

**AN ANALYSIS OF STUDENTS' STRATEGIES USED  
IN TRANSLATING ENGLISH IDIOM INTO  
INDONESIA IN NARRATIVE TEXT**



**A Thesis**

Submitted as Partial Fulfillment of the Requirements for S-1 Degree

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## ABSTRACT

Idiom is one of the most problematical components of language. This research is dealed to analyze students' strategies used and difficulties in translating English idiom into Indonesia in narrative text. It is aims to find out: 1) how the students' strategies used to translate English idioms in Indonesia in Narrative text and 2) to find out the students difficulties during translate English idioms in Indonesia in Narrative text.

This research was conducted by using descriptive qualitative research method. 20 English Education students at the fifth semester academic year 2019/2020 were taken as the sample of this research by purposive sampling. The instruments to collect the data of this research were documents which contained idioms in narrative text and interview consisted of eight questions about difficulties.

From the data analysis, this research reveals that paraphrasing was the most dominant strategy 72 idioms or 36%. The second most common strategy was translating by similar meaning and form 40 idioms or 20%. The last, similar meaning but dissimilar form strategy was 14 idioms with the 7%. Meanwhile, the translation difficulties to recognize idiom is the highest frequency with the 90% or 18 students. The second, difficulties to find a closest meaning of idiom with the 85% or 17 students. Then, difficult of differences context of idioms use with the 80% or 16 students, and the last with the lowest percentage is difficult of differences frequency of idiom used in the SL and TL with the 75% or 15 students. Based on the result, it is suggested for the students to improve their knowledge of English Idiom and use the proper strategy to produce a good idiom translation.

**Keyword:** *Analysis, Idiom, Strategies, Difficulties, Narrative Text*



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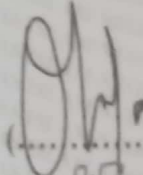
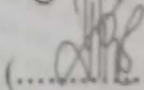
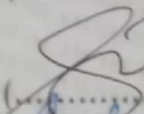
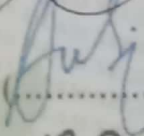
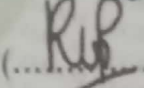
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A thesis entitled: AN ANALYSIS OF STUDENTS' STRATEGIES IN TRANSLATING ENGLISH IDIOM INTO INDONESIA IN NARRATIVE TEXT, by: Tri Optaria, NPM: 1611040373, Study Program: English Education, was tested and defended in the examination session held on: Wednesday, October 21<sup>st</sup> 2020.

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## DECLARATION

Hereby, I State This Thesis Entitled “AN ANALYSIS OF STUDENTS’ STRATEGIES IN TRANSLATING ENGLISH IDIOM INTO INDONESIA IN NARRATIVE TEXT” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung,  
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ○ إِنَّ مَعَ الْعُسْرِ يُسْرًا ○ ط

○ لا د

For indeed, with hardship will be ease. Indeed, with hardship will be ease. So when you have finished your duties, then stand up for worship. (Qs. Al-Insyirah: 5-7)<sup>1</sup>



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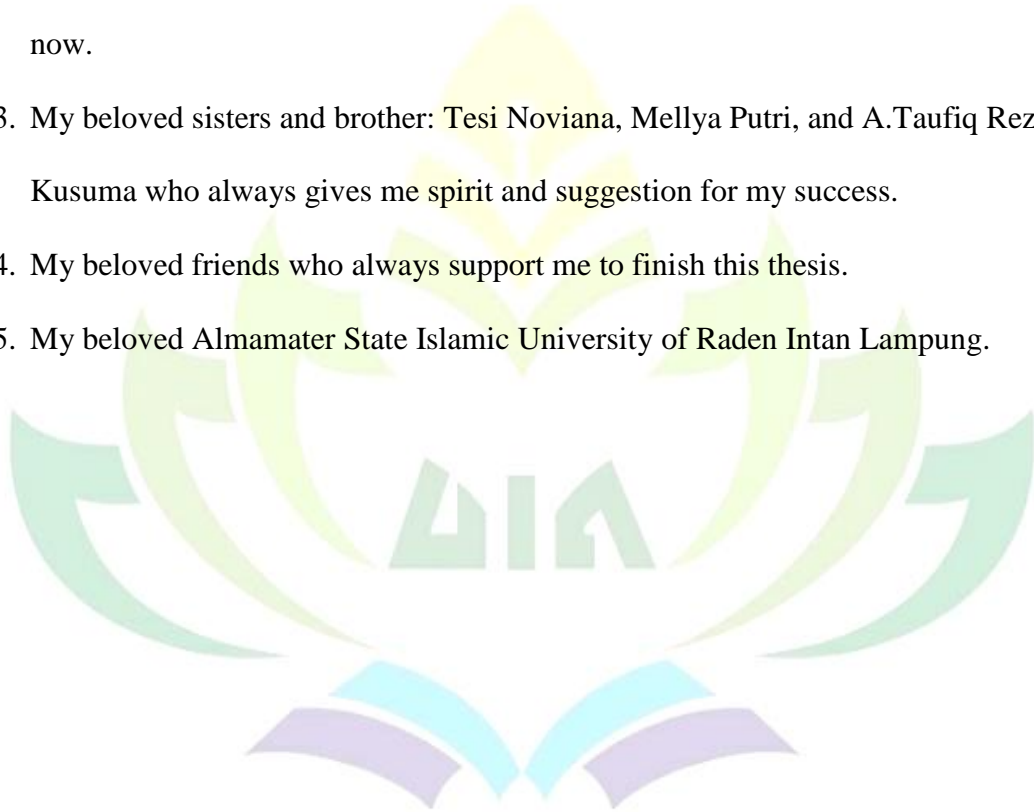
<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Insyirah: 94, p.596.



## DEDICATION

From the bottom of my heart, this thesis is lovingly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents: Mr. Efsir and Mrs. Asnapuri who always pray for my life and success, give the good advice and motivation for me to study hard until now.
3. My beloved sisters and brother: Tesi Noviana, Mellya Putri, and A.Taufiq Reza Kusuma who always gives me spirit and suggestion for my success.
4. My beloved friends who always support me to finish this thesis.
5. My beloved Almamater State Islamic University of Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name is Tri Optaria. She was born in Bandar Lampung on October 23<sup>rd</sup>, 1998. She is the third child out of four children of Mr. Efsir and Mrs. Asnapuri. She has two sisters which names are Tesi Noviana and Mellya Putri and youngest brother which name is Ahmad Taufiq Reza.K.

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Praise be to Allah SWT, the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled “An Analysis of Students’ Strategies in Translating English Idiom into Indonesia in Narrative Text” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, Raden Intan State Islamic University Lampung.

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10. All of people who have completed the researcher’s life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, October 2020  
The Researcher,

Tri Optaria  
NPM. 1611040373

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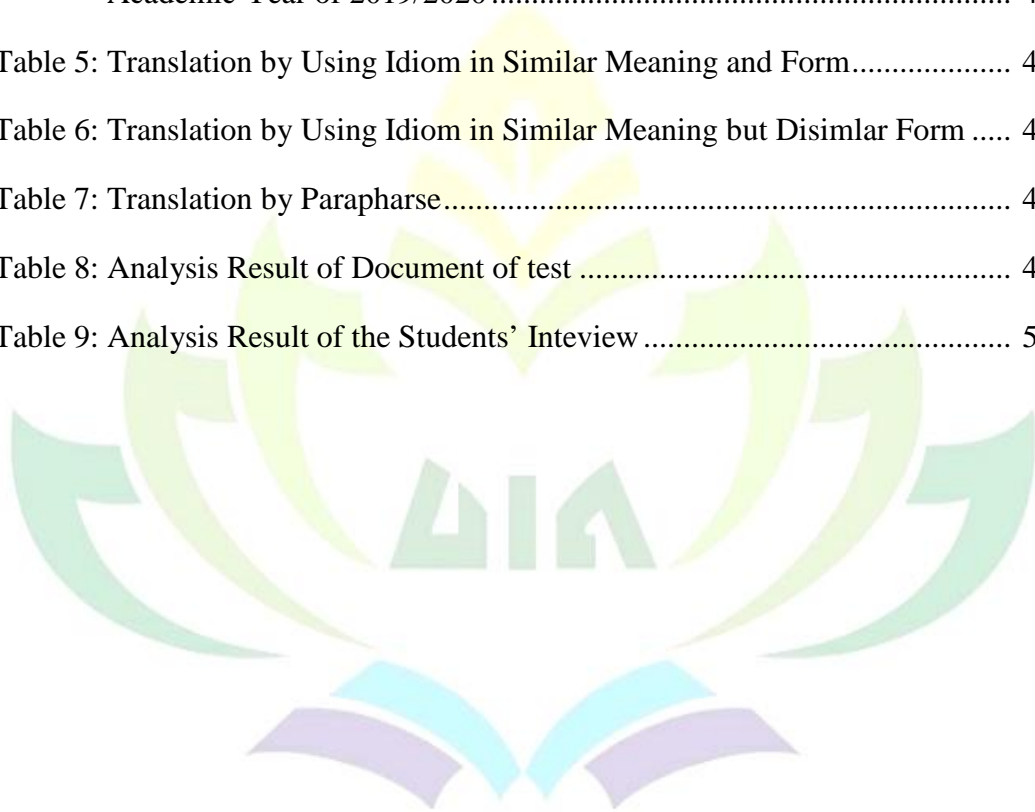
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

As of now there are about thousands of languages spread globally. It might be an obstacle to communicate with each other in different languages. People can understand the message from each language with the translation. Newmark states translation is a process of rendering the meaning of a text into another language in the way the author intended the text.<sup>1</sup> It means that translation is a process exchange one language into others without changing the form of meaning. The existence of translation helpful for a lot of people in society. Translation is phenomenon that has a huge effect on everyday life.<sup>2</sup> It helps us to transfer and receive messages from different languages easily. One other important people will easier to learn foreign language. In brief, translation as a bridge for us to communicate in different languages.

Consider the translation has many benefits in the fields of life. Meanwhile, translation activity encounters some obstacles. One of the obstacles during translating figurative language which is idioms. According to Seidl and McMordie proposed idiom as a number of word which when taken together, have a different meaning from the individual meanings of each word.<sup>3</sup> It means that English idiom is an expression composed of multiple words that cannot be

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<sup>1</sup> Peter Newmark, *A Text Book of Translation*, (London: Central London Pergamon Press Polytechnic, 1988), p.5

<sup>2</sup> Basil Hatim & Jeremy Munday. *Translation: An advanced resource book*. (London: Routledge, 2004), p.3

<sup>3</sup> J Siedl & W McMordie, *English Idioms*. Fifth Edition. (Oxford: Oxford University Press, 1988), p.13

understood by looking at individual words of idiom. Therefore, many students found difficulties in translating idioms. It is supporting statement by Fromkin and Rodman, idiom is often difficult to translate because the meanings of idioms cannot be inferred from the meanings of the individual words in it.<sup>4</sup>

The main difficulties involved in translating idioms is the ability to recognize and interpret an idiom correctly. In this case, translating idioms in narrative text. The students get difficulties to recognize the idiom in the sentence within the text. It causes idioms have a characteristic and particular forms that cannot be changed.

