

**AN ANALYSIS OF STUDENTS' EQUIVALENCE IN TRANSLATING  
ENGLISH IDIOM INTO BAHASA INDONESIA OF THE FIFTH SEMESTER  
OF ENGLISH EDUCATION STUDY PROGRAM AT RADEN INTAN  
STATE ISLAMIC UNIVERSITY LAMPUNG IN  
THE ACADEMIC YEAR OF 2016/2017**

**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**Azizah Khusnul Hanifah**

**NPM : 1211040080**

**Study Program : English Education**

**Advisor : Bambang Irfani, M.Pd**

**Co-Advisor : Yulan Puspita Rini, M.A**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

**AN ANALYSIS OF STUDENTS' EQUIVALENCE IN TRANSLATING  
ENGLISH IDIOM INTO BAHASA INDONESIA OF THE FIFTH SEMESTER  
OF ENGLISH EDUCATION STUDY PROGRAM AT RADEN INTAN  
STATE ISLAMIC UNIVERSITY LAMPUNG IN  
THE ACADEMIC YEAR OF 2016/2017**

**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**Azizah Khusnul Hanifah**

**NPM : 1211040080**



**Study Program : English Education**

**Advisor : Bambang Irfani, M.Pd**

**Co-Advisor : Yulan Puspita Rini, M.A**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' EQUIVALENCE IN TRANSLATING ENGLISH IDIOM INTO BAHASA INDONESIA OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

**By**

**Azizah Khusnul Hanifah**

The students of Translation English into Bahasa Indonesia Class at the fifth semester at Raden Intan State Islamic University Lampung are supposed to be able to use idiom. However, most of students still faced difficulties to know the meaning of idiom and the students do not recognize idioms within the sentences, so the students translate idioms literally. Therefore, this research was intended to analyze the student equivalence in translation English idiom into bahasa Indonesia.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were fifth semester at Raden Intan State Islamic University Lampung, while as the sample is the Translation English into Bahasa Indonesia class. In collecting the data, the researcher used students result of translation idiom English into bahasa Indonesia. After collecting the data, researcher analyzed the students equivalence in translation English idiom into bahasa Indonesia.

In translation identifies the students' works by grouping into translated or un-translated. In un-translated category the students did not translate the sentences, the sentences that had been translated by students were classified based on the equivalence or non-equivalence. In non-equivalence translated the students cannot maintain the meaning so, the meaning in the source text cannot be transferred into the target text. Equivalence is the message of the text can be revealed to the target text or receptor as natural as possible, there are two types of equivalence, formal equivalence and dynamic equivalence.

From the data analysis, it was found that the students did not translate the sentences of the English idiom into bahasa Indonesia is the highest frequency with the percentage is 50.76%. The second is the students translated with the percentage is 49.21% with details are the students translated by non-equivalence with the percentage is 15.89%. Then, by the equivalence with the percentage is 33.32% with details are dynamic equivalence with the percentage is 32.56%. The last with the lowest percentage is formal equivalence with the percentage is 0.76%. From the data showed the students had difficulties in translating English idiom into bahasa Indonesia and the students cannot maintains the meaning of the idiom, so the meaning in the source text cannot be transfered as natural as possible in target text.

**Keyword:** Analysis, Idiom, Translation, Descriptive Qualitative, Equivalence



## DECLARATION

Hereby, I State This Thesis Entitled “AN ANALYSIS OF STUDENTS’ EQUIVALENCE IN TRANSLATING ENGLISH IDIOM INTO BAHASA INDONESIA AT THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG IN THE ACADEMIC YEAR 2016/2017” 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,

Declared by,

Azizah Khusnul Hanifah

NPM. 1211040080

## MOTTO

22. And among his wonder is the creation of the heavens and the earth, and the diversity of your tongues and colors: for in this, behold, there are message indeed for all who are possessed of innate knowledge! (Ar-Rum: 22)<sup>1</sup>

---

<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ar-Rum: 22, p.790.



From the bottom of my heart, I would like to dedicate this thesis to:

- My beloved parents: Sulastri and Tugiran who always pray for my success and give me motivation to study hard until now. I love them so much.
- My beloved young brother: Sayyid Agile El-Habsy who always gives me spirit and suggestion for my success.
- My beloved friends who always support me to finish this thesis.
- My beloved Almamater Raden Intan State Islamic University, Lampung.



