

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provide the highlight of what be rounded up in this research. Those are about general concept of habit listening to English songs, general concept of translation, and review of previous study. The explanation as folow:

A. General Concept of Habit Listening to English Songs

1. Habit

a. Definition of Habit

Habits is behavioral activities that often do repeatedly and regularly unconsciously. Besides that, habit is also something that is not done with certainty but is done gradually, repeated regularly and tend occur subliminally. According to Richard and Schmidt (2010, p. 258) Habits are the result of regular and repetitive patterns of behavior. As long as we know, every person in the world has their own habit. Buttler in Faratami (2018) believe that habit are behavioral activities that is repeatedly without thinking.

Wood and Neal (2007) said that habits are built on patterns of covariance between features of the performance context and response patterns that arise intentionally or unintentionally in everyday life. Humans always carry out activities continuously. Then the consequences of these activities become patterns and turn

into habits. Based on Wood and Ranger (2015) Habits can be formed if people always pursue goals and repeat it every day.

So, habit is a repetitive action or a repetitive activity that creates a tendency to do it automatically, regularly and subliminally. After that, it eventually becomes a behavior pattern due to repetitive activities. In addition, habits are associated with deeds activities related to hobbies, talents, favorite activities or personal preferences on a continuous basis, even if done unconsciously.

b. Measuring of Habit

Habit formation involves associating products in memory such as actions and stable features based on situations and conditions. According to Verplanken and Orbel (2003) three keys are usually done to measure the habit:

1) Frequency of Repetition

In repetition there are aspects that can change habits because habit patterns can occur from time to time. For example, old habits are difficult to break and new habits are difficult to form because habits occur on a neutral path

2) Automaticity

Habits can be carried out without much awareness, deliberation or conscious intention. This can happen efficiently with other activities.

3) Context Stability

Doing activities continuously in the same context every day is the main characteristic of habit. The context can be a physical location or environment, social context or a specific time.

According to Verplanken & Orbel (2003: 1329) mentioned in his research that a person can be said have a habit if he gets the following twelve items:

- 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*

2. Listening

a. Definition of listening

Listening is the first basic when someone was born, before they can speak, read, and write. Listening is different from hearing. Hearing is a physical ability whereas listening is a skill. So, listening can be concluded to mean paying attention and trying to process what they hears. According to Blumental in Yulianto (2010, p.7) Hearing and listening both of the are difference. In addition, listening is hearing information or in other words, hearing for reasons. Moreover, listening requires more concentration than hearing.

Steven Brown (2006:4), listening is a comprehensive and complex activity. Students can understand what they hear by activating prior knowledge by listening.

Based on the explanation above, the researcher conclude that listening is basic activity to get some information with paying attention and more concentration then we can easily learn other skil.

b. Type of listening

According to Brown (2003, p.120), Listening has four general types to identify , each of it consists of a category that takes into account retrieval and assessment procedures:

1. Intensive

Intensive listening is directed at a more supervise and controll the activity In intensive listening, we can take for example students listening to the teacher's explanation. Here students are asked to listen to the teacher's explanation which aims to gather information and this is not easy for students when they do it for the first time. Therefore, the teacher tries to train it with related activities such as reading.

2. Responsive

Listening to a relatively short range of language (greetings, questions, commands, comprehension checks, etc.) to make responses equally concise. That includes appropriate responses and open-ended responses.

3. Selective

This type of listening is a listening test in which students have to listen some limited aural input and distinguish some specific information.. Types of selective listening are: cloze listening, information transfer and sentence repetition.

4. Extensive

The basics of extensive listening skills aim to listen extensively to old material in a new way in a new environment. In extensive listening students can listen without trying to

overcome language difficulties where they need to pay more attention to content and language.

3. Song

a. The definition of song

Oxford Dictionary defines song is a short piece of music with sung words. Music and words are the main part of a song. Songs are mixed performed in various languages around the world. An English song is a group of English words that are sung in rhythm or music. According to Parto (1996, p.99) a song is a collection of arrangements consisting of lyrics and musical elements such as rhythm, melody, harmony and expression.

