

TRILINGUAL FOLKSONGS BOOK: TRANSLATING TANA LUWU FOLKSONGS  
INTO AN ENGLISH-INDONESIAN SONGBOOK

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: August 23, 2024 Revised: August 29, 2024 Accepted: 12 November 2024 Published: 31 December 2024</p> <p><b>Keywords:</b> Folksong Translation Songs Book Trilingual Songs Book Tana Luwu Folksongs (10pt)</p>	<p>Translating folk songs into English or another language can play a crucial role in ensuring the survival of these traditions in a globalized world. This research attempted to design of the translation of Tana Luwu folksongs into Indonesian-English songs book. The research question of this research is “How is the appropriate design of English-Indonesian Translation book of Tana Luwu folksongs?”. The participants of this research were students at SMAN 3 Luwu in tenth grade. The research was Research and Development (R&amp;D) utilizing the 4D model. It consists of defining, designing, developing, and disseminating. This study utilized a number of instruments, including an expert validation questionnaire, an interview and questionnaire for need analysis, and a questionnaire for teacher and student perspectives. The researcher employed Nida &amp; Taber's (2003) Translation theory to interpret the song's figurative language. The outcomes of this research are Trilingual folksongs book which consists 11 compilation of Tana Luwu Folksongs translated in English and Indonesian, then equipped with vocabulary list and barcode for each song. Based on the results of expert validation, this product is deemed suitable for use in terms of language, content, and layout, with minor revisions. Furthermore, the results from the tryout with students as users indicate that this book meets their language needs and abilities. Folk song translations book can be a way for these people to re-establish a relationship with their heritage by giving them an opportunity to experiencing and comprehending their cultural origins in a language that is more familiar to them.</p> <p><i>This is an open access article under the <a href="https://creativecommons.org/licenses/by-sa/4.0/">CC BY-SA</a> license.</i></p> 
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## INTRODUCTION

Folk songs are so fascinating since they are alive examples of cultural heritage that combine history, music, and community (Li, 2023). They preserve the dialects, customs, and folktales that have been passed down through the ages, reflecting the different cultures of various peoples. Folk songs are recognizable and flexible due to their simple rhythms and emotional lyrics, which have endured throughout time while preserving a strong emotional bond with the past (Yao, Sensai & Junkate, 2023). They unite people by providing a common experience that strengthens social ties and communal memory, making them an ever-lasting and strong representation of human life (Ning, 2023)

Folk songs are an effective teaching medium because it engage students with their rhythmic, memorable melodies and historically rich content (Ojukwu & Chidiebere, 2020). They provide a meaningful and accessible atmosphere for teaching language, history, and social ideals. Folk songs can help students connect with the content more deeply since they make learning more participatory and entertaining for teachers (Ogidi & Ojukwu, 2020). Folk songs are also a great way to teach about other customs and cultivate a respect for cultural variety because they frequently include moral lessons and cultural customs (Wiyono, 2022).

Folk song translations into English can be crucial for maintaining these traditions in an increasingly interconnected globe. Younger generations run the risk of losing touch with their native tongues and the cultural expressions associated with them as they interact with global media and speak English more frequently (Ismail, Fhonna, & Nasir, 2021; Hameed, 2022). Folk song translations into English can be a means for these people to re-establish a connection with their heritage by giving them a means of experiencing and comprehending their cultural origins in a language that is more familiar to them (Wei, 2020). This guarantees that the tales, morals, and feelings portrayed in these songs will continue to strike an emotion with listeners worldwide in addition to aiding in the preservation of the traditions (Bing, 2021).

For teaching English, translation of folk song can be used as a learning medium due to the of blend language study with cultural exposure, Folk songs' basic vocabulary, attracting melodies, and repeated structures help learners recall new words and phrases by reinforcing

language patterns and pronunciation (Kumar et.al, 2022, Syahrir & Hartina, 2021). Folk songs also provide insight into the customs, values, and daily lives of English-speaking groups, adding to the richness and authenticity of the learning process (Yang, 2021). Learners can enhance their speaking, listening, and comprehension abilities as well as gain a deeper grasp of the cultural differences of the language by participating in folk song singing and discussions (Wei,2020).