## **CURRICULUM VITAE**

The writer's name is Azizah Khusnul Hanifah. She was born in Bandar Lampng on April 29<sup>th</sup>, 1995. She is the first child out of four children of Mr. Tugiran and Mrs. Sulastri. She has three little brothers.

She began her study at elementary school of Madrasah Ibtidaiyah Nurul Anwar Bekasi in 2000 and graduated in 2006. Then, she continued at Junior High School of Madrasah Tsanawiyah Al-Hikmah in 2006. After graduating from Junior High School in 2009, she continued again at Senior High School at Madrasah Aliyah Negeri 1 Metro in 2009 and graduated in 2012. Then, she continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

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’ Equivalence in Translatingng English Idiom into Bahasa Indonesia at the Fifth Semester of English Education Study Program at Raden Intan State Islamic University Lampung in the Academic Year 2016/2017” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, Raden Intan State Islamic University Lampung.

When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.

2. Meisuri, M.Pd, the chairperson of English Department, and Rohmatillah, M.Pd, the secretary of English Department, who give the researcher opportunity to study until the end of this thesis composition.
3. Bambang Irfani, M.Pd, the first advisor for his guidance, help and countless time given to the researcher to finish this final project.
4. Yulan Puspita Rini, M.A, the second advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. Agus Hidayat, M.Pd, Lecture of Translation subject at English Department of Raden Intan State Islamic University Lampung for being helpful during the research process and giving suggestion during the research
6. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of her study.
7. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in class C, then all of her best friends who always give suggestion and spirit in framework of writing this research.
8. 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,

The Researcher,

Azizah Khusnul Hanifah

NPM. 1211040080

## TABLE OF CONTENTS

	Pages
<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>ADMISSION</b> .....	<b>iv</b>
<b>DECLARATION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURRICULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF APPENDIXES</b> .....	<b>xv</b>

## CHAPTER I INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	8
C. Formulation of the Problem .....	8
D. Purpose of the Research .....	8
E. Limitation of the Research .....	9
F. Use of the Research .....	9
G. Scope of the Research .....	10
 <b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Concept of Analysis .....	11
B. Concept of Translation .....	12
1. Definition of Translation .....	13
2. Type of Translation .....	14
3. Process of Translation .....	20
4. Techniques of Analysis Translation .....	22
C. Concept of Equivalence .....	29
1. Definition of Equivalence .....	29
2. Type of Equivalence .....	30
a. Formal Equivalence .....	30
b. Dynamic Equivalence .....	31
D. Concept of Idiom .....	34
 <b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Research Design .....	37
B. Research Subject .....	38
C. Data Collecting Technique .....	40
D. Research Instruments .....	41
F. Data Analysis .....	42
 <b>CHAPTER IV RESEARCH FINDING AND DISCUSSION</b>	
A. General Description of the Research .....	44
B. Finding of the Research .....	45
C. Discussion of the Research .....	49
 <b>CHAPTER V COCLUSION AND SUGGESTION</b>	
A. Conclusion .....	57
B. Suggestion .....	58
 <b>REFERENCES</b>	

## APPENDICES

### LIST OF TABLES

	<b>Pages</b>
Table 1: The Number of the Students of the Fifth Semester of English Education Study Program in State Institute of Islamic Studies Raden Intan Lampung in the Academic Year of 2016/2017 .....	37
Table 2: The Traslation Score of the Students of the Fifth Semester of English Education Study Program in State Institute of Islamic Studies Raden Intan Lampung in the Academic Year of 2016/2017 .....	38
Table 3: Analysis Result .....	47
Table 4: Untranslated Made by Students .....	49
Table 5: Non-Equivalence Made by Sudents .....	51
Table 6: Dynamic Equivalence Made by Students .....	48
Table 7: Formal Equivalence Made by Students .....	49
Table 8: Non-Equivalence Made by Students .....	50