According to Davanellos (1999, p.13) states that songs are not only fun, but have aims for language teaching learning. So, songs not only amuse listeners but songs can be used as language teaching learning activities. Based on Saricoban (2000) Song is one of the most fascinating and culturally rich tools that can be easily used in language classes. They are a valuable resource for students to improve their translation skills.

From the references above, the writer conclude The song is not only fun, but has the purpose of teaching and learning that is rich in culture which consists of a collection of arrangements, namely lyrics and musical elements such as rhythm, melody, expression and harmony.

b. The features of song

Songs have an identity of their own. Griffie (1992: 3) notes at least three song features:

1. Songs convey less information than a poetry. Songs are the reflection of communication.
2. Songs have more redundancy. Songs get redundancy by borrowing lines from others songs. The high level of redundancy makes the melody sound basic. Since a tune is listened in such a brief sum of time, effortlessness, excess, and certain desires contribute to one's understanding.
3. Songs makes listeners feel as if it is being sung personally because of the quality of the song. Songs also make listeners create their own world according to their feelings and emotions

c. Kind of songs

According to Yulianto (2010, p. 8), said that English songs can be divided into various forms, there are:

1. Art Song

Art song is a song composed for its own performance, art songs are usually lyrically written by poets and the music is composed by composers, usually accompanied by piano, orchestra, and notation.

2. Folk Song

Folk song is a song that starts regularly without a title or public domain introduced orally. They regularly become the main point of view of a national or social character. Art songs often appear in the melodic status of society when individuals ignore who composed them. Traditional songs are also often transmitted nonverbally, especially in this day and age. People's melodies exist in almost every culture.

3. Popular Song or Pop Song

Pop songs are usually called modern songs whose songs are usually distributed or played on the radio. Pop songs are popular songs that usually many young people love the music. Thus, making sales of cassettes and concert tickets go up.

B. General Concept of Translation

1. Definition of Translation

Translation is the result of textual-linguistic operations in which text in one language to another's language. Translation is a change in form from one language to another, both written and spoken from the source or origin language text to another equivalent language text. Based on Jakobson (2009) Interpret translation as an explanation of verbal signs through another's languages. Based on Nida (2006:11) stated a professional translator must have a unique ability to interpret the natural equivalent of

the text, both spoken and written, as well as aesthetic sensitivity. As Catford (1965:20) states that the translation is a substitute for textual materials in source language (SL) with the equivalent of textual stuff in target language (TL).

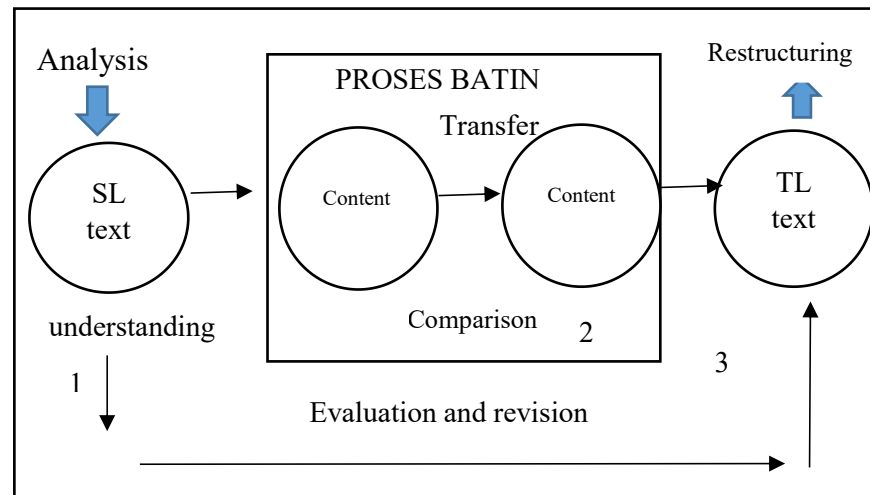
Based on definition above, the researcher concluded that translation is the act of transmitting meaning from the source language to the target language, both spoken and written. Students not only must change the meaning from one language to the another's language, but they also have to care to the meaning and use of vocabulary as a translator.