There is no equivalent in the target language. The meaning of idioms conveys and associates with culture-specific contexts which make it difficult to find the closest equivalent of idioms source text to target text. For instance English translation of Holy Qur'an. In line with the statement Muhassin et Al, it will not be sufficient to understand because the Holy Qur'an text that is full of meaning and also uses Arabic locality. In other words, the meaning of language more important than structure of language.<sup>5</sup> Also, Not all idioms can be translated into idioms in the target language.

The meaning of the idiom is impossible to be identified only by looking at the meanings from the structural rules in the idioms. As stated by Larson, idiom is

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<sup>4</sup> Victoria Fromkin, Robert Rodman, Nina Hyam, *An Introduction To Language*. Seventh Edition. Boston: Thomson Wadsworth., 2003), p.205

<sup>5</sup> Gusan Susri, Fithrah Auliya Ansar & Moh. Muhassin, *Speech Acts in English Translation of The Holy Qur'an Surah Al-Kahfi By Abdullah Yusuf Ali*. English Education: Jurnal Tadris Bahasa Inggris, 13(1), 2020, 75-89.

“string of words whose meaning is different from the meaning conveyed by the individual words”.<sup>6</sup> The meaning of idiom is diverse from the meaning which is expressed by the individual words.

Moreover, some students translate idioms literally. For example, idiom *feeling blue* translated into Indonesia is *perasaan biru*. Whereas, it means *sad*. As a result, the meaning idiom of source text not transferred well to the target text when it is translated literally. In conclusion, translating idioms is not as easy as we imagine. The idiom cannot be translated literally.

All languages have idioms. In terms idioms used in any context and situation. Idioms also often found in the texts. There are many texts that have been learned by students, For instance descriptive, narrative, expository, and argumentative text. There are some idioms used in narrative text. The narrative text is a story that tells about fiction and non-fiction stories that imaginative and entertain the reader or listener. As a fiction and non-fiction stories, idiom is the most commonly used and found a lot of in the narrative text. It contains idioms to make the story being impressive. In this case, the researcher focused on one of the kinds of texts, which is narrative text.

As we know from the discussion before, the idiom is difficult to translated. The translation strategies necessary as a solution to solve these difficulties. As Baker states “in order to transfer the message of idioms to be translated accurately and efficiently, the translator must choose the most appropriate

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<sup>6</sup> Mildred Larson, *Meaning-Based Translation: A Guide To Cross Language Equivalence 2<sup>nd</sup>*. (Lanham: University Press of America, 1998), p.34

strategy.”<sup>7</sup> Hence, the students have to be careful and use the proper strategy in translating idioms.

Based on preliminary research on October 18<sup>th</sup>, 2019 in the fifth semester in English Education Raden Intan State Islamic University of Lampung. The researcher conducted interview with the translation lecturer is Ms. Kurnia Indrayanti M.Pd. As the result of interview the lecturer said that during process of learning translation many students still found difficulties. They cannot translate idioms accurately, it happened because some students cannot recognize and cannot use the proper strategies the idiom in the sentence nor text. Also, some students translated idioms by doing literally translated.

For example:

SL : The math exam was a *piece of cake*.

TL: Ujian matemtika tadi *sangat mudah*.

Based on phenomenon above, the italic phrase in sentence is an example of idiom. the idiom *piece of cake* if translated by literal meaning will be *sepotong kue*. But the meaning is not correct. In this case, the idiom should be translated by looking context of the sentence. Hence, idiom *piece of cake* should be means *sangat mudah* into Indonesia.

There are some previous studies relevant to this research. The first conducted by Kusuma Chandra entitled “An Analysis on Students’ Translation Procedure

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<sup>7</sup> Mona Baker, *In other words: A coursebook on translation*. (London: Routledge,1992), p.72

of Idiom in Narrative Text”.<sup>8</sup> Secondly, research conducted by Dian Paramita Ayuningtyas, Muhimatul Ifadah, Siti Aimah entitled “Students’ Difficulties in Translating Idiomatic Expression From English Into Indonesian”.<sup>9</sup> Thirdly, research conducted by Donny Bhaskara Wicaksono, Erly Wahyuni entitled “An Analysis of the Strategies Used in Translating Idioms in Indonesia into English Found in Indonesian Legends”.<sup>10</sup>

Regarding to the previous studies mentioned above, the similarity between the recent research and the previous studies was analyzing translation of idioms terms. On the other hand, the first previous study focused to find out the procedure of translating idiom into Indonesia by used Newmark's theory. The second previous study focused on how students translate the idiomatic expressions, and the difficulties experienced by students during the translating process. Then, the difference of the third previous study is the data of source language (Indonesia) and target language (English). The novelty of this research focused to find out difficulties and strategies used by students in translating idiom. Furthermore, the data source in this research is narrative text English to Indonesia.

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<sup>8</sup> Kusuma Chandra, *An Analysis On Students’ Translation Procedure of Idiom In Narrative Text*. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 5(4).2014. Available on: <http://jurnal.untan.ac.id/index.php/jdpdp/article/view/14690> (Sunday, Sept 23<sup>rd</sup> 2019).

<sup>9</sup> Dian Paramita Ayuningtyas, Muhimatul Ifadah, Siti Aimah, *Students’ Difficulties in Translating Idiomatic Expression From English Into Indonesian*. In *English Language and Literature International Conference (ELLiC) Proceedings*. Vol. 2, pp. 494-501. 2018 Available on: <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3579> (Sunday, Sept 23<sup>rd</sup> 2019).

<sup>10</sup> Donny Bhaskara Wicaksono, *An Analysis of the Strategies Used in Translating Idioms in Indonesia Into English Found in Indonesian Legends*. *Celtic: A Journal of Culture, English Language Teaching, Literature & Linguistics*, Vol.3(1), 45-55. 2018. Available on: <http://ejournal.umm.ac.id/index.php/celtic/article/view/7858/0> (Sunday, Sept 23<sup>rd</sup> 2019).

Based on the explanation above, the researcher was interested to analyze the strategies of translating idioms. Thus, the researcher conducted research entitled: “An Analysis of Students’ Strategies Used in Translating English Idiom into Indonesia in Narrative Text”.

## **B. Identification of the Problem**

Based on the background above, the researcher identified some problems as follows:

1. The students get difficulties in translating English idiom into Indonesia.
2. The meaning of idiom is cannot be translated by literally of the individual words.

## **C. Limitation of the Problem**

In this research, the researcher limited the problem to the students’ strategies in translating English idiom into Indonesia. Based on kinds of text, the researcher focused on narrative text. It was based on the fifth semester syllabus.

## **D. Formulation of the Problem**

Based on the limitation above, the formulation of the problem as follows:

1. What are the strategies used by students in translating English idiom into Indonesia in narrative text?
2. What are the students’ difficulties in translating idiom into Indonesia in narrative text?

### **E. Objective of the Research**

Based on the statement above, the objectives of this research as follows:

1. To find out strategies used by students in translating English idiom into Indonesia in narrative text.
2. To find out the students' difficulties in translating English idiom into Indonesia in narrative text.

### **F. Significance of the Research**

After doing the research, the researcher expected that the result of this research useful for the following:

#### **1. Theoretically**

This research may provide useful information for translation subject, especially for translating idiom.

#### **2. Practically**

##### **a. For the translation lecturer**

This research may be useful for the lecturer to make evaluation and minimize the weakness of student translating idioms and develop material for translating subject.

##### **b. For the students**

This research can helps the students to solve the difficulties and use strategies properly in translating English idiom into Indonesia to make their English translation get better.

##### **c. For the other researcher**



The results of this research can be used by next researcher as a reference to research about translating idioms.

## **G. Scope of the Research**

The scopes of the research as follows:

### **1. Subject of Research**

The subject of this research was the students at the fifth semester of English Education Raden Intan State Islamic University of Lampung.

### **2. Object of Research**

The object of this research was the students' strategies translating English English idiom into Indonesia by students at the fifth semester of English Education Raden Intan State Islamic University of Lampung.

### **3. Time of Research**

The time of research was conducted to the students at the fifth semester in the Academic year of 2019/2020.

### **4. Place of Research**

The place of this research was at English Education Raden Intan State Islamic University of Lampung.

## CHAPTER II THEORETICAL FRAMEWORK

### a. **Concept of Translation**

Translation as a way of multilingual communication used in various fields of life. It has been defined by some experts differently, although the point of view is similar one each other. To be clear there are some theories about the translation according to different experts.

#### **1. Definition of Translation**

Translation is a representation of a text in one language by a representation of an equivalent text in second language.<sup>11</sup> It is explained by Bell which means that the translator has to find the closest equivalent from source language to the target language.

According to Nida and Taber defined that translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and second in terms of style.<sup>12</sup> It means that the priority of translation is conveying the meaning and keep maintain the style and naturalness of the original text.

In the line with the statement above, Catford stated that, translation is the replacement of textual material in one language (source language) by

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<sup>11</sup> Roger Bell, T. *Translation and Translating: Theory and Practice*. (London: Longman, 1991), p.6

<sup>2</sup> Eugene.A. Nida and R. Taber, *the theory and practice of translation*, (Leiden: E.J. Brill,1982), p.12

equivalent textual material in another language (target language).<sup>13</sup> It refers that translation is the method of changing the languages which involving source language and target language which must be equivalent.

Ordudari also defines that translation typically has been used to transfer written or spoken source language texts to equivalent written or spoken target language texts.<sup>14</sup> In other words, translation required equivalent meaning in written or spoken.

Hatim and Munday defined translation on the ambit of translation:

- a. The process of transferring a written text from SL to TL, conducted by a translator or translators, in a specific socio-cultural context.
- b. The written product, or TT, which results from that process and which functions in the socio-cultural context of the TL.
- c. The cognitive, linguistic, visual, cultural, and ideological phenomena are part of 1 and 2.<sup>15</sup>

Derived from the explanation above, it can be concluded that basically translation consist of source language, target language, and equivalent meaning. It has transferring messages from one language into other languages which must be equivalent without any adding within omitting rather than focus of transform the words and grammatical forms.

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<sup>13</sup> J.C.Catford, *Linguistic Theory of Translation*.(London: Oxford University Press,1987), p.20

<sup>14</sup> Mahmoud Ordudari, *Translation Procedures, Strategies and Methods*, Vol.12 (1), 2017 Available on: <http://www.bokorlang.com/journal/41culture.htm> . (Monday, Sept 14<sup>th</sup> 2019).