## LIST OF APPENDICES

	<b>Pages</b>
Appendix 1. Syllabus .....	46
Appendix 2. RPKPS.....	48
Appendix 3. Students' score of Translation A .....	54
Appendix 4. Students' score of Translation B.....	55
Appendix 5. Students' score of Translation C.....	56
Appendix 6. Idiom sentences.....	57
Appendix 7. Anlysis the result of students' Translation Idiom English into Bahasa Indonesia.....	59

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

In globalization era, communication is a very important thing. By having communication, we can get information, share news to each other and knowledge. Communication deals with language. There are many various languages in this world. People in every country use their own language to communicate. According to Siahaan that the language is a set rules, which is used as a tool of communication. It is used to communicate ideas, feelings, and negotiating with others.<sup>2</sup> It means that language is very important in human life; language cannot be separated from human because they use it as the way of their communication.

Allah SWT, in holy Qur'an said about good communication in surah An Nisa/4:63:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا (٦٣)

“Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word”. (An Nisa/4:63)<sup>3</sup>

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and précising talking, clear interoperating, and able to inform the message well. Besides that, by domain it touched, it can be called as effective communication. When people interact with others in society at anytime and anywhere they must use a language. Without language, people will find some troubles when they do their activities and toward the others.

Nowadays, English has become an international language. Therefore, it has motivated people to learn more about English. The condition forces people to master English.

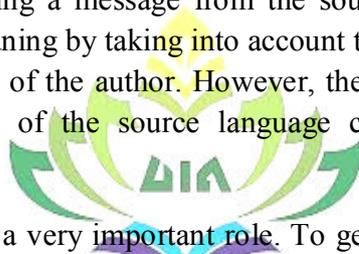
---

<sup>2</sup> Sanggam Siahaan, *Issue In Linguistic*, (Yogyakarta: Graha Ilmu Press,2008), p.185.

<sup>3</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.

Because mastering English makes people easy to communicate both written and spoken. Different languages that are used in communication by people will become a barrier in communication. To solve it, translation can be used.

Translation is a communication process that involves the transfer of a message from the source language to the target language. The translation is used to transfer information. Translation can help people to get the meaning of the information delivered by using different language. Furthermore, translation also helps people to avoid difficulties in understanding the contents of the text so there will be no miscommunication. In Translation, there is process of transferring meaning of the source language into the target language by paying attention the authors' intention in the text. According to Newmark, "translation it is rendering the meaning of a text into another language in the way that the author intended the text"<sup>4</sup> It can be concluded that the translation conveying a message from the source language into the target language in the form of meaning by taking into account the style of language, cultural differences and the purpose of the author. However, the most important thing in the translation is the meaning of the source language can be transferred to target language.



In translation, meaning has a very important role. To get the meaning, the translator needs to pay special attention in translating the text such as language, the use of language, an expression, the context of words and sentences. "A Meaning (like any other aspect of language) is provided by a community of native speakers, not by some special authority like dictionary or grammar-book."<sup>5</sup> It can be seen that meaning is difficult to determine because of the user's language ability and a different perspective on the meaning of a speech or word. "Meaning is a complex phenomenon involving relationships between a language and the minds of its speakers between a language and the world, and between a language and the practical uses to which it is put."<sup>6</sup>

Text using foreign language needs to be translated that the reader can get the meaning. Translation can be literal translation and free translation. According to Hatim and Jeremy, two ways of translating: 'literal' and 'free'.<sup>7</sup> Literal translation is the way of the translator in translating by word-for-word. According to Zoya, "Literal

---

<sup>4</sup> Peter Newmark, *A Text Book of Translation*, (London: Central London Pergamon Press Polytechnic, 1988), p. 5.

<sup>5</sup> Carolyn Mc Manis, Deborah Stollenwerk, And Zhang Zheng-Sheng, *Language Files*, (Ohio: The Ohio State University department of Linguistic, Advocate Publishing Group, 1987), p. 189.

<sup>6</sup> *Ibid.* p. 190.

<sup>7</sup> Basil Hatim and Jeremy Munday, *Translation an Advance Resources Book*, (London: Routledge, 2004), p. 32.

translation is the translation that reproduces communicatively irrelevant elements of the source text. This usually happens when the translator copies the source language form.”<sup>8</sup> In literal translation, translator defends the real meaning of the source text. Sometimes literal translation is called ‘faithful’ translation. Translators try to present the literal meaning of the source text without paying attention to the context. Furthermore, the flexibility in translation of the text is lack. Literal translation cannot be used for any kind of text, only to specific texts. Such as, the scriptures or texts for the natural sciences or engineering that included an exact science that cannot be freely interpreted.