2. Process of Translations

The essence of the translation process begins with the translator's acceptance source text and ends with the create of the target language text. Translators can develop their concepts without compromising the significance of the original text.

According to Nasaban (2003:24) said that process is set of aware activities. Its mean that process of translation is a series of aware activities that translators complete when they transfer messages from the original language to the target language. Hence, translators must be care of one mistake because it will have an impact on the next step. Translation is complicated process. A translator who is attentive to with transfer of meaning will find that the target language has the desired way. Based on Nababan (2003:25), process translation include of three steps. These processes are drawn in the picture.

2.1: Translation Process (Suryawinata, 1987:80)



Based on Suryawinata (in Nababan, 2003: 25), the explanation of the picture as follows

1. Analyzing

Grimes (2006: 102) said:

“Analysis is the separation of something into its component parts.....

Analysis is critical developing understanding and making meaning in every discipline. Writer, readers, thinkers analyze problems, processes, events, and ideas by breaking each into its smallest unit”.

The first step of the translation process is analysis. Analysis is a series of processes to explain the meaning of information into a more detailed part that is easier for others to understand. In relation to translation activities, it always starts with analyzing the text. It aims to

understand the meaning of chronological events or some context information.

At the stage of analyzing, the translator must care of the title, paragraphs used, collocations, clauses, idioms, and proverbs. Being a translator must pay attention to many things. Translators must pay attention to the phonemic, syntactic, morphological and semantic aspects. In other words, the translator must be correct in the grammatical correlation of each sentence, difficult words, new vocabulary and idioms.

2. Transferring

Based on Nida (1969:99), some people can assist in analysis and restructuring, but redirection is an important point and focus of the translation process.

In this step, the translator must find an equal meaning in both original language and the target language. This process can be called a thinking process because this activity takes place in a person's brain or the translator. This is a machine far from having an adequate transfer effect. Then, the translator submits it in spoken and written language. In order to get a good translation, the translator have to restructure the result.

3. Restructuring

The last process is restructuring, Kridalaksana 1984 (in Nababan, 2003:28) said that restructuring is a transfer based on the language

style of the reader or listener. The translator must also determine the appropriate language style.

3. Types of Translation

Roman Jakobson at Bassnett; (2014:25) explain the difference between three types of translation:

1. Intralingual translation or rewording

Intralingual translation is translation in the same language from changing the language of the standard language into the language of education. Translators can use paraphrases or dialects. For example, the rewriting of Harry Potter books from British to American accents..

2. Interlingual translation or translation proper

Interlingual translation is translation from several different languages. For example translating Harry Potter books into several different languages.

3. Intersemiotic translation or transmutation

The last is intersemiotic translation, this is a translation of a set of signs into other signs (verbal signs to non-verbal signs). It could be music or pictures in this situation. For example is exit signs in public places.

4. Strategies of Translation

Molina & Albir (2002) suggest 18 strategies that have been applied in translation products that are usually used by translators, there are:

1. Adaptation

In this technique, adaptation substitute the cultural elements of the original text into a similar target language.

Example:

ST: He is great

TL: Dia itu *hebat*

The word great means “*bagus*” in Indonesian but here “great” refers to something fabulous. So, the translator explain “he” looks *hebat*.

2. Amplification

(Molina & Albir,2002) said amplication is a technique of introducing details not defined in ST: information, explicit paraphrasing.

Example:

ST: Pecel adalah makanan tradisional orang Indonesia

TL: *Pecel is a traditional salad food from Indonesia which contains various types of vegetables with peanut sauce.*

Translator give details of “Pecel”, and it is not explaine in source text. So, translator add information of their translation.

3. Borrowing

The borrowing technique is done by taking direct expressions from other languages and words from the language.

Example:

ST: Ramadhan is the month fasting for muslims

TL: *Ramadhan adalah bulan puasa bagi umat muslim.*

“Fasting” is refraining from eating and drinking from dawn to sunset with certain conditions. The purpose is to increase the piety of a Muslim. Therefore, "Fasting" comes from the word fast or cepat in Indonesian and if added “ing” it will change the meaning to "puasa".