<sup>15</sup> Basil Hatim and Jeremy Munday. *Op.Cit*, p.6

## 2. Process of Translation

The translation process plays an important role to produce a good translation. The translators have their style and ways to translate language. However, to translate in an appropriate way the translator ought to consider the rules of translation such as grammatically, style, culture, and background. Therefore, the researcher explains some theories of process of translation according to different experts.

Rachmadi stated that many cases the process of translation is not linear, but it usually goes back and forth finally the translator can come to the most equivalent translation of the original text. He also lists the steps in translation process. The process as follows: understanding the meaning of the text in the source language, looking for an equivalent meaning or message in the target language and restructuring the equivalent meaning or message in the target language into an accepted form of text in target language.<sup>16</sup> In the process of translation the things that must be considered and become important by a translator is to be able to understand the message from the source text and find the equivalent of its meaning to be conveyed to the target text.

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<sup>16</sup>S.Rachmadi and Zuhridin Suryawinata, *Materi Pokok: Translation*, (Jakarta: Universitas Terbuka, 1999), p. 42

Besides, Nida and Taber distinguish translation process into three steps:

- a. Analysis, in which the surface structure (i.e., the message as given in language A) is analyzed in terms of (a) the grammatical relationships and (b) the meaning of the words and combinations of words
- b. Transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B, and
- c. Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language. This approach may be diagrammed as in the following diagram.<sup>17</sup>

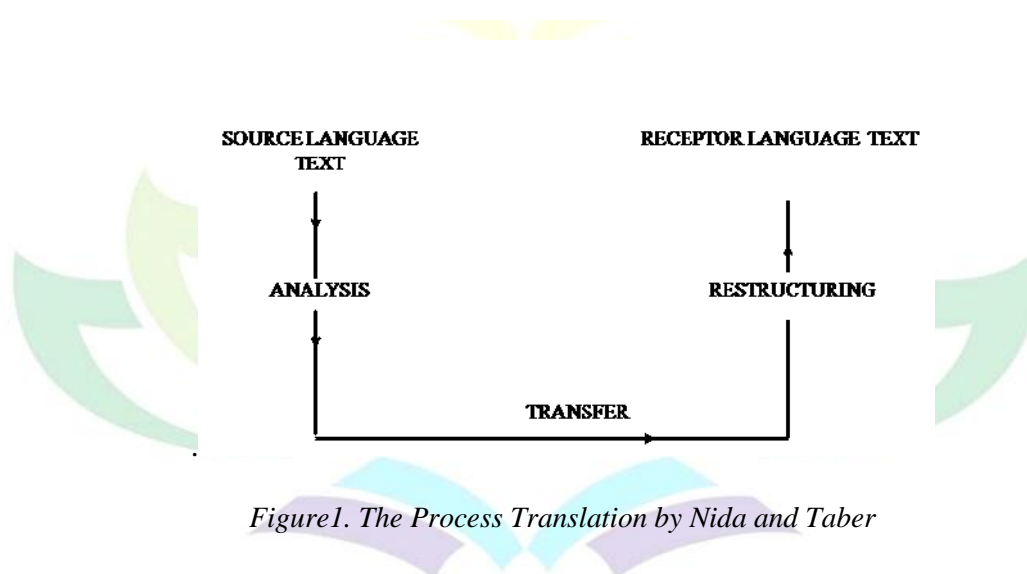


Figure 1. The Process Translation by Nida and Taber

Based on the diagram, it can be seen the translator has to do three steps of the process of the translation. Firstly, the translator has to do is analysis and identify the whole of source language, which contains the grammar structure and the meaning of each word or sentence as a component of language. Then elaborate the components that have been identified in order to look the relationship each other and their respective functions. Secondly,

<sup>17</sup> E.A. Nida and R. Taber, *Op.Cit.*, p.33

From the results of the analysis that has been done before. Then the translator starts to transfer the language based on the results of the analysis and the translator understanding from language A to language B. Thirdly, after analysis the source language text and transferring it to the receptor language text. The translator reconstructing or rearrange the components contained in language A into language B to make equivalent meaning.

Based on the explanation above, it can be concluded that the process of translation is a complex activity. The translator must be a concern on how to produce a good translation. Consequently, the important thing of process translation has to find the closed equivalence of meaning to understood by the receiver of target language.

### **3. Types of Translation**

One of the common problems of translating is determined the suitable types of translation to apply in translating. The translator should know what type of translation is appropriate to use in translating. In the selected appropriately, the translator must be considered about the type of text, the target audience, the intentions of the author of the text, and the purpose of translating the text. To be clear, translation has several types from several expert's opinions.

According to Larson, translation is divided into two major parts:

- a. Meaning-based translation, meaning-based translation makes every effort to communicate the meaning of the source language text in the natural

forms of the receptor language. Such translation is called idiomatic translation.

- b. Form-based translation, attempts to follow the form of Source Language and is known as literal translation.<sup>18</sup>

Another opinions by Newmark, the types of translation divided into several types, namely:

- a. Word For Word Translation, often demonstrated as interlinear translation, with the target language immediately below the source language words, the source language word-order is preserved and the words translated singly by their most common meanings, out of context.
- b. Literal Translation, The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context.
- c. Faithful Translation, attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures.
- d. Semantic Translation, semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning).
- e. Adaptation Translation, the source language culture converted to the target language culture and the text rewritten.

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<sup>18</sup>Mildred Larson, *Op.Cit.* p.17.



- f. Idiomatic Translation, reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- g. Communicative Translation, attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.
- h. Free Translation, it means that text of translating can modification without boundaries of source language about grammatically.<sup>19</sup>

Referring to explanation above, some experts proposed different types of translation. It can help translator to select the appropriate types when translating idioms. In this case, the more suitable and efficient types of translation when it applies to translating idiom by using idiomatic translation by Newmark and meaning based translation by Larson. It is because the idiom translated by looking contextual rather than considering grammatical structure of the individual words of the idiom.

## **B. Concept of Idiom**

Idiom is one of the variations of languages. It frequently used in a wide variety of situations and contexts. In origin countries like Britain, they are native speakers often using idioms in daily conversation. But in a non-English-speaking country like Indonesia does not aware of the existence of idioms expression in English. Thus, to be clear the researcher presents variously definition idioms by experts.

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<sup>19</sup> Peter Newmark, *Op.Cit.*, p.45-47

## 1. Definition of Idiom

Idiom is a language in the formation of the unique and fixed expressions in the using process.<sup>20</sup> Which means that expressions formed by idioms cannot guess easily because it has an ambiguous term.

Furthermore according to O'Dell and McCharthy, idioms are fix combination of two words whose meaning often difficult to guess from the meaning each other.<sup>21</sup> In other words, idioms are multiword expressions that cannot be separated by individual words to guess the meaning.

According to Redman idiom is a group of words with a meaning that is different from the individual words and often difficult to understand from the individual words<sup>22</sup> It means that the form of idioms no connection with the original meaning. Thus, to find the meaning of idiom cannot be translated by literally.

Baker proposed idiom as frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components.<sup>23</sup> It refers that, form of idioms cannot change and separated. The meaning of an individual component of idiom is untranslatable. Based on the explanation above, considers five conditions for idioms which come as follow:

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<sup>20</sup>Lanchun Wang and Shuo Wang, *A study of idiom translation strategies between English and Chinese . Theory and Practice in Language Studies*, Vol. 3 (9), 2013 (Wednesday, Oct 23<sup>rd</sup> 2019)

<sup>21</sup> Felicit y O'Dell and Michael McCharthy, *English Idiom in Advance Use*, Cambridge (London:University Press, 2010), p. 6.

<sup>22</sup> S Redman, *English Vocabulary In Use*, (Jakarta: Erlangga,2002), p.40

<sup>23</sup> Mona Baker, *Op.Cit*, p.63

- a. The order of the words in an idiom cannot be changed. The way the words are put together is fixed and they cannot change their place. E.g. “go to rack and ruin” not “go to ruin and rack”.
- b. The words in an idiom cannot be omitted. We as the users of the languages are not target texted to delete some of the words of a particular element. E.g. “shed crocodile tears” not “shed tears”.
- c. There are no extra words that might be added to an idiom. E.g. “have a narrow escape” not “have a narrow quick escape”.
- d. No words in a idiom can be replaced by another word. E.g. out of sigh, out of mind” not “out of sigh, out of heart”
- e. The grammatical structures of an idiom cannot also be changed. We have the idiom of “ring the bell” but we don’t have “the bell was ringed.”<sup>24</sup>

Based explanation above, idiom has special characteristic and particular form that is the combination of two or more words whose meaning cannot be interpreted literally. It already has a construction or form and pattern that cannot be changed. The most important of idiom is perfect transfer the meaning without considering the grammatical structure.

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<sup>24</sup> *Ibid*

## 2. Types of Idiom

Idiomatic expression have several types, there are various types of idiom stated by some expert. Fernando classifies the idiomatic expressions into three sub-group, as follows:

### a. Pure Idiom

Pure idioms can be described as a kind of conventionalized non - literal multi word expressions. The meaning of such idioms cannot be decoded by combining the meanings of their individual parts. For example, *buaya darat* means playboy.

### b. Semi Idioms

These kinds of idiomatic expressions, it has at least one component with a literal meaning and another with non-literal meanin. For instance, the Indonesian idiomatic expression *pasar gelap* means black market.

### c. Literal Idioms

These kinds of idioms are semantically less complex than the other two, and therefore easier to understand, even if one is not familiar with these expressions. However, these idiomatic expressions do qualify as idioms because they are either completely invariant or allow only limited variation. For instance, idiom such as *on foot* and *on the contrary* are, from the semantic point of view, less complex than the pure and semi idiom, and hence easy to comprehend by an individual even if he or she is not familiar with.<sup>25</sup>

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<sup>25</sup> Chitra Fernando, *Idiom and Idiomaticity*. (London: Oxford University Press.1996), p.35

Furthermore, according to Seidl and McMordie classify idioms into the following groups:

a. Key words with idiomatic uses

- 1) Adjective and adverb, e.g. bad news, a big mouth, in short, it is high time
- 2) Noun, e.g. by the way, in the end, the bottom line
- 3) Miscellaneous, e.g. after all, how in the world, it is too bad

b. Idioms with nouns and adjectives

- 1) Noun phrases, e.g. a blessing in disguise, a breath of fresh air
- 2) Adjectives + noun, e.g. a blind date, a close call, a narrow escape

c. Idiomatic pairs

This kind of idiom consists of some combination. Five different types are given as follows:

- 1) pairs of adjectives, e.g. safe and sound,
- 2) pairs of nouns, e.g. flesh and blood,
- 3) pairs of adverbs, e.g. in and out,
- 4) pairs of verbs, e.g. sink or swim,
- 5) identical pairs, e.g. all in all.

d. Idioms with prepositions, e.g. at ease, behind the scenes, in a flash, out of bounds

e. Phrasal verbs, e.g. break up, go on, get out, settle down, get up

f. Verbal idiom

- 1) Verb + noun, e.g. throw a party

2) Verb + prepositional phrase, e.g. keep in touch

g. Idioms of comparison , e.g. as black as coal, as dumb as a statue, to eat like a horse, to go like the wind<sup>26</sup>

From the type of idiom mentioned above, it can be concluded that there are many types of idioms. The first important to translate idiom, the translator has to recognize idiom in the text. The types of translation can provide information to be able the translator can recognize those type of idioms to produce a good idioms translation.