Free translation emphasizes the convenience of the reader to understand the translation results. The translator tries to translate the source text to be easily understood in the target text. According to Zoya, Free translation is the reproduction of the source form and content in a loose way. This concept means adding extra elements of information or losing some essential ones.<sup>9</sup> In free translation, translator pays attention to adjust of the source text into the target text. The example of free translation is “she is a square peg in a round hole,” it is translated by literal translation. It becomes “dia pasak dilubang yang bulat” the result of the translations is wrong because the meaning is not about the position of peg in the round hole. To translate it rightly, the translator has to pay attention to the context. After analyzing the meaning, it will be good when it is translated into “dia berada dalam posisi yang tidak tepat”. In conclusion, to translate the sentence, it should be translated by paying to the context. This way should be applied in translating the idiom since idiom cannot be translated literally.

Translating by identifying the context should be applied in idiom. Idiom cannot be translated literally because idiom is combination of two or more words that have different meaning from the word. It is supported by statement declared by Felicity and Michel, “Idiom are fixed combination of two words whose meaning is often difficult to guess from the meaning each other”.<sup>10</sup> Sometimes to understand the meaning of idiom is difficult. Idiom is language unit either in the form of word, phrases and sentences which is the meaning cannot be down from the structural rules. For example, “break your leg!” the meaning is not about asking to break the leg. The

---

<sup>8</sup> Zoya prosmina, *Theory of Translation*, (Vladivostok: Far Eastern University Press, 2008), p. 23.

<sup>9</sup> *Ibid.* p. 25.

<sup>10</sup> Felicity O’Dell and Michael McCharthy, *English Idiom in Advance Use*, Cambridge (London: University Press, 2010), p. 6.

translator must pay attention to the context and must analyze the meaning. “Break your leg” an expression to give spirit. In Bahasa it is appropriate to translate into “Semangat”. In conclusion, to translating idiom is not easy thing. Idiom cannot be translated literally. In fact students translate idiom literally. As the consequence, the result of the translation is difficult to understand. The reader of the target text has to thing hard to grab the meaning of the translated idiom. The meaning of the source text is not transferred well to the target text when it is translated literally. Literariness will influence the equivalence of the target text.

The equivalence meaning in target text is very important thing. To achieve equivalence in translating idiom the translator must pay attention to the context and content of the source text. When it is done well, meaning of the source text can be conveyed into the target text as natural as possible without damaging the authenticity of the source text. According to Nida in Basil Hatim, 'Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful'.<sup>11</sup> The most important thing in translation is equivalence, when the meaning can be transferred well in the target text, the equivalence is achieved.

Nida divides equivalence into two types, “Formal and Dynamic equivalence”. The first is formal equivalence. Formal equivalence focuses on form without paying attention in condition, situation and context. According to Nida and Taber, ‘Formal equivalence focuses attention on the message itself, in both form and content’.<sup>12</sup> Further, According to Nida and Taber, “Typically, Formal correspondence distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard”.<sup>13</sup> For example, the source text is “it’s very hot” The sentence is spoken by someone to his friend in hot afternoon. “It’s very hot” can be translated “udaranya sangat panas” the meaning of the target text preserves the meaning of the source text.

The second is dynamic equivalence. Dynamic equivalence is target text conveys the same meaning as the source text and the same time it will produces the same effect in receptor language. According to Nida and Taber, “Dynamic equivalence is the degree to which the receptors of the message in the receptor language respond to it in

---

<sup>11</sup> Basil and Munday, *Op.Cit.* p. 40.

<sup>12</sup> E.A.Nida and C.R.Taber, *The Theory and Practice of Translation*, (Leiden: The United Bible Societies, 1982), p. 159.