In Tana Luwu there are many folk songs that use the Luwu regional language. These songs include Lalembata Tana Luwu, Pande Tongang Tu Neneta, Suruganna Lino, Karajanna Lempangan and others. This regional song is always taught in arts and culture subjects. Students sing the songs and are usually asked to translate the meaning into Indonesian. This is fascinating since it allows students to learn more about Tana Luwu culture and local wisdom.

So far, there have been many compilations of Luwu regional songs, both in the form of songbooks and audio, visual and audio-visual songs that can be accessed via the internet. However, until now there has not been a single translation of Luwu songs into English. This represents the primary research gap. The research intends to create a book that translates songs in Luwu Regional Language into English in order to fill this gap.

The results of the translation of this song will then be recorded and it provides significant benefits. For students, this book will help them obtain English input from regional languages. Meanwhile, for teachers, this English translation of the song book can be a teaching medium for learning English, both for vocabulary input and teaching materials that can be used for integrated skills. Lastly, this book will make a positive contribution to the academic world to introduce Regional Language Songs globally. Based on the background above, the research designed English-Indonesian Translation book of Tana Luwu folksongs.

## RESEARCH METHOD

### Development Model

In this research, It utilized Research and Development adopted 4-D model developed by Thiagarajan and Semmel. The four steps are Define, Design, Develop and Disseminate. The procedure of the development can be explored as follows:

**Define :** Information regarding the students' needs in learning English was gathered by the researcher. A questionnaire with target needs (necessity, lacks, and wants) and learning needs (activities and contexts) was given out by the researcher. To get further details regarding the demands of the learners, the researcher also spoke with the English teachers and students in the tenth grade at SMAN 3 Luwu.

**Design :** In this phase, the researcher created a product regarding the book of folk songs using the result of data analysis expressed by students in interviews and surveys. Researchers collected songs from the Luwu regional language and then translated them into Indonesian and English. In translating the song, the researcher used Nida & Taber's (2003) Translation theory to translate the figurative language in the songs. After that, the translation of this song was recorded and the book design and content were adjusted to the results of the needs analysis.

**Develop :** After consulting with experts in material and book development, the researcher received suggestions for improving the product and made revisions based on their advise. It was expected that expert opinion would improve the product's accuracy, strength, testing, and overall quality. The results of the expert judgment are then used to revise the book. Next, the translation of this songbook was tried out to students. Students were distributed questionnaires to find out their responses and provide input for revising and improving the quality of this book. In this process, the final product draft was planned, developed, and revised. The school then uses the book after that.

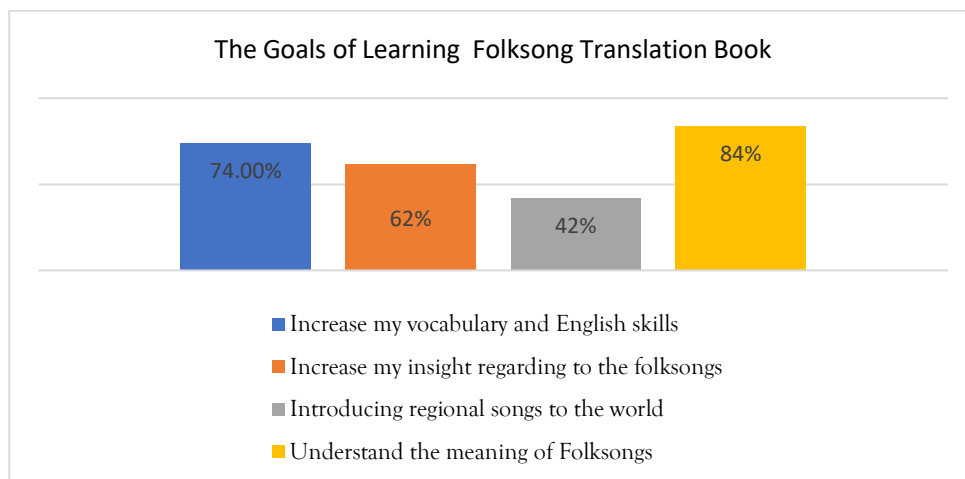
**Disseminate :** Once it has been revised and developed based on student feedback and expert judgments, the product is socialized and given to the SMAN 3 Luwu.