4. Calque

(Molina & Albir, 2002) literal translation of foreign words or phrases can be lexical or structural. a calque (or borrowed translation) can be defined as a word-for-word translation from one language to another.

Example:

ST: Beautiful girl

TL: *Gadis cantik.*

Translator lends “beautiful” for translation. So, the translator uses the same translation word.

5. Compensation

Based on Hervey and Higgins 1992: 248 said that techniques to mask the loss of important features of ST by estimating their effect in TL through means other than those used in ST. The example is translate formal into informal such as "can" and "could".

6. Description

This technique describes the form or / and by replacing the expression according to the source text.

Example:

ST: Male clubhouse

TL: *Tempat berkumpul para pemuda.*

7. Discursive Creation

This technique uses temporary equivalent conjectures whose context cannot be predicted

Example:

ST: *Husband for a Year.*

TL: *Suami sementara*

Husband for a year is one of the titles of a book whose relationship is translated into Indonesian as "suami tahun ini". But the translator takes the entire context of the book, not just the title.

8. Established Equivalent

This technique is also called recognized translation or the accepted standart translation.

Example:

ST: *My mouth gets watered everytime I see fried chicken.*

TL: *Saya selalu ngiler kalau lihat ayam goreng.*

The word "water" if we translate it into Indonesian it becomes "air". In addition, in this context it would sound strange. Therefore, the translator translates it as "ngiler".

9. Generalized

Based on (Molina & Albir, 2002) Generalization techniques are applied using more general or neutral terms.

Example:

ST: We go to Surabaya by car or train.

TL: *Kita pergi ke Surabaya menggunakan kendaraan darat.*

“Car or train” in Indonesian as “mobil atau kereta”. It is in target text translated into "kendaraan darat". We can see there are similarities between car and train. Both are land vehicles. So it is very possible if the translation of the word car or train becomes a land vehicle.

10. Linguistic Amplification

Linguistic amplification is a techniques that add a linguistic element. These are often used in interpreting and dubbing sequences.

Example:

ST: The seal came out and jumped over the fire hole.

TL: *Lumba-lumba itu keluar dari air dan melompat melewati lingkaran api.*

From the target language, we can see that there is an addition of the word water in the target language. The purpose of adding this word element is to clarify the meaning of the word.

11. Linguistic Compression

According to Molina and Albir Linguistic compression (2002:510) techniques for integrating linguistic elements in the target text. Simultaneous interpretation and subtitles are frequently used.

Example:

ST: Can you open the window please?

TL: *Bukalah*

The TL is reduced linguistically by deleting subject “you” and object “window”. So, the translator translated into Indonesian as “*bukalah*”.

12. Literal Translation

Literal techniques is translate words or phrases word with same word.

Example:

SL: I love you.

TL: *Aku cinta kamu.*

The source text is similar to the target text, so it can be translated literally.

13. Modulation

Modulation techniques that change a point of view, focus or cognitive category in relation to the source text; it can be lexical or structural.

Example:

ST: You are going to have a **baby**.

TL: *Kamu akan menjadi ayah.*

The phrase “has a child” is translated into *menjadi ayah* that change the point of view and also change the grammatical category.

14. Particularization

Particularization techniques make use of more descriptive or concrete term. This is in direct opposition to generalization techniques.

Example:

ST: My father plants rice.

TL: *Ayahku menanam padi.*

The word “rice” is translated into sub-ordinate of *beras*: *padi* to make can be received in the target language.

15. Reduction

Reduction is a technique that hides source text information items in the target text. This goes against amplification.

Example:

ST: Surabaya, *the capital city of East Java Province*, is also known as city of heroes.

TL: *Surabaya juga dikenal sebagai kota pahlawan.*

Surabaya is the capital of the province of East Java. In other words, reduction techniques function to make effective sentences or eliminate information that has become common knowledge in the target language.

16. Substitution

Substitution is a techniques for converting linguistic elements to paralinguistic elements (intonation, gestures) or vice versa.

Example:

ST: Japanese people bow to each other when they meet.