<sup>13</sup> Nida and Taber, *Ibid.* p. 201.

substantially the same manner as the receptors in the source language.”<sup>14</sup> For example, in source text “break your leg for your examination.” When the sentence is translated into “patahkan kakimu untuk ujianmu”, it will give different meaning. The translation of the target text asks to break the leg. On the other hand, the meaning of the source text is not that. The meaning of the source text is giving spirit. Because of that, it will be appropriate to translate it into “semangat untuk ujianmu”

Based on the preliminary research of the students’ translation in class C in Raden Intan State University Islamic Lampung it is the students’ translation results that the students translate idiom literally. The students translation showed the students’ results translate idiom in sentences is translate literally, even more, the students do not recognize idioms within the sentences.

Based on the problem in this research, researcher focused on equivalence in translating English idiom. Title of this research is “An Analysis of the Equivalence of Students’ English Idiom in Translation into Bahasa Indonesia of the Fifth Semester of English Education Study Program at the Raden Intan State University Islamic Lampung in the Academic Year of 2016/2017.”

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

Based on the background, the researcher identified the problem as follows:

1. The meaning of idiom is not the same as it is reflected literally by the words.
2. The students do not recognize idioms within the sentences.
3. The students translate idioms literally.

## **C. Formulation of the Problem**

Based on the background, the issue has been explored in this study is: How is the equivalence of the students’ translation in translating English idiom into Bahasa Indonesia at the students of the Fifth Semester of English Education Study Program

---

<sup>14</sup>*Ibid.* p. 24.

at the State Raden Intan State University Islamic Lampung in the academic year of 2016/2017.

#### **D. Purpose of the Research**

The purpose of this research is to find the equivalence of students' translation in translating English idiom into Bahasa Indonesia.

#### **E. Limitation of the Research**

Based on the identification of the problems above, researcher examined the result of the students' translation. It only focused on equivalence into Bahasa Indonesia at the students of fifth semester of English education study program at the State Institute of Islamic studies Raden Intan Lampung in the academic year of 2016/2017. In translation English idiom, dynamic equivalence is more appropriate than formal equivalence because the meaning of idiom is not the same as it is reflected literally by the words so that need the dynamic equivalence to translate idiom. However, in this research, researcher only focuses on the equivalence of students' in English idiom translation into Bahasa Indonesia.

#### **F. Use of the Research**

This research is expected to have some uses, they are as follows:

1. Theoretically

This research is to provide information to students, readers, and also researchers about how to translate idioms.

2. Practically

- a. For the translation lecture

This research will give contribution to translation lecture to find out their student's equivalence in translating English into Bahasa Indonesia especially in idiom to

make any evaluation to the student's equivalence related to their weaknesses in translating English idiom.

b. For the students

This research helps the students to minimize their weaknesses in translating English idiom into Bahasa Indonesia and to make their English translation get better.

c. For the other researchers

This research is to provide information for further research.

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

1. Subject Research

The subject of this research was students the fifth semester of English education study program at the Raden Intan State University Islamic Lampung in the Academic Year of 2016/2017.

2. Research Object

The object of the research was the equivalence of students' English idiom translation into Bahasa Indonesia.

3. Place Research

This research was conducted at Raden Intan State University Islamic Lampung in the Academic Year of 2016/2017.

4. Research Time

This research was conducted in the odd semester of 2016/2017 Academic Year.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Concept of Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts to gain better understanding of it.<sup>15</sup> According to *Kamus Besar Bahasa Indonesia*, analysis is the investigation an event to determine the actual state.<sup>16</sup> It means that analysis is a thing to determine the similarity or differences and to classify them.

According to Cambridge Dictionary, analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents.<sup>17</sup> The process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research experiment. Data from various sources is gathered, reviewed, and then analyzed to form some sort of finding or conclusion. There are a variety of specific data analysis method, some of which include data mining, text analytics, business intelligence, and data visualizations.

---

<sup>15</sup> Ramelan in Happy Nur Indah Sari, *An Analysis of Participant and Process in Recount Text Made by the Eight Grade Students in SMP Al Huda Semarang In The Academic Year 2009/2010*, (Semarang: Semarang State University, 2010), p. 4. Unpublished.

<sup>16</sup> Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Gramedia Pustaka Utama, 2008), p.13.

<sup>17</sup> Robert Audi, *Cambridge Dictionary of Philosophy*, (Walton Street: oxford Uniersity Press, 1999 2nd ed).