### 3. Difficulties in Translating Idiom

In the process of translating, the translator often get difficulties during translating especially in translating idiom. It contains figurative language that cannot be translated by literally may show up. If translated by literally, it would be meaningless. Hence, some translator gets trouble in translating idiom.

It was supported statement by Mezmaz meryem that a translation problem is any type of difficulty in the source language (SL) text that obliges the translator to stop translating. This difficulty is mainly due to grammatical, stylistic, cultural or lexical problem.<sup>27</sup> Lexical problems usually occur when a word or an expression is not understood, misunderstood or totally

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<sup>26</sup> J Siedl & W McMordi. *Op. Cit.*, p.13

<sup>27</sup> Mezmaz Meryem, *The Problem o f Idiom Translation*, (Constantine: Mentouri University:2010), p.19

unknown to translators. Synonym, polysemy and monosemy, collocations, metaphors and idioms are considered as the most common lexical problems.

According to Straksiene, one in all the issues a translator faces in translating idioms is that the lack of equivalence on the idiom level. All languages have idioms. However as a translator it is difficult to search similar equivalent within the source language in target language. Idioms could contain a culture-bound item and it is obstacle for the translator.<sup>28</sup>

According to Baker proposed the main difficulties may faced in translating idioms are summarized follows:

a. There is no equivalent between an idiom and the target language.

It is difficult to find the closest equivalent in target text whether meaning and form. Which means it can be difficult It happen because meaning of language interpreted by many ways.

b. Context of idiom use may be different.

An idiom or fixed expression may have a similar counterpart in the TL but different in the context of use. It means that we can find the equivalent of both of languages and the meaning of idiom may similar meaning to the target text but different context of use.

c. Frequency of idiom use different in the SL and TL.

The very convention of using idioms in written discourse, the contexts in which they can be used and their frequency of use may be different in the

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<sup>28</sup>M.Straksiene. *Analysis of Idiom Translation Strategies from English into Lithuanian.*(14), 13-19. 2009. Available on: [www.ceeol.com](http://www.ceeol.com). (Monday, Sept 9<sup>th</sup> 2019)

source and target languages. Basically as a non- native speaker has struggle to translate idiom, because they not familiar with it while in written or spoken.<sup>29</sup>

Moreover, Davies proposed the difficulties in translating idioms as follows:

a. Recognize of idioms

There are various types of idioms, some can easily recognizable and some not. Idiom cannot be separated by their words. It causes meaning of idiom can be different from the original word. Hence the major difficulty for the translator is being able to recognize idiom.

b. There is no equivalent in the target language

Idiom contains culture language difficult to translate. It has difficult to find the closest equivalent and finding words that are not in the dictionary in the target language. At least translator should have background knowledge have to deal with difficulty.<sup>30</sup>

It can be concluded that translating idioms is not easy as usual, because idioms are too difficult to guess correctly. Mostly people translate idioms by literally, moreover they cannot recognize idioms. Therefore, the translator should be careful to translate idioms accurately and need strategies for solving problems faced in translating idiom.

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<sup>29</sup> Mona Baker. *Op.Cit.*, p. 68-70

<sup>30</sup> Martin G Davies. *Multiple voices in the translation classroom: Activities, tasks and projects*. (Amsterdam: John Benjamins.2004), p.193



#### 4. Strategies of Translation Idiom

The term strategy is often said similarly to the term ways or methods. Loescher argues that strategy is a translator's way of dealing with issues related to translation.<sup>31</sup> In this case, idiom becomes tricky to translate without a strategy. A perfect transfer meaning of idiom should be understood by the reader or listener. Therefore, the translator must use the appropriate strategies in translating English idioms to produce a good idioms translation.

According to Vinay and Darbelnet cited in Munday identify seven translation strategies: Borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation. In their view, there are many strategies to translate. But, the proper strategy to translate idiom by used equivalence strategy. It is because equivalent strategies focus to find an equivalent in source language to target language without reducing the original meaning.<sup>32</sup>

Another strategy that can apply to translate idiom according to Mollanazar divided into two strategies. First, an appropriate idiom is found in the target language as it is equivalent. Secondly, when there is no proper idiom in the TL meaning should be used.<sup>33</sup>

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<sup>31</sup>W Loescher, *Translation performance, translation process and translation strategies*.(Tuebingen: GutenNarr, 1991), p.8

<sup>32</sup>Jeremy Munday. *Translating the foreign: The invisibility of Translation. In Introducing Translation Studies: Theories and Applications*. (London: Routledge, 2001), p. 144-161.

<sup>33</sup>H. Mollanazar. *Principles and Methodology of Translation*. (Tehran: SAMT, 2004),p.52

Meanwhile, Baker also proposed into four strategies that can be used to translate idioms in following below:

### 1. Using an Idiom of Similar Meaning and Form

This strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source-language idiom and, in addition, consists of equivalent lexical items.<sup>34</sup> For example:

SL: They are my *right-hand* man.

TL: Mereka adalah *tangan kanan* ku.

From the example above, the idiom *right-hand* is translated *tangan kanan* in target language. The SL and TL has idiom of similar meaning and form. It will be the same construction in meaning when it is translated back into English because of its similar and meaning form in both languages.

### 2. Using an Idiom of Similar Meaning but Dissimilar Form

It is often possible to find an idiom or fixed expression in the target language which has a meaning similar to that of the source idiom or expression, but which consists of different lexical items. This strategy uses different lexical items.<sup>35</sup> For example:

SL: Bill is a *left-handed* man.

TL: Biill seseorang yang *kidal*.

From the example above, the idiom *left-handed* is translated *kidal* into target language. In this case, *left-handed* has similar meaning but also has

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<sup>34</sup>Mona Baker, *Op.Cit.*, p.72

<sup>35</sup>*Ibid.* p.74

dissimilar meaning when it is translated back into English because of its similar meaning and dissimilar form in both languages. The transferring strategy is accepted because it uses the different lexical items to express the same idea.

### 3. Translation by Paraphrase

This is by far the most common way of translating idioms when an equivalent cannot be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target language.<sup>36</sup>

For example:

SL: I hope you will pass the exam, *break a leg*.

TL: Aku berharap kamu akan lulus ujian, *semoga beruntung*.

From the example above, the idiom *break a leg* is translated *semoga beruntung* in target language. It showed that the translator use paraphrasing strategy because of differences in style of the source and the target languages. It is translated based on its context which is more acceptable and understandable to find appropriate meaning in the target language.

### 4. Translation by Omission

As with single words, an idiom may sometimes be omitted altogether in the target text. It is because it has no close equivalent in the target language, its meaning cannot be easily paraphrased, or for stylistic

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<sup>36</sup> *Ibid*

reasons.<sup>37</sup> For example:

SL: Gaga kicks the ball again *for good measure*.

TL: Gaga menendang bola lagi.

From the example above, the expression *at all* is omitted by the translator, which should be translated as *as extra or in addition*. Otherwise, the message from the source language does not a loss in the target language, Therefore it is acceptable that the translator using translation by omission strategy.

By looking at the translation strategies mentioned above, this research used the strategy in translating idiom by Baker's theory to analyze the data. It is because Baker's theory provides the four strategies that suitable for students when translating idioms in narrative text as a solution.

### C. Concept of Narrative Text

There are many kinds of text that students learn. Every kind of text has different characteristics and functions. In this research will focus on narrative text that contains idiom as a object of the data. Therefore the researcher present concept of narrative in following below:

According to Anderson, the narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.<sup>38</sup> Which means narrative text is an imaginative text that aims to entertain the reader or listener.

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<sup>37</sup> *Ibid.* p.77

<sup>38</sup> Mark Anderson & Kathy Anderson, *Text Type In English*. (South Yarra: Macmillan Education, 1997), p.2

According to Oshima, Narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen.<sup>39</sup> In other words, narrative text contains problematic event. It present in general to detail in order to make the story sequence.

Holmqvist states idioms can be used for several different purposes in a text. It argues that they more often in narrative text. It can be used for context relating to both characters and other situations, such as the description of the setting and so on.<sup>40</sup> To be clear, the researcher provide example of narrative text that contains idiom in the following below:

### **The Unlucky Man**

One day, there was a man lived in a little house. His life was very dark than the others. He wore shabby clothes and always dirty. On sunny day, he *got the axe* at work a while back. The man felt *down in the mouth* of that tragedy. He stared at the sky. “How poor I am no one *give me a hand*,” said the man.

Ten minutes later, he decided to *hit the sack* because he was so tired. Suddenly, the large and scary monster appeared in his house. The man presumed that it was a nightmare. But the monster came close and said “you are not dreaming man”. The man was *as pale as a ghost* when saw the monster. Who...who are you? Said the man. The monster said, “you are so lucky one in the world I will help you. Now you need to eat a lot because

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<sup>39</sup>Alice Oshima&Ann Hogue, *Introduction to Academic Writing, Third Edition*,(Longman Pearson: United State of America, 2007), p. 24

<sup>40</sup> J.Holmqvist. *Idiomatic Expressions in Fiction: A Textual Analysis of the Use and Effects of Idioms in Donna Tartt's The Secret History*. 2015. Available on: <http://www.diva-portal.org/smash/get/diva2:791008/FULLTEXT01.pdf> (Monday, April 10<sup>th</sup> 2020).

you are so thin and I will give you something.” Then, the monster gave £100,000 to the man.

The man was scared of the monster but the man could not *miss the boat*. He decided to take the money. “Thank you! Thank you! You are monster but you are a *good egg*.” said the man. A few months later, the man became fat. He used the money lavishly. *Day by day* his money became less. The man worried and hope the monster will back again to help his life once more. One day, *out of the blue* the monster appeared and licking his lips said, “Oh! You are the perfect dinner.” Then, the monster ate the man in *one fell swoop*.