TL: *Orang jepang saling memberi salam ketika bertemu.*

The paralinguistic elements in the source text "bow" are transferred to the linguistic elements to the target text *memberi salam*.

17. Transposition

Transposition is technique to changes a grammatical category.

Example:

ST: I have a pink book.

TL: *Aku punya buku merah muda.*

The element category in the source text is changes in the grammatical structure in the target language. The word "pink book" becomes "buku merah muda". This change was made to adjust the grammatical elements in the target language.

18. Variation

This techniques that change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes in textual tone, style, social dialects, geographic dialects, etc.

Example:

ST: By the way, . .

TL: *Ngomong-mgomong*

The translation of the sentence does not pay attention to the lexical elements that exist in the source language. In other words, technical variations emphasize the dialect and regional elements of the target language.

C. Previous Study

In this study, some previous studies are presented in order to find and show the gap or the differences between the related previous studies and this study. The differences between the previous studies and this study can be seen in this following table.

Table 2.2 Previous Studies

No	The Researcher	Title	Finding	Differences
1.	Rika Apriani (2021)	<i>Habit in Listening to English Song among the Second Grade Students of SMAN 1 Kampar Timur.</i>	The students of SMAN 1 Kampar timur had good habit in listening to English song in	- The researcher use qualitative research as study approach - The subject and location of the

			general.	<ul style="list-style-type: none"> - research - Technique of collecting data - Questionnaire and interview - Offline learning method in collecting the data
2.	Restu Fajar Perdana (2012)	<i>The Correlation between Students' Frequency in Listening to English Pop Song and Their Pronunciation Skill at English Department Academic Year 2011/2012</i>	The students' frequency in listening to English pop songs and their pronunciation skill is 0.122. Based on Coefficient Correlation it can be stated that the correlation between students' frequency in listening to English Pop Song and their students' pronunciation skill is in very low level.	<ul style="list-style-type: none"> - The subject and location of the research - Offline learning method in collecting the data - Different title but the same design with this study - The academic year of the research
3.	Desy Anggraini Ms (2015)	<i>The Correlation Between Grammatical Ability and Translation Skill to the Eleventh Grade Students of Senior High School Sanudin Pangkalan Balai</i>	There is significant relationship between grammatical ability and translation skill of the eleventh grade students of SMA Sanudin Pangkalan Balai	<ul style="list-style-type: none"> - The subject and location of the research - Different title but the same design with this study - Offline learning method in collecting the data
4.	Nurkholis Solehudin (2018)	<i>The correlation between students' English song habit and their Listening skill of the eleventh grade of MA Al-Islam Bunut Pesawaran in academic year of 2016/2017.</i>	The students' habit in English song and English song has positive correlation with Listening skill. Therefore, students' habit in English song should be considered in improving listening skill.	<ul style="list-style-type: none"> - Variable of the research is listening skill - The subject and location of the research - Different title but the same design with this study - Offline learning method in collecting the

				<ul style="list-style-type: none"> - data - The academic year of the research.
5.	Leila khairani (2020)	<i>The Correlation between Listening Habit to English Songs and Vocabulary Mastery to Writing Skills at the Eleventh Grade Students of SMA Islam Sudirman Ambarawa in the Academic Year of 2019/2020.</i>	The correlation between the students' listening habit to English songs and vocabulary mastery toward writing skill, both partially and simultaneously was significant.	<ul style="list-style-type: none"> - Variable of the research - The subject and location of the research - Different title but the same design with this study - Offline learning method in collecting the data - The academic year of the research
6.	Dona Arta (2018)	<i>The Use of Vocabulary "Mystery Box" to Improve of English-Indonesian Translation Skill for the Ninth Grade Students of MTs Negeri Salatiga in the Academic Year 2018/2019.</i>	The finding is the implementation of Vocabulary "Mystery Box" improved the students English-Indonesian translation skill for the ninth grade of MTs Negeri Salatiga is succesful.	<ul style="list-style-type: none"> - There is an additional variable "Mystery Box" as the testing media - Variable of the research - The subject and location of the research - Different title but the same design with this study - Offline learning method in collecting the data - The academic year of the research
7.	Dewi Aprilia Kartika (2019)	<i>The Correlation Between Students' Habit In Listening To English Song And Vocabulary Mastery at IAIN Palangka Raya.</i>	There was significant correlation between students' habit in listening English song and their vocabulary mastery at IAIN Palangkaraya. The score of correlation coefficient	<ul style="list-style-type: none"> - The subject and location of the research - Different title but the same design with this study - Offline learning method in collecting the data