According to Clifford, analysis is sorting out the structures of signification and determining their social ground and import.<sup>18</sup> He also added that the analysis is (or should be) guessing at meanings, assessing the guesses, and drawing explanatory conclusions from the better guesses, not discovering the Continent of Meaning and mapping out its bodiless landscape.<sup>19</sup>

In conclusion, analysis is the practice of looking closely at small parts to see how they affect the whole. Literary analysis focuses on how plot/structure, character, setting, and many other techniques are used by the author to create meaning. Always be sure to discuss the significance the observations to the main idea about life (the theme).



## **B. Concept of Translation**

As an international language, English has widely spread all over the world and used for different purposes. It plays an important role in communication on the world. By mastering English we can communicate and interact with other people from other countries. Because of that English is formally taught in Indonesian. There are four language skills; listening, reading, speaking and writing. Newmark states that translation can be concerned as a part of language skills, which calls for appropriate

---

<sup>18</sup> Geertz Clifford, *The Interpretation of Cultures*, (New York: Basic Books, 1973), p. 9.

<sup>19</sup> *Ibid.* p. 20.

language and acceptable usage.<sup>20</sup> As a means of communication, translation is used for multilingual notices.

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

Translation is the process of transferring the meaning and style of the source language to the target language to the closest equality. It is explained by Nida and Taber, translation consists of reproducing in the receptor language, the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.<sup>21</sup> It can be concluded that the translation must be conveyed the meaning of the source language into the target language and maintain the style of language.



To state a simplistic definition of translation, it can be said that a re-telling, as exactly as possible, the meaning of the original message in the natural way in the language into which the translation is communicated. The term ‘translation’ can be generally defined as the action of interpretation of the meaning of a text, and production of an equivalent text that communicates the same message in another language. Hatim and Munday prefer to talk of ‘the ambit of translation ‘:

1. The process of transferring a written text from source language to target language, conducted by a translator, or translators, in a specific socio-cultural context.

---

<sup>20</sup> Newmark, *Op.Cit.* p. 6.

<sup>21</sup> E. A. Nida and R. Taber, *The Theory And Practice Of Translation*, (Leiden: E.J. Brill, 1982), p. 12.

2. The written product, or target text, which results from that process and which functions in the socio-cultural context of the TL.
3. The cognitive, linguistic, visual, cultural and ideological phenomena which are integral part of 1 and 2.<sup>22</sup>

Translation is the process of transferring the meaning of the source text into the target text. According to Zoya translation is language code switching. As when translating, we switch from one language to another one.<sup>23</sup> Translation is the meaning in the source text can be transferred to the target text and the form in the target text should be as natural as possible to follow the meaning contained in the source text. According to Finlay, translation must reproduce the sense of the original, omitting nothing and adding nothing.<sup>24</sup>

It can be concluded that, translation is transferring the meaning in the source language into the target language as natural as possible with maintain the original of source language and emphasize the linguistic, visual, cultural and socio-cultural context of the source and target language without any adding or omitting.

---

<sup>22</sup> Hatim and Munday, *Op.Cit.* p. 6.

<sup>23</sup> Zoya prosmina, *Theory of Translation 3d edition*, (Vladivostok: Far Eastern University Press, 2008), p. 8.

<sup>24</sup> Finlay, Ian F, *Translating*, (Edinburgh: T&A Constable Ltd, 1974), p. 2.

## 2. Type of Translation

According to Larson translation is divided into two major parts, namely meaning-based translation and form-based translation.<sup>25</sup> Meaning-based translation is concerned with the meaning contained in the source text and form-based translations emphasize form of the text. It too, in tune with the opinion of Nida and Taber was split into two translations are formal translation and dynamic.<sup>26</sup> Translation dynamic in Nida and Taber translation based on the same meaning as Larson. However Newmark has another opinion, he divides the types of translation into several types, namely: Word-for-word translation, Literal translation, Faithful translation, Semantic translation, Adaptation, Free translation, Idiomatic translation, and Communicative translation.