To gather the data for this study, the researcher employed two instruments. The researcher first conducted interviews with the SMAN 3 Luwu teachers and students. It gathers data regarding the objectives (target needs) of students' English language learning. It also backs up the information obtained from the questionnaire. In addition, the questionnaire is for need analyze, assessment, and responses by expert (content expert and language expert, and student's perceptions. These questionnaires are as the primary data.

## RESULT

### Define

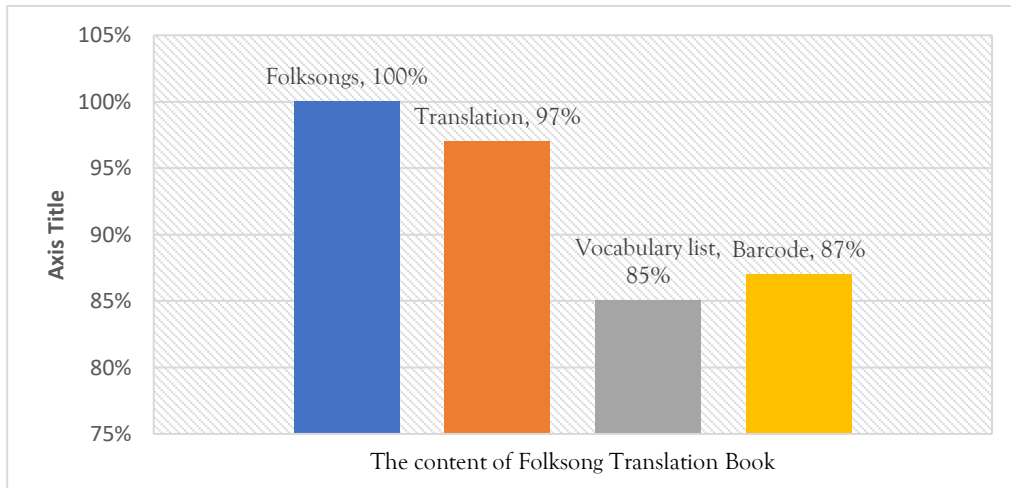
Analyzing students' needs for the book's content and layout is the first step in creating a translation of a folksong. Students were given questionnaires by researchers in order to learn more about the goals behind the product's design, the kind of content they wanted, and the language that students needed for translation. Students obtained questionnaires through a Google Form. The chart below displays the needs analysis's findings.



**Chart 1: The Goals of Learning Folksong Translation Book**

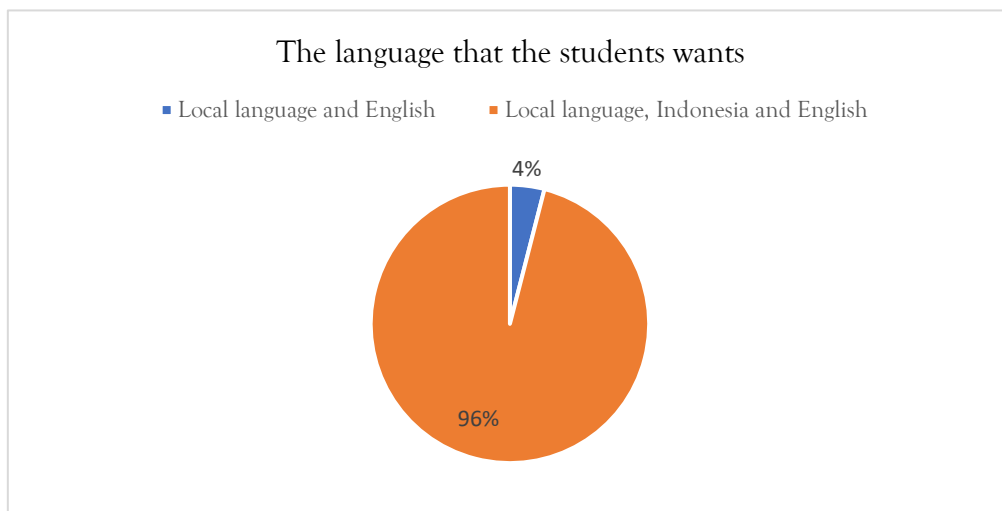
Chart 1 illustrates the students' goals when designing a folksong translation book. Of the four options prepared, students can choose more than one option. It is clear that the highest choice of studying folksong translation is to understand the meaning of folksongs and is followed by the aim of increasing vocabulary input and English skills by 84% and 74%

respectively. As many as 62% chose to add insight related to folksong and the rest aimed to introduce folksong globally



**Chart 2: The content of book that the students wants**

In Chart 2 , it is clearly seen the content that students wants in song translation books. In choosing this questionnaire, students can choose more than one answer. Of the four choices, students chose all options above 50%. These results are the basis for researchers to select all options to include in the songbook content which were consisted of songs, translation, vocabulary list and barcode.