			obtained is 0.506 which is in the interval of 0.4 – 0.6. Thus, the relationship is categorized into positive moderate correlation	
8.	Zulfa Dewi Kartika (2018)	<i>The Influence of Students' Mastery on Phrasal Verb toward Students' Translation Skill (A Correlation Study for the Sixth Semester Students of English Department of IAIN Salatiga in the Academic Year of 2015/2016</i>	The results show that there is a significant correlation between students' mastery on phrasal verb and students' translation skill, but it is weak	<ul style="list-style-type: none"> - The subject and location of the research - Different title but the same design with this study - Offline learning method in collecting the data
9.	Feri Mustaufi dah (2015)	<i>The Correlation Between Students' Interest in Listening English Song and Vocabulary Mastery at the Second Semester of English Department of STAIN Ponorogo in Academic Year 2014/2015</i>	There was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015	<ul style="list-style-type: none"> - The subject and location of the research - Different title but the same design with this study - Offline learning method in collecting the data - The academic year of the research.
10.	Silvia Naila Silmi (2019)	<i>A Correlational Study Between Students' Habit in Listening to English Songs and Students' Mastery of Noun Phrases A Case of the Year Eleventh Students of SMA Negeri 1 Bulakamba, Brebes 2017/2018.</i>	There is a significant correlation between students' habit of listening to English songs and students' mastery of noun phrases.	<ul style="list-style-type: none"> - The subject and location of the research - Offline learning method in collecting the data - The academic year of the research
11.	Lutfia Dwi Jayanti (2015)	<i>The Effectiveness of Subtitled English Songs to Improve the Vocabulary Mastery of Junior</i>	The finding showed that subtitled English songs effectively improve students' vocabulary	<ul style="list-style-type: none"> - The researcher use quosai-experimental research as study approach

		<i>High School Students (A Quasi Experimental Research for the Eighth Grade Students of SMP Negeri 39 Semarang in the Academic Year 2014/2015).</i>	compared to the Grammar Translation Method.	<ul style="list-style-type: none"> - Technique of collecting data - The subject and location of the research - Offline learning method in collecting the data - The academic year of the research
12.	Yuni Prayekti (2017)	<i>The Correlation Between Students' Frequency on Watching English Movie and Translation Skill of English Department at IAIN Tulungagung in Academic Year 2016/2017</i>	There is no significant correlation between frequency on watching English movie and translation skill English Department at IAIN Tulungagung in Academic Year 2016/2017	<ul style="list-style-type: none"> - The subject and location of the research - Offline learning method in collecting the data - The academic year of the research
13.	Gita Ulfa (2017)	<i>The Correlation between Students' Habit of Listening to English Songs and Their Pronunciation at the First Grade of Senior High School PGRI Pekanbaru.</i>	There is a significant correlation between students' habit of listening English songs and their pronunciation.	<ul style="list-style-type: none"> - The subject and location of the research - Offline learning method in collecting the data
14.	Triska Yuni Andayani (2017)	<i>The Correlation Between Sixth Semester Students' Grammar Mastery and Translation Ability of English Department at IAIN Tulungagung in Academic Year 2016/2017.</i>	There is significant correlation between sixth semester students grammar mastery and translation ability was accepted, automatically the H_0 was rejected.	<ul style="list-style-type: none"> - The subject and location of the research - Offline learning method in collecting the data - The academic year of the research.

From the brief explanation on the table above, it can be inferred that this study has different points which make it different from those previous studies in term of the subject and location of the research, the variable used (predicted variable or criterion variable), the academic year and the most important thing of all is this study was conducted by online learning method in collecting the data.