### a. Word-for-word translation

Word-for-word translation is usually shown as words that inserted between the lines of the text with the source language is following exactly the same as the target language words. Source language translations follow the words that are tailored to their habits. According to Newmark, Word-for-word translation is often as interlinear translation, with the target language immediately below the source language words,

---

<sup>25</sup> Mildred Larson, *Meaning Based Translation: A Build to Cross Language Equivalent*, (Lanham, MD: University Press of America, Inc, 1984), p. 4.

<sup>26</sup> Nida, E.A. 'Linguistics And Ethnology In Translation-Problems', In D. Hymes(Ed.) *Language In Culture And Society: A Header In Linguistics And Anthropology*, (New York: Harper & Row, 1964), p .159.

the source language word-order is preserved and the words translated singly by their most common meanings, out of context.<sup>27</sup> Usually used in cultural translation words or as a pre-translation process in translation difficult words. Ex.

Source language: green leaf

Target Language: daun hijau<sup>28</sup>

#### b. Literal Translation

Form-based translations attempt to follow the form of source language and are known as literal translation. Form-based translation here means translations that follow exactly the form of the source language or like word by word translation. Literal Translation, translation is trying to adjust to the shape of the source language, so follow the exact form of language support. Larson also stated literal translation will be effective for someone who learns or studies the original meaning of source language.<sup>29</sup> Ex.

Source language: by the way

Target Language: dengan jalanan

---

<sup>27</sup> Peter Newmark, *Op.Cit.* p. 46.

<sup>28</sup> Simatupang, D.S maurits, *Pengantar Teori Terjemahan*, (Jakarta: Direktort Jendral Pendidikan Tinggi, 1999), p. 2.

<sup>29</sup> Mildred Larson, *Op.Cit.* p. 3.

### c. Faithful Translation

According to Newmark a faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures.<sup>30</sup> Translation is more emphasis on the target language. Meaning that according to the source language but has limitations grammatically structure the target language. Faithful Translation is that the language of the translation is equivalent to the original, but not identical to it.<sup>31</sup> Ex.

Source language:

Mother goes to the market

Target Language:

Ibu pergi ke pasar



### d. Semantic Translation

In general semantic translation is written based on the author style of his or her language and follow the author's thought. Semantic translation adjusts to the style of language and thought Source Language, meaning more emphasize art. Usually use to interpret a text. Ex.

Source language:

the river run

Target Language:

air sungai mengalir

---

<sup>30</sup> Peter Newmark, *Loc.Cit.* p. 46.

<sup>31</sup> Rush Hashanah, *A Philoshpy of Faithful Translation, "New Flesh for the Same Spirit",* Machzor\_translation\_Exercise\_CCAR.RM-AM,Singles.5Au11.pdf.  
[https://www.ccarpress.org/FileCache/2017/02\\_February/machzor\\_translation\\_exercise\\_.pdf](https://www.ccarpress.org/FileCache/2017/02_February/machzor_translation_exercise_.pdf)

e. Adaptation

Translating by taking or adapted from target language culture. According to Newmark, adaptation is the source language culture converted to the target language culture and the text rewritten.<sup>32</sup> For example a Cinderella story adapted into Bawang Putih Bawang Merah. This story was adapted by adjusting the culture reader.

f. Free Translation

Translate without means, without content original form. Although free does not mean can freely translate the original text into the target language so that the main core of the missing translation. According to Newmark Free translation reproduces the matter without the manner, or the content without the form of the original.<sup>33</sup> Free here can translate to modify a sentence when translating is not limited or bound by any form or sentence structures used in the source language.

Free translation here does not mean that the translator may freely translate the original text into target language so that the essence of the translation goes away. Free here mean that a translator may make modification on the sentences when he or she translate a text or sentences, not bounded or tied up by the forms or sentences structure used in the source language. This translation type generally puts emphasis on the context and intend to the target language. For example, rearrangement, omission, and additions are allowed if those have meanings for the sake of comprehension.

---

<sup>32</sup> Peter Newmark, *Loc.Cit.* p. 46.

<sup>33</sup> Peter Newmark, *Ibid.* p. 46.

