = 2,71$. It can be said that H_a (Alternative hypotheses) is accepted and H_0 (Null hypotheses) is rejected. On the tabulation table of correlation between students' habit in listening English song and their translation product can be seen that even the students' habit in listening English song and their translation product has significant correlation, it doesn't mean that ever student who has high score in habit to listening English song always have good score in their translation test. For example is student number 15. She/he got 47 on his/her habit in listening English song score. But she/he got 88 on the translation test. It shows that some students have good competence in translation even they don't listening to English song frequently and automatically.

Listening to English song may belong to good listening habit. It can be said that the song has important and useful information. They would realize if it can't be denied that each person has their own idea, arguments, and principles on their point of view which can express through a song. It may stimulate students become an open minded person. While they are listening to a song, they would concentrate on the speakers' message including the implied message. Then they would figure out the main ideas, summarizing the point and curious the rest of the lyrics. It also may increase their critical thinking. From the research finding, the writer can conclude that to be a good translator, the students should mastered vocabulary and grammar in use. Learning foreign language can be easier when the students have lot of vocabulary and understand well about the grammar trough practice. Although some media was used by the teacher, some students still not interested yet. It makes them feels that learning foreign language is difficult.

Therefore, the students need to find their own way to make learning foreign language more fun and enjoy the process. In learning translation, listening English song may affect their vocabulary and grammar competence. The students may take the advantages from listening to English song. Listening to English song such a practice to understand the native speaks with

their culture, accent, and style. It may be their practice to understanding the language through a song. It was a good idea if they could make listening to English song as their habitual routine. It may affect their translation product when they have good competence in grammar and had lots vocabulary in their mind.

Conclusions

The aim of this correlation research is to find out whether there is correlation between students' habit in listening English song and students' translation product or not. To answer the research question, the writer conduct two instruments. Those are questionnaire and translation test. The result of questionnaire shows that the average score of students' habit in listening English song is 68,05 in range of average. Therefore, habit in listening English song of second grade students in English Education Department of Unswagati is in average level. The result of translation test shows that the average of the students translation product is 79,1 in range of above average. In other words, the translation quality of students' translation product in the second grade student of English Education Department of Unswagati is good. The writer can make conclusions from the hypotheses testing which shows that $t_{\text{observed}} = 2,84 > t_{\text{table}(5\%)} = 2,02$ and $t_{\text{observed}} = 2,84 > t_{\text{table}(1\%)} = 2,71$. It can be said that H_a (Alternative hypotheses) is accepted and H_o (Null hypotheses) is rejected. So, the writer concludes that there is correlation between students' habit in listening English song and their translation product.

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