Cc: <http://kaysummerisp.blogspot.com/2012/08/intermediate-grammar-idiom-stories.html>

*Figure 2. Example of Narrative text*

Based on the explanation above, the narrative is a kind of text that tells a fiction or non-fiction stories in a past event that might contain idioms. The narration believes that idioms commonly used and found in this text. Idioms can be used successfully both in the dialog and narration of a text to make the story being impressive and natural than usual. Hence, the researcher used a narrative text that contains idioms as an object of data analysis.

#### **D. Relevant Studies**

The first previous research conducted by Kusuma Chandra entitled “An Analysis on Students’ Translation Procedure of Idiom in Narrative Text”. The research method used in this reseach was descriptive study. It was used to describe and find out the translation procedure used by sixth semester students in their translation. The sample of this research was 24 students. The result of

this study showed that there were eight procedures that students used in their translations and there are three procedures that students tend to use. They are equivalence procedure that was used 57 times (26.39%), paraphrase procedure that was used 43 times (19.91%), and literal translation procedure that was used 35 times (16.20%).<sup>41</sup>

Secondly, research conducted by Dian Paramita Ayuningtyas, Muhimatul Ifadah, Siti Aimah entitled “Students’ Difficulties in Translating Idiomatic Expression From English Into Indonesian”. This research aimed to find out about how students translate the idiomatic expressions, and the difficulties experienced by students during the translating process. Sample of this research were 18 English Education students. The result of accuracy level then leads to the analysis of students’ difficulties in translating idiomatic expressions. The research found that 15% of students’ translations were totally inadequate, 23% were inadequate, 10% were adequate, 14% were almost successful, and 38% were successful. Meanwhile, the translation difficulties experienced by students were lexical difficulty at 73%, stylistic difficulty at 67.5%, cultural difficulty at 66%, and 64% for grammatical difficulty.<sup>42</sup>

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<sup>41</sup> Kusuma Chandra, *An Analysis On Students’ Translation Procedure of Idiom In Narrative Text*. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 5(4).2014. Available on: <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/14690> (Sunday, Sept 23<sup>rd</sup> 2019).

<sup>42</sup> Dian Paramita Ayuningtyas, Muhimatul Ifadah, Siti Aimah, *Students’ Difficulties in Translating Idiomatic Expression From English Into Indonesian*. In *English Language and Literature International Conference (ELLiC) Proceedings*. Vol. 2, pp. 494-501. 2018. Available on: <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3579> (Sunday, Sept 23<sup>rd</sup> 2019).



Thirdly, research conducted by Donny Bhaskara Wicaksono, Erly Wahyuni entitled “An Analysis of The Strategies Used in Translating Idioms in Indonesia Into English found in Indonesian Legends”. The purpose of this study is to find out; the meaning of the idiomatic and the various strategies which are used in translating idioms in Indonesia into English found in Indonesian Legends. This research used descriptive qualitative as research design. The documents of the research consisted of the Bahasa Indonesia (SL) and English (TL) translation versions of five Indonesian Legends, namely; Batu Kuwung, Batu Menangis, Gunung Merapi, Tangkuban Perahu and Candi Prambanan. This study revealed that idiomatic expression translation strategy by paraphrasing was the most dominant strategy used by the translator in translating the idiomatic expressions found in five Indonesian Legends (11 out of 18 cases). Meanwhile, the second most common strategy was translating by omission (6 out of 18 cases). The last was the strategy of using an idiom of similar meaning and form which only (1 out of 18 cases). Thus, it can be concluded that the translator only applied three strategies out of the main five strategies of translating idiomatic expression suggested by Baker.<sup>43</sup>

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<sup>43</sup> Donny Bhaskara Wicaksono, *An Analysis of the Strategies Used in Translating Idioms in Indonesia Into English Found in Indonesian Legends*. *Celtic: A Journal of Culture, English Language Teaching, Literature & Linguistics*, Vol.3(1), 45-55. 2018. Available on: <http://ejournal.umm.ac.id/index.php/celtic/article/view/7858/0> (Sunday, Sept 23<sup>rd</sup> 2019).



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used a descriptive qualitative as the design of the research. It is supporting statement by Lodico et Al said that qualitative research tried to found out a meaning, to examine process, and to get insight in great detail understanding of an individual, group, or situation.<sup>44</sup> Descriptive qualitative study is aimed to record an event, situation, or circumstance. Besides, Fraenkell and Wallen also state that qualitative research is a study that investigates the quality of relationships, activities, situations, or materials.<sup>45</sup> It means qualitative is research that focuses on describing all data or something related by human situation or behavior rather than analyze numbers.

By the statement above, research design necessary for the researcher as a methodology for finding out the phenomenon that occurs in the field of the research. Therefore, this research used descriptive qualitative to describe how the translation difficulties faced by students and strategies used by students to translate English idiom into Indonesia in narrative text.

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<sup>44</sup>M.G Lodico, D.T Spaulding, and K.H Voegtle, *Methodes And Education Research, From Theory to Practice*, (Ca: John Wiley and Sons Inc, San Francisco, 2006), p.269

<sup>45</sup>Jack Fraenkel, Norman Wallen, and Hyun, H, *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill, 2012), p.459

## B. Research subject

Research subject required to conduct this research. The larger group or population of this research consists of three classes which consist of 134 students. Meanwhile, the researcher selected a sample part of population by used purposive sampling technique. Purposive sampling technique is research intentionally select individuals and sites to learn and understand the central phenomenon reason.<sup>46</sup> In this case, the sample of this research chosen based on a certain consideration. It selected from the students that have average low score. It was showed on the table of students' average scores below:

**Table 1**  
**The Students' Average Score of Idiom Translation at the fifth semester of English Education in Raden Intan academic year of 2019/2020**

No	Class	Male	Female	Number of students	Average Scores
1	E	6	44	50	72,06%
2	F	10	40	50	73,02%
3	G	4	30	34	68,00%
<b>Total</b>		20	114	134	71,02%

*Source: Documentation of English Education Study Program in Raden Intan State University Islamic Lampung.*

Based on the table, It can be seen that students at the fifth semester of English Education Raden Intan State Islamic University of Lampung in the academic year of 2019/2020 have various scores. But, G class has average low score than

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<sup>46</sup>John W Creswell, *Educational Research*, (4th Ed), (New York: Pearson Education, Inc., 2012), p.206

the other class. Therefore, the researcher chosen 20 students of G class as the sample of this research.

### C. Data Collecting Technique

Data collecting technique is the first step to get the data in this research. Creswell states that qualitative data collection consists of collecting data using forms with general, emerging questions to permits the participant to generate responses; gathering word (text) or image (picture) data; and collecting information from small number of individuals or sites.<sup>47</sup> Therefore, in collecting the data the researcher used document and interview.

#### 1. Document

Document is one of the kinds to collect the data. Document is printed or written records have existed before the start of the study, such as a personal diary, or that were created after the study began such as students essays.<sup>48</sup> Besides, the researcher collected the document data that given by the lecture to the students. The document test is translating narrative text which contains 10 idioms from English into Indonesia.

#### 2. Interview

Interview is a dialog done by an interviewer and interviewee to gain or collect information.<sup>49</sup> Which means interview is one way to gather information about the finding of the research. The type of interview in this

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<sup>47</sup>John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston: Pearson Education, 2012), p.205

<sup>48</sup>Marguerite Lodico.et.al., *Op.Cit.*, p.266

<sup>49</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta,2006), p.155

research used semi-structured interview. According to Sugiyono, the semi-structure interview is an indepth-interview, which is conducted with a relatively open framework that allows the interviewer to ask more openly about particular topic.<sup>50</sup> The researcher asked 8 questions to the students. The question consisted of the students' opinion about the difficulties in translating English idiom into Indonesia. The result of interview needed to find out the students' difficulties in translating idioms.

#### **D. Research Instrument**

The research instrument has a significant role part to support the research. Sugiyono stated in qualitative research the researcher in primary instrument for data collection and analyzing the data makes the conclusion.<sup>51</sup> In others word, the major instrument in this research is the researcher. In this case, the description of those instruments as follows:

##### **1. Document**

The instrument of this research used document of students translate. The document was narrative text which contains 10 idioms from English into Indonesia. The document used by the researcher to analyze the students' work in translating English Idiom into Indonesia in narrative text. It purposed to know students' strategies used in translating idiom from English into Indonesia. The specification of document as follows:

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<sup>50</sup>Sugiyono, *Metode Penelitian Pendidikan Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta,2016), p.125

<sup>51</sup>Sugiyono, *Statiska untuk Penelitian*. (Bandung: Alfabeta, 2011), p.213

**Table 2**  
**Specification of the Students' Document of Students' Translate**

Source Text	Target Text	Meaning	Translation Strategies
1. 2.			Using idiom similar meaning and form
1. 2.			Using idiom similar meaning but dissimilar form
1. 2.			Paraphrase
1. 2.			Omission

2. Interview

To support data of document, the researcher conducted an interview to find the difficulties faced by the students during translating English idiom into Indonesia. The interview consists of 8 questions that asked about the students' opinion of difficulties in translating English idiom into Indonesia.

The researcher used the specification of interview as follows:

**Table 3**  
**Specification of the Students' Interview**

No	Component of Interview	Items
1	To know the students' difficulties in translating idiom.	1,2,3,4,5
2	To know how the students deal with the difficulties in translating idiom.	6,7,8
<b>Total</b>		<b>8 items</b>

### **E. Research Procedure**

In collecting the data for this research, the procedure of the research as follows:

1. The researcher selected one class that took translation subject at the fifth semester of English Education Raden Intan State Islamic University of Lampung in the academic year of 2019/2020 as a sample subject.
2. Lecturer distributed the task to the students that contained English idioms in narrative text.
3. The researcher collected the result of document of students translated.
4. After collected the document, the researcher did interview with the students to know their difficulties faced in translate idioms.
5. The researcher analyzed the result of document students' translate and students' interviews.
6. Then, the researcher made conclusion.

### **F. Trustworthiness of Data**

The qualitative research must be contains validity. In this research, trustworthiness of data necessary to strengthen or believe the data generated. Furthermore, one ways to get validity and accurate data by applied triangulation. According to Setiyadi, Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of a

single method in collecting the qualitative data is often considered not enough.<sup>52</sup> It means triangulation useful to strengthen the data and accurate conclusion. There are kinds of triangulation as follows:

1. Triangulation of time. Triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out by the same group with different time.
2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
3. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of method. In triangulation of method, the researcher used the different method for collecting similar data.
5. Researcher triangulation. In researcher triangulation, for collecting the same data, it was done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with the different approach, namely quantitative and qualitative so the researcher collected the both of data from those approaches.<sup>53</sup>

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<sup>52</sup>Ag.Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.246

<sup>53</sup>*Ibid*, p.346-347

Referring explanation above, to check the validity and accuracy of the data in this research used triangulation methods. The data collected more than one data method. Therefore, based on the previous discussion of the data collecting technique the researcher has explained. The researcher used the document students's translate and interview to obtain the data needed. Which has done validated by Ms. Nunun Indrasari,M.Pd as an experts.