For example by Larson from English into English (free translation), the source text is “I was glad when Stepahnus, Fortunatus and Achaicus arrived, because they supplied what was lacking rom you. For they refreshed my spirit and yours also. Such men deserve recognition” can be translated in target text “it sure is good to see stave, Lucky and ‘Big Bam.’ They sort make up for your not being here. They’re a big boost to both me and you all. Let’s give them a big hand.”<sup>34</sup> And it can be translated into Indonesian as the Target text “Gua gembira deh si Stave, si Untung dan si Akaikus datang sebagai pengganti kangen gua pada lu. Mereka telah memberi semangat ame gua dan kalian semua. Mereka pantas dapat tepuk tangan yang meriah.”<sup>35</sup>

g. Idiomatic Translation



According to Newmark Idiomatic translation reproduces the ‘message’ of the original but tends to distort nuances of meaning by referring colloquialisms and idioms where these do not exist in the original.<sup>36</sup> Therefore, Idiomatic translation reproduces the message of the original but it tends to distort the shades of meaning by reference to every language and idiom meaning it does not exist in the original language. For example, in source text “kick the bucket” When the sentence is translated into “menendang ember”, it will give different meaning. The translation of the target text

---

<sup>34</sup> Mildred Larson, *Op.Cit.* p.17.

<sup>35</sup> Simatupang, D.S Maurits, *Op.Cit.* p. 43.

<sup>36</sup> Peter Newmark, *Op.Cit.* p. 47.

asks to kick the bucket. On the other hand, the meaning of the source text is not that. It will be appropriate to translate it into “meninggal, mati.”<sup>37</sup>

#### h. Communicative Translation

According to Newmark 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.<sup>38</sup> Translate the text into the proper contextual meaning of the original so that the content and language can be understood and accepted by the reader.

Translation is not linear process but a more complex one. Firstly, we have to look for the closet equivalence of meaning in the target language. In addition, we have to restructure this equivalence according to the rules and conventions of the target language. Translation therefore, plays an important role in foreign language learning and teaching. Through it, the students of foreign language can understand precisely what the content of the instruction.

### 3. Process of Translation

Rachmadi states 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

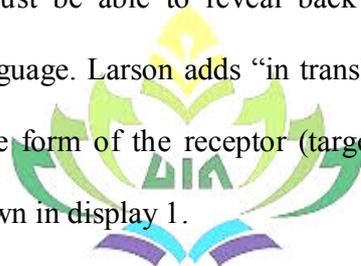
---

<sup>37</sup> Mildred Larson, *Op.Cit.* p. 115.

<sup>38</sup> Peter Newmark, *Loc.Cit.* p. 47.

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>39</sup> In translation, translator must understand the message of the source text to get the equivalence meaning and the meaning in the source text can be conveyed into the target text as natural as possible.

Based on the translation is change the language form. According to Larson translation is basically a change of form.<sup>40</sup> The form in translation is the form of source or target language, and the form must be able to reveal back the meaning of the source language and the target language. Larson adds “in translation the form of the source language is replaced by the form of the receptor (target) language.”<sup>41</sup> The process may be diagrammed as shown in display 1.



---

<sup>39</sup>S. Rachmadi and Zuhridin Suryawinata, *Materi Pokok : Translation*, (Jakarta: Universitas Terbuka, 1999), p. 42.

<sup>40</sup>Mildred Larson, *Loc.cit.* p .3.

<sup>41</sup>*Ibid.*

### *Overview of the Translation Task*

#### **Source Language**

Text to be translated

#### **Target Language**

Translation



Discover the meaning



Re-express the meaning



*Display 1*

On the diagram above explains to get the best translated, the translation must be conveyed the meaning as natural as possible that have transferred from the source language to target language, and the result is get the equivalent meaning.

Larson states to get the best translation, the translation must, (1) use the normal language form of the receptor language, (2) communicate, as much as possible, to the receptor language speakers the same meaning that was understood by the speakers of

the source language, and (3) maintain the dynamics of the original source language text. Maintaining the “dynamics” of the original source text means that the translation is presented in such a way that it will, hopefully, evoke the same response as the source text attempted to evoke.<sup>42</sup> Translation is switching the meaning of the source text into target text with maintains as a whole without omitting or adding and the meaning that is conveyed as natural as possible into the target text.

Catford states there are two kinds of translation process. The first is surface translation which is frequently used by unskilled translator which is characterized by the process of translating the text word by word, phrase by phrase, and