**Chart 3: The language that the students wants in Folksongs translation book**

Next, the translation that students want in the folksong translation book can be seen from bar chart 3. Of the 2 options, almost all students want a trilingual book in Local language, Indonesian and English. A small percentage choose to be bilingual in Local and English language. The results of this questionnaire became the basis for designing a folksong translation book taken from Tana Luwu folk songs.

### Design

In this stage, the researcher created a product regarding the book of folk songs using data and the analysis of demands expressed by students in questionnaires. Songs from the Luwu local language were gathered by researchers, who then translated them into English and Indonesian. Following that, this song's translation was arranged, and the book's layout and content were modified in light of the needs analysis' findings. The researcher arranges and designs the product by writing the blueprint as follows

**Table 1: The Blueprint of the Initial draft**

Product	Book Content	Objective
Folksongs Translation Book	<p><b>Compilation of Tana Luwu Folksongs :</b></p> <ol style="list-style-type: none"> <li>1. Lalembata Tana Luwu</li> <li>2. Pande Tongangtu Nene ta</li> <li>3. Suruganna Lino</li> <li>4. Karajanna Lempangan</li> <li>5. Demenna Luwu</li> <li>6. Kampong Kajajiangku</li> <li>7. Pallawa Tedong</li> <li>8. Lino Laditampe</li> <li>9. Patarangkeang</li> <li>10. Lupu Ku Pabelai</li> <li>11. Bunga-Bunga Nakilino</li> </ol>	Featuring 11 folksongs from Tana Luwu which aims to introduce readers to these songs

	<b>Translation in English and Indonesia</b>	Translation in 2 languages so that the meaning can be understood by readers in both Indonesian and English
	<b>Vocabulary list and barcode</b>	The vocabulary list aims to introduce difficult vocabulary to readers. Meanwhile, the barcode is a YouTube link to listen to the original folksong from YouTube

### Development

Once the first draft is finished, it is sent to experts in language, content, design, and layout to ensure that it is acceptable. The table below displays the findings of this validation.

Table 2: The result of expert validation

Aspect	Score	Criteria	Follow up	Suggestion
<b>Content and Material</b>	3.57	Good	It can be used with minor revision	Correct the translation arrangement from local, Indonesian and English sequentially
<b>Language</b>	3.4	Good	It can be used with minor revision	Fix the meaning of figurative words and sentences
<b>Design and Layout</b>	4.0	Good	It can be used with minor revision	Choose attractive pictures, The font size is increased, the paper background is disguised



The expert validation results are displayed in Table 2. With a score above 3.0 from the three experts, it can be concluded that this book product is good and can be used with minor revision. After thereafter, a number of expert suggestions served as the foundation for improving the book's quality and quantity of material. The folksong book's translation was subsequently modified once again in accordance with the three experts' advice. Here are the views both before and after the modification.



Figure 1: The display of book before and after revision

The pictures above show the designs before and after changing based on expert validation's recommendations and changes. Before modification, the page design and pictures have a poor choice of colors that transform into eye-catching displays.

In the next, the researcher did a tryout to find out student perception as the users. It is intended to clarify how to use the product, which may confuse students when utilizing the folksongs book. Here are the tryout details:

**Table 3: The result of try-out**

No	Criteria	Score	Description	Follow Up
1.	The design of the Compilation of luwu Folksongs that is given is attractive.	4,0	Very Good	It can be used with minor revision
2.	The content in the Compilation of luwu Folksongs book is easy to understand	4,5	Very Good	It can be used without changes.
3.	The content in the Compilation of luwu Folksongs book is interesting.	4,8	Very Good	It can be used without changes.
4.	The material in the Compilation of luwu Folksongs book is according to your needs.	4,6	Very Good	It can be used without changes.
5.	The content of the material as a whole varies/varies.	4,7	Very Good	It can be used without changes
6.	A compilation of Luwu Folksongs book can assist you to study at home or at school	4,9	Very Good	It can be used without changes

7. Using a compilation of Luwu folksongs book helps improve my English skills and add vocabulary .	4,9	Very Good	It can be used without changes
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Based on table 3, students' perception as the results of try out got a mean score of 4.7 with 84,2% of the percentage qualified as "Very Good". It means that the folksongs book is appropriate ready for distribution without additional modifications.