## G. Data Analysis

Data analysis is the process of organizing the data to get the pattern of other explanations from whereas data interpretation is the process of giving meaning to the result of data analysis.<sup>54</sup> This means that the data analysis should be elaborate on the data which has collected to make a clear conclusion. Data analysis in this research used three major phases according to Miles and Huberman there are data condensation, data display, conclusion drawing, or verification.<sup>55</sup>

### 1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appears in the full-body (body) of written-up field notes, interview transcripts, documents, and other empirical materials.<sup>56</sup> In this step, the researcher determines data take from documents of student translation to identify strategies used by students and interview students to know the difficulties faced by students.

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<sup>54</sup> Ag.Bambang Setiyadi, *Op. Cit*, p.346-347

<sup>55</sup> Mathew B.Miles, Huberman and Saldafta. *Qualitative data Research*. (London: Sage Publication,2014), p.31

<sup>56</sup> *Ibid*



## 2. Data display

After reducing and analyzing the data, the next activity was displayed the data to be clear and simple. Data Display can be done by narrative form, table, graphic, and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it be more easily understood.<sup>57</sup> In this step, the data that has been reduced is then described as research data containing translation difficulties and strategies in table form and narrative. Then, the researcher got a conclusion to answer research findings in this research.

## 3. Conclusion Drawing or Verification

The last step of activity analysis is conclusion drawing and verification.<sup>58</sup> In this step, the researcher concluded and verified the answer to the research question that has been done in displaying the data by comparing the document, and interview. Then, the researcher concluded students' difficulties and strategies in translating idioms in the fifth semester of English Education Raden Intan Lampung.

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<sup>57</sup>*Ibid*

<sup>58</sup>*Ibid*

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

### A. The Result of Data Analysis

In this research, the researcher obtained the data used document of student's translate and interview as a data collecting technique. It aims to find the research finding and analyzed the data. In this section, the data were analyzed by using Miles and Huberman's theory through the following steps below:

#### 1. Data Reduction

##### a. Document

The researcher gained the result from document of student's translated that has done in preliminary research. The document was narrative text that contains 10 idioms from English into Indonesia. (See in appendix 1 on page 70).

**Table 4**  
**The result of documentation of the test of Idiom Translation at the fifth semester of English Education in Raden Intan academic year of 2019/2020**

No	Students' Score	The Number of the Students	Percentage
1	100	11	8,2 %
2	90	11	8,2 %
3	80	24	18 %
4	70	43	32 %
5	60	28	20,9 %
6	50	17	12,7 %
7	40	-	-
8	30	-	-
9	20	-	-
10	10	-	-

<b>Total</b>	<b>134</b>	<b>100%</b>
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Based on the result of documentation test above, the researcher concluded that it consist of 134 students in documentation of the test result. The students who got score 100 and 90 are 11 students or 8,2%. The other the students got the score 80 are 24 students or 18%. Then, the students got the score 70 are 43 students or 32%. While the other students got the score 60 are 28 students or 20,9%. And the students got the score 50 are 17 students or 12,7%. The last there is no students got the score 40, 30, 20, and 10 or 0%.

#### **b. Interview**

In this research, the interview was used as supporting instrument. The researcher had done an interview with the students to investigate the difficulties faced by the students during the process of translating English idiom into Indonesia in narrative text.

The researcher asked eight questions to the students. The question consisted of the students' opinion about the difficulties in translating English idiom into Indonesia in narrative text (see Appendix 7 on page 102). Moreover, the interview based on provided theory by Mona Baker and Martin Davies (see on page 21).

## 2. Data Display

In this step, the researcher analyzed the data that had been reduced before and displayed them below:

### a. Document

After doing the analysis, the researcher found 10 total number of idioms in the narrative text. Each idiom was translated by using strategies by Baker classified are shown below:

### 1. Strategies Used in Translating Idioms

#### a. Translation by Using Idiom in Similar Meaning and Form

The researcher found there are 2 idioms were translated by this strategy. The explanation about the translation by using this strategy in following below:

Table 5  
Translation by Using Idiom in Similar Meaning and Form

1	<b>Source Text</b>	Then, the monster ate the man in <i>one fell swoop</i> .
	<b>Target Text</b>	Kemudian, raksasa memakan lelaki itu dalam <i>sekali serangan</i> .
2	<b>Source Text</b>	He used the money lavishly. <i>Day by day</i> his money became less.
	<b>Target Text</b>	Dia menggunakan uangnya dengan boros. <i>Hari demi hari</i> uangnya menjadi berkurang.

From the data above, the idiom *one fell swoop* was translated *sekali serangan* into target language. According to NTC'S American Idioms Dictionary *one fell swoop* means *single decisive with powerful*

*action*.<sup>59</sup> In this context, the word *swoop* has similar meaning with *attack* to express *someone attacked by single powerful action*. It was accepted because the idiom is reflected to express *sekali serangan*. It was proved that while it translated back into English it will be the same meaning. But it does not only occurred to the same meaning but also same construction. The form of both idiom and meaning as a noun. So that, while it was translated back into English it will be same because of it is similar meaning also form in both languages.

Also, idiom *day by day* was translated *hari demi hari* into target language. According to NTC'S American Idioms Dictionary *Day by day* means *on each successive day*.<sup>60</sup> It has similar meaning with *sequence of day*. It was accepted because it has similar meaning to express *hari demi hari*. It proves that both of meaning and idiom has same meaning and while it translated back into English it will be the same. Moreover, the similarity does not only occurred to the same meaning but also same construction. It proves that the form of both idiom and meaning as a noun. So that, the researcher classified idiom *day by day* to this strategy.

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<sup>59</sup> Richard A. Spears, *NTC'S American Idioms Dictionary 3<sup>rd</sup> Edition*. (The McGraw-Hill Companies: USA, 2005), p.25

<sup>60</sup> *Ibid*, p.87

**b. Translation by Using Idiom in Similar Meaning but Dissimilar form**

Table 6  
Translation by Using Idiom in Similar Meaning and but Dissimilar Form

1	<b>Source Text</b>	The man was <i>as pale as a ghost</i> when saw the monster.
	<b>Target Text</b>	Lelaki itu menjadi <i>pucat ketakutan</i> ketika melihat sang raksasa.

From the data, idiom *as pale as a ghost* was translated *pucat ketakutan* into target language. According to NTC'S American Idioms Dictionary *as pale as a ghost* means *someone very pale or fear of something*.<sup>61</sup> In this case, both of the English idiom and meaning of target text is similar to express *fear*. Meanwhile, the form of both idiom and meaning is different. The idiom *as pale as a ghost* refers to adjective comparison. Whereas, the meaning *very pale or fear of something* entries at the dictionary for the adjective. So that, the researcher classified this idiom in this strategy because it used the different lexical items to express the same idea.

**c. Translation by Paraphrase**

Paraphrase strategy used when translator cannot find the equivalent of idiom, neither in same or different form. The differences between paraphrase strategy and similar meaning but dissimilar form is paraphrase strategy does not concern to differences of forms. But this

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<sup>61</sup> *Ibid*,p 487

strategy concern to transfer the same idea to the target text. Which is the meaning has to suitable and acceptable looking of the context. Meanwhile, the similar meaning but dissimilar form strategy find out the equivalent of idiom, besides that this strategy concern of the differences of form whether the same or not. If the equivalent of idiom has been found.

From the finding of analysis, paraphrase strategy takes the higher frequency of usage by the students. Most of the students used this strategy because they found the close equivalent of the idiom and suitable to the meaning of that idiom. It can be seen the table below.

**Table 7**  
**Translation by Paraphrase**

1	<b>Source Text</b>	On sunny day, he <i>got the ax</i> at work a while back.
	<b>Target Text</b>	Dihari yang cerah, dia <i>dipecat</i> ditempat kerjanya.
2	<b>Source Text</b>	The man felt <i>down in the mouth</i> of that tragedy.
	<b>Target Text</b>	Sang lelaki merasa <i>sedih dan depresi</i> atas kejadian tersebut.
3	<b>Source Text</b>	He stared at the sky. "How poor I am, no one <i>gives me a hand</i> " said the man.
	<b>Target Text</b>	Dia memandangi langit. "kasihan sekali diriku, tak ada <i>seorang pun yang membantuku</i> " kata sang lelaki.
4	<b>Source Text</b>	Ten minutes later, he decided to <i>hit the sack</i> because he was tired.

	<b>Target Text</b>	Sepuluh menit kemudian, dia memutuskan untuk <i>tidur</i> karena ia kelelahan.
5	<b>Source Text</b>	The man was scared of the monster but the man could not <i>miss the boat</i> .
	<b>Target Text</b>	Lelaki itu takut kepada sang raksasa namun sang lelaki tidak dapat <i>menyia-nyiakan kesempatan</i> .
6	<b>Source Text</b>	“Thank you! Thank you! You are monster but are <i>good egg</i> .”
	<b>Target Text</b>	“Terimakasih! Terimakasih! Kamu adalah raksasa yang <i>baik</i> .”
7	<b>Source Text</b>	One day, <i>out of the blue</i> the monster appeared and licking his lips and said, “Oh! You are the perfect dinner.”
	<b>Target Text</b>	Suatu hari, <i>tanpa diduga-duga</i> sang monster muncul dan menjilat lidahnya dan berkata, “Oh! Kamu adalah makan malam yang sempurna.”

From the data, idiom *got the ax* was translated *dipecat* into target language. According to NTC’S American Idioms Dictionary *got the axe* means *someone to get fired*.<sup>62</sup> This translation idiom used paraphrasing strategies to translate the word of idiom. It because if translated by literally will be *memperoleh kampak*. The meaning of the idiom does not make sense of the context of the text. So that, the researcher classifying this idiom using paraphrasing to translate idiom. It proved

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<sup>62</sup> *Ibid*,p.238



that, *got the axe* replaced by *dipecat* because it makes the target text more natural.

From the data, idiom *down in the mouth* was translated *sedih depresi* into target language. According to NTC'S American Idioms Dictionary the idiom *down in the mouth* means *sad-faced, depressed and unsmiling*.<sup>63</sup> This translation is allowed because make the sounds of the text natural. Also, it proves that the idiom was translated by paraphrase because of differences in stylistic with different word but it is transferring acceptable and appropriate to express as the original idiom. If the idiom translate by literally it will be *jatuh ke dalam mulut* which is not accurate. Therefore, they translate by looking to the context of text to finding the closest meaning of idiom.

From the data, idiom *give me a hand* was translated *memberikan pertolongan* into target language. According to NTC'S American Idioms Dictionary *gives me a hand* means *help someone with something*.<sup>64</sup> The translator express the idiom *give me a hand* replacement with *memberikan pertolongan*. It is transferring acceptable and suitable to express as the original idiom because when the idiom translated by literally it will be *memberikan saya tangan* which means the meaning would be inappropriate in target text.