#### Disseminate

After taking a few steps, the researcher gave SMAN 3 Luwu the last Translation of Tana Luwu Folksongs book. The researcher showed the students the book that was relevant to their needs and socialized them with the finished product. Both the teacher and the students were amiable and enthusiastic about using the product in their lessons to learn Tana Luwu Folksong, gain insight into local knowledge, and enhance their vocabulary input in English.

## DISCUSSION

Folk songs are essential heritage items that preserve a community's history, beliefs, and customs. Understanding folk music gives the younger generation a feeling of continuity and identity by keeping them connected to their heritage (Mamadjonova, 2021). These songs frequently use relevant language to impart moral principles, wisdom, and life lessons (Sundari, 2020). Young people can learn to value the variety and richness of their cultural history through folk song engagement, which also helps to ensure that these customs are maintained and handed down to future generations, maintaining the vitality of a society's cultural heritage (Koval, Kolesnik, & Grab, 2023)..

Folk song translations into English provide as a bridge between cultures, enabling speakers of other languages to access and enjoy the rich cultural legacy these songs represent (Yang, 2021). Folk songs frequently have complex cultural themes, historical references, and deep meanings unique to the original society. These cultural treasures can be made more

widely known by translating them into a language like English, which encourages appreciation and understanding among people from different cultural backgrounds. These songs' substance is preserved via the translation process, which also makes them accessible to listeners who might not otherwise be able to (Wei 2020; Greenal et.al,2021)

The goal of this study was to create a Translation of Indonesian English songbook that was based on folk songs from Tana Luwu. The expert validation of layout and design yielded a percentage that met the criteria for "Good." Additionally, the language expert's book validation result received a percentage recognized as "Good." In the meantime, the material expert's book validation result received a percentage recognized as "Very Good." The students and teacher perception as the users of this book got a qualified as "Very Good" . Lastly, the researcher shared and introduced the Trilingual Translation Folksongs book to the English teacher of MAN 3 Luwu.

After being revised by expert and tested on students of SMAN 3 Luwu, the songs book was adapted to the needs of students. This songs book contains regional songs in Luwu, East Luwu and North Luwu. This songs using three languages, there are regional language, English and Indonesian. Then this book is also equipped with 60 vocabulary found in the folk songs. The purpose of this songs book is to increase student's knowledge that every region in Luwu has its own regional songs and improve student's vocabulary after reading this song book.

The benefit of this song book for teaching English is to increase vocabulary mastery, then through songs it will motivate children to be happier learning English (Nguyen & Nguyen 2020; Triwardani 2022). By singing students become happy and find it easier to understand the teaching material presented. Researchers are aware that their work is still far from ideal. As a result, it is advised that book design be improved for researchers in the future who hope to carry out comparable studies. The researcher recommends that future researchers test the efficacy of the book generated and incorporate other technologies in the study program, in addition to reaching out to students and improving the book's layout.

## CONCLUSION

The translation of Tana Luwu folksongs was designed to provide Trilingual translation songs books. The researcher gathered data by conducting a need analysis as the first steps and continued to design the first draft. It was then validated by experts in the field and tried out to the students. This book contains 11 Tana Luwu Folksongs The languages used are local languages, English and Indonesia. Then this book is equipped with vocabulary and barcodes for each song which is connected in Youtube link. The suitability of the Translation of Tana Luwu Folksongs book for SMAN 3 Luwu is proven by the results of the students' and teachers' perceptions. The findings revealed that students' assessments of the Luwu Folksongs book's appropriateness received an average score of 4,7 with 94% of the percentage, qualifying as "Very Good. It recommended that the Tana Luwu folksongs translation book might be used without revision.

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