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<sup>63</sup> *Ibid*,p.168

<sup>64</sup> *Ibid*,p.154

From the data, idiom *hit the sack* was translated *tidur* into target language. According to NTC'S American Idioms Dictionary *hit the sack* means *someone go to bed and go to sleep*.<sup>65</sup> This translation idiom used paraphrase strategies to translate the word of idiom. It because if translated by literally will be *memukul karung*. The meaning of the idiom does not make sense of the context of the text. So that, the translator translate idiom by paraphrase strategy to make the meaning as natural as possible in target text.

From the data idiom *out of the blue* was translated *tidak diduga-duga* into target language. According to Oxford Dictionary of Idioms of Idiom *out of the blue* has meaning *situation without warning or very unexpectedly*.<sup>66</sup> If the idiom is translated literally, it will be *diluar dari warna biru*. The idiom *out of the blue* replaced by *tak diduga-duga* in target language. It is transferring acceptable and appropriate to express as the original idiom, although it has differences in stylistic.

Referring to the explantion above, the researcher concluded that the students used 3 out of 4 strategies. And the translation by parapharse is commonly used by students. It because paraphrase strategy is more acceptable and understandable to translate based on the context in the target language.

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<sup>65</sup> *Ibid*,p.304

<sup>66</sup> Oxford Dictionary of Idioms. (Oxford University Press Inc: New York, 2004),p.31

#### d. Translation by Omission

The researcher found that the students are not used this strategy to translated idioms from 10 idioms that were classified.

After the researcher analyzed the result of English idiom translation into Bahasa Indonesia that has done by the students and it was classified by using Baker's theory, the researcher could describe the variation of students' used strategies and it is described in the following table below:

**Table 8**  
**Analysis Result of Document**

No	Source text	Strategies Translated			Un-translated	TOTAL
		ISMF	ISMDF	Paraphrase		
1	On sunny day, he <b>got the axe</b> at work a while back.	-	-	8	12	20
2	The man felt <b>down in the mouth</b> of that tragedy.	-	-	12	8	20
3	He stared at the sky. "How poor I am no one <b>give me a hand,</b> " said the man.	-	-	7	13	20
4	Ten minutes later, he decided to <b>hit the sack</b> because he was so tired.	-	-	8	12	20
5	The man was <b>as pale as a ghost</b> when saw the monster. Who...who are you? Said the man	-	10	-	10	20

6	The man was scared of the monster but the man could not <b>miss the boat</b> .	-	-	<b>6</b>	<b>14</b>	<b>20</b>
7	“Thank you! Thank you! You are monster but you are a <b>good egg</b> .” said the man.	-	-	<b>18</b>	<b>2</b>	<b>20</b>
8	He used the money lavishly. <b>Day by day</b> his money became less.	<b>20</b>	-	-	-	<b>20</b>
9	One day, <b>out of the blue</b> the monster appeared and licking his lips said, “Oh! You are the perfect dinner.”	-	-	<b>15</b>	<b>5</b>	<b>20</b>
10	Then, the monster ate the man in <b>one fell swoop</b> .	<b>20</b>	-	-	-	<b>20</b>
<b>Total</b>		<b>40</b>	<b>10</b>	<b>74</b>	<b>76</b>	<b>200</b>
<b>Percentage</b>		<b>20%</b>	<b>5%</b>	<b>37%</b>	<b>38%</b>	<b>100%</b>

Based on the analysis result above, the researcher found that the highest frequency of the students translate English idiom into Indonesia in Narrative text is by using paraphrase strategy with the percentage is 37%. The second by followed by using Idiom similar meaning and form strategy with the percentage is 20%. The last with the lowest percentage is Idiom similar meaning but dissimilar form strategy with the percentage is 5%. In spite of strategies used by students, some students with the percentage 38% cannot translate the idiom by using strategy. It showed that some students had difficulties in translate English idiom into Indonesia. They have not translated idiom appropriately. Some of students translated idiom by literally, which means the meaning in the source text cannot be transferred

as naturally as possible in target text. It was related to the would be next discussion in the interview session about students' difficulties in translate idioms.

### **b. Interview**

The researcher conducted interview with the students to support the data of document. The interview was given to know their opinion about difficulties and strategies in translating English idiom into Indonesia. The following data was the interview result, referred to the transcription of the interview with the students (see Appendix 8 on page 103).

**Table 8**  
**Analysis Result of the Students' Interview**

No	Question	Answer		
		Easy	Difficult	Very Difficult
1	In the process of translating, do you have difficulty translating idioms in an English text?	-	65%	35%
No	Question	Answer		
		Yes	Sometimes	No
2	Can you identify the idioms contained in the narrative text?	-	10%	90%
No	Question	Answer		
		Yes	Sometimes	No
3	Are you having trouble finding the meaning of the idiom that matches the target text?	85%	-	15%
No	Question	Answer		
		Yes	Sometimes	No

4	Do you have difficulty translating idioms without understanding the context in narrative text?	80%	-	20%	
<b>No</b>	<b>Question</b>	<b>Answer</b>			
		<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	
5	As a non-native speaker, do you find it difficult to deal with differences in the use of idioms in various types of written text and spoken to translate idioms correctly?	75%	-	25%	
<b>No</b>	<b>Question</b>	<b>Answer</b>			
		<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	
6	In translating idioms, do you use strategies?	70%	30%	-	
<b>No</b>	<b>Question</b>	<b>Answer</b>			
		<b>Type 1</b>	<b>Type 2</b>	<b>Type 3</b>	<b>Type 4</b>
7	In the following below which strategy do you often use in the process of translating idioms? - Similar meaning and form - Similar meaning but dissimilar form - Paraphrase - Omission	15%	85%		
<b>No</b>	<b>Question</b>	<b>Answer</b>			
		<b>Appropriate</b>		<b>inappropriate</b>	
8	Why did you choose this strategy in the process of translating idioms?	100%	-		

Based on the interview section with the students' above, the researcher can describe that the students' response was varied. For more detail, the researcher described the students' difficulties in translating English idiom into Bahasa Indonesia as follow:

From the data of question number one, it showed that 13 or 65% students felt difficult to translating especially translate idioms in a text. And 7 or 35% students felt extremely difficult to translate idioms. there are no students felt easy to translate idioms. It was supported theory by Mezmaz Meryem about lexical difficulties in translating. The common translator misunderstood or unknown a word when they faced a lexical translation for example translate idioms. moreover, it was related to the result of the document of the test by students. The students get difficulties in translate idioms. Some students still translate idiom by literally.

From the data of question number two, it showed that 18 or 90% of students were not able to recognize idiom in the text. According to Martin Davies's theory about difficulties to recognize idioms. The first difficulty faced by the translator is to recognize idioms. It is difficult for the students to translate idioms if they did not realize the idiom that appears in the sentences within the text.

From the data of question number three, it showed that 17 or 85% students got difficulties found the closest equivalent of idiom to the target language. According to Baker's theory about difficulties finding the closest equivalent.

Idiom has a different meaning and form to find the closest equivalent in the target text. The meaning of the idiom is unpredictable because it cannot be separated by their words.

From the data of question number four, it showed that 16 or 80% students felt difficulties to translate idiom without understand the context of the text. According to Baker's theory about difficulties in the context of idiom use may be different. To translate idioms needed to look at the context of the sentences of the text in order to guess the meaning of idiom easily. It might be wrong if translate idioms by literally to found the meaning.

From the data of question number five, it showed that 15 or 75% students felt difficulties to translate idiom correctly because of differences of idiom frequency. According to Baker's theory about difficulties of the frequency of idiom use different in the SL and TL. In this case, English idiom is not familiar to the non-native speaker. They did not understand idiom which appears in spoken and written English. So that, non- native speakers have struggled when they are translating idiom from source language into target language.

From the data of the question number six, the researcher has done explain about types of strategies by Baker before the students did the translating test. According to Baker's theory about strategies in translating idiom, stated that types of strategies which are similar meaning and form, similar meaning but dissimilar form, paraphrase, and omission.



Based on the answer of the students, it showed that 14 or 70% students used strategies to translate idioms. and 6 or 30% students sometimes used these strategies. To produce an accurate idiom the strategies needed to use.

From the data of question number seven, the students answer this question based on an explanation about types of strategies that have done explained before translation test by the researcher as similar to the previous question. It showed that the students' types of strategies were varied. Based on the answer of the students, 17 or 85% used paraphrasing strategy, and then 3 or 15% used similar type one which is similar meaning and similar form. It can be concluded that most of the students used paraphrase strategies to translate idioms.

From the data of question number eight, it showed that all of the 20 students with percentage of 100% used paraphrase strategy to translate idioms because they felt this strategy appropriate to find the meaning of idiom easily. By doing paraphrase they can paraphrase the meaning of idiom rather than to explain the meanings of individual idioms. It is supported by Baker's theory about strategies in translating idioms, paraphrase strategy is the most common way of translating idioms.

Based on the explanation above, it can be concluded that the students faced difficulties in translating English idiom into Indonesia because their not able to recognize idiom that appears in the text, difficult to find the closest

equivalent to the target text, and so forth. Therefore, the students used some strategies to produce a good idiom translation.

### **3. Conclusion Drawing**

After displaying the data, the last step of analysis activity in this research of Miles and Huberman's theory. In this part, the findings were divided into two points. They were the students' strategies used in translating idiom and the students' difficulties in translating English idiom into Indonesia. Each point will be discussed below:

#### **a. Students' Strategies Used in Translating English Idiom Into Indonesia in Narrative Text.**

The researcher gained the data by did document of students translate to found the students' strategies used in translating idiom. As a Mona Baker stated there are four strategies used in translate English idioms. There are similar meaning and form, similar meaning but dissimilar form, paraphrase, and omission. Based on the students' result of the document, the researcher found that 3 out of 4 strategies that were used by students to translate idioms as following:

##### **1. Translation by using similar meaning and form**

It found there were 40 data out of 200 idioms or with the percentage 20% translated by similar meaning and form.

##### **2. Translation by using similar meaning but dissimilar form**

It found there were 14 data out of 200 total numbers idioms or with the percentage 7%.translated by similar meaning but dissimilar form.

### 3. Translation by using paraphrase

This strategy is a huge strategy used by students. It found there are 74 data out of 200 total numbers idioms or with the percentage 36% translated by paraphrase. The researcher thinks this strategy was acceptable to translate the idioms.

#### **b. Students' Difficulties in Translating English Idiom Into Indonesia in Narrative text.**

Regarding to the analysis result of document some students with the percentage 37% translate idiom by literally. In other word, they still got difficulties to translate English idiom. Therefore, the researcher also analyzed result of interview with the students in order to know their difficulties in translate English idiom. Based on the students' answer to the interview, the researcher concluded that the students' difficulties based on Mona Baker and Martin Davies were:

1. There are 18 or 90% students were not able to recognize idioms in the sentence within the text. They did not realized that in the text contains idiom.
2. There are 17 or 85% students felt difficult to find closest meaning of idiom accurately.
3. There are 16 or 80% students felt confused to translate idiom without understanding the context of the text. Because they cannot translate it literally.

4. There are 15 or 75% students had struggle to translate idiom because idioms not familiar in their ear and have different frequency of idiom.

## **B. Discussion of the Research**

In this section, the researcher would like to discuss findings of students' strategies used in translating English idiom into Indonesia in Narrative Text by using Mona Baker's theory as the first formulation of this research. While, the researcher discussed the students' difficulties in translating English idiom into Indonesia in Narrative Text by using Davies and Baker's theory as the second formulation of the problem. The explanation as follows:

### **1. Students' Strategies Used in Translating English Idiom into Indonesia in Narrative Text**

Based on the document of students' translate that the researcher got in preliminary research, the researcher found 200 total numbers of idioms that have done translated by the students. Besides, this research found 3 out of 4 strategies suggested by Mona Baker which are, the commonly strategy used by the students is the translation by using paraphrase translate 74 idioms with the percentage 37%.

Translation by using paraphrase was commonly used by the students to translate idioms. As stated by Mona Baker, translation by paraphrase is the most common way of translating idioms when a match cannot be found or it seems inappropriate in the target text.<sup>67</sup> Also, It was strengthen the result of the previous research by Shokooh Khosravi and Mohammad Khatib entitled

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<sup>67</sup> Baker, *Loc.Cit.*p.74

“Strategies Used in Translation of English Idioms into Persian in Novels”, stated that the result about strategies of translate idioms by using paraphrase is more dominant than the other strategies of translating idioms.<sup>68</sup>

The second results revealed translation by using similar meaning and form which translate 40 idioms with the percentage 20%. It was relevant to the previous research by Bhaskara and Wahyuni entitled “An Analysis of the Strategies Used in Translating Idioms in Indonesia into English found in Indonesia Legends.” This research found that translation by using using similar meaning and form is the second most common strategy occurred in the students’ translation.

The last result of document of students translate, translation strategies by using similar meaning but dissimilar form translate 14 idioms with the percentage 7%. In this research, the researcher found this strategy is often frequently used by the students to translate idiom in narrative text. This is in the line with the previous research by Monicha Destaria, stated that the frequency of strategies by using similar meaning but dissimilar form take the lowest to translate idiom.<sup>69</sup> And it was proved to the result of this research which only 14 idioms with the percentage 7% translated idioms.

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<sup>68</sup> Shokooh Khosravi and Mohammad Khatib, *Theory and Practice in Language Studies*, Vol. 2, No. 9, 2012. pp. 1854-1859.

<sup>69</sup> Monicha Destaria, *An Analysis Translation Strategy Used in Translating Idioms From English into Indonesia in the Pitch Perfect 3 Movie Subtitle*, (UIN Raden Intan Lampung, 2019).p.47

In brief, Looking to the all strategies of translate idiom. This research revealed the result data of document in various strategies which are 3 out of 4 strategies used by the students. The portion of translation by using paraphrase is bigger than the other types of strategies. Because by doing paraphrase the meaning of idioms can transfer acceptable idea and easily by looking at the context of the text. Secondly, using idiom similar meaning and form, and the last, using similar meaning but dissimilar form strategies. It means, the result of frequency idiom strategies found in this research is different with previous research.

## **2. Students' Difficulties in Translating English Idiom into Indonesia in Narrative Text**

Based on the document of students translate, the G class was the class that got the lowest average score. Therefore, the researcher did the interview with students class G. From the result of students' interview (see appendix 7 on page 102) it showed that students' difficulties were linear to the theory Baker & Davies.

The biggest difficulty phenomena in translate idiom, 90% of students were difficulty to recognize idioms in the sentence within the text. They did not realize that in the text contains idioms. Also the highest ranking closest with the difficulty to recognize idiom with the percentage 85% of the students felt difficult to find the closest meaning of idiom accurately. This argument pointed out by statement of previous research by Rina Agustini, the most

difficulty faced by the students when translating idioms are difficulty to recognize idiom and difficulty to find closest meaning of idiom because there is no equivalent.<sup>70</sup>

The result of students' interview also revealed the 80% of students felt confused to translate idiom without understand the context of the text. It because idioms cannot translate by literal translated. It strengthen the result data by Vivi Angreni L, the meaning of some idioms are figuratively different to their literal meaning. The student either used literal translation or guessed the meaning due to their incompetence in translation.

And then, the last result of interview found 75% of students had struggled to translate idioms because idioms not familiar in their ear and have a different frequency of idioms. data by Vivi Angreni L, the problem revealed on the interview was also related with the words of the idioms which are considered unusual for some students. In terms of vocabularies and frequency used in idioms are unfamiliar to students, and differences between student's understanding of idiom and the real meaning of idiom.

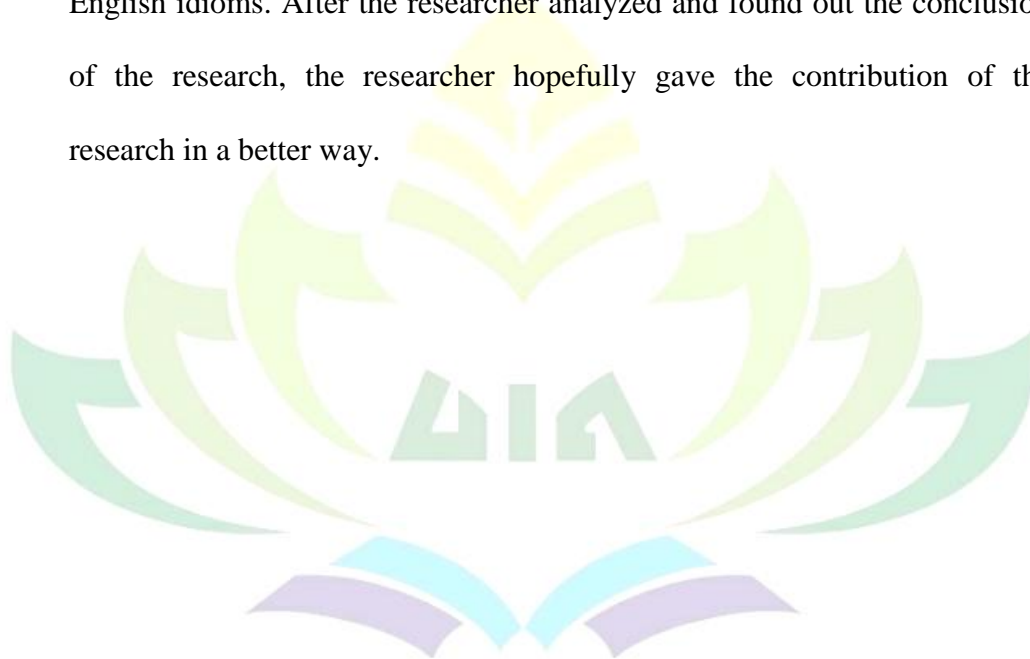
In brief, the students cannot translate as easy think by doing literal translate or may find in the dictionary as usual. The students felt to find the closest meaning of idiom is difficult. While, English idiom language is not usual

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<sup>70</sup> Rina Agustini, *A Study On Problems In Translating Idioms In Narrative Text By Students Specializing In Translation*, (University of Muhammadiyah Malang, 2015).

language, as a non-native speaker they felt not familiar with English idiom actually. Also, the students got difficulties to translate idiom accurately.

Referring to the result of the research finding and discussion above, it can be concluded that the students had some difficulties translating idioms also they used strategies in translate English idiom into Bahasa Indonesia in narrative text. Hence, the theory of Baker & Davies is relevant for the real condition in the classroom about the students' difficulties in translating English idioms. After the researcher analyzed and found out the conclusion of the research, the researcher hopefully gave the contribution of the research in a better way.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the previous findings and discussion in the previous chapter, the researcher drew some conclusions and suggestions of the students' strategies and difficulties in translating English idiom in translation into Indonesia in narrative text. The researcher concludes turned into two points of research question as follows:

##### **1. Strategies in Translating Idiom**

Based on an analysis of the strategies used by students in translate English idiom in translation into Indonesia the researcher concluded, the strategies used by the students translate idiom was classified into three types. The types of strategies proposed by Mona Baker's theory. These types were: paraphrase strategy was the most used strategy applied by the student there are 72 data with the percentage 36%. Furthermore, the second most used strategy is translation by using similar meaning and form there are 40 data with the percentage 20%, and the last, translation by using similar meaning but dissimilar form was infrequent strategy to apply. It was 14 data with the percentage 7%.

##### **2. Difficulties in translating idiom**

The researcher used Baker and Davies's theory to analyze students' difficulties to translate idioms. It found that there were: 18 or 90% of

students did not able to recognize idioms in the sentence within the text. They did not realize that the text contains idioms. 17 or 85% of the students felt difficult to find the closest meaning of idiom accurately. 16 80% of students felt confused to translate idiom without understand the context of the text. Because they cannot translate it literally. And then, 15 or 75% of students had struggled to translate idiom because idioms not familiar in their ear and have a different frequency of idiom. Also, it was supported by data of the document, the students translate idiom by literal translated with the highest percentage 37% or 74 data out of 200. It showed that the students had difficulties in translate English idiom into Indonesia and the students cannot maintain the meaning of the idiom, so the meaning in the source text cannot be transferred as naturally as possible in the target text.

## **B. Suggestion**

Based on the results of this research that has done by the researcher. Also considering the conclusion above, the researcher provided some suggestions as follows:

### **1. Suggestion for the lecturer**

The lecturer should give more detailed explanation about translation but not only explain how to translate. The lecturer should be elaborated the meaning of the idiom, example, and so forth. However, it will be better if the lecturer gives more exercises to the students about translating English idioms in order to make them will be familiar with about idioms. Besides,

this research may be useful for the lecturer as an additional source for developing material of idiom translation.

## 2. Suggestion for the students

The researcher suggests that translating activity is useful for students. Especially students who are interested in learning a language. The students should learn and practice in translating to improve their knowledge about Idiom. This research provided information that can help the students to solve the difficulties and proper strategies to translate idioms to make their English idiom translation get better. Hence, the researcher hopes the readers can take advantage of this research.

## 3. Suggestion for other researchers

The researcher expected this research may be useful as a reference for further research that is related to translating English idiom. Also, the researcher hopes further researchers can add and should try to find out another proverb such as phrase, collocation, homonyms, etc to make it research about translating more interesting and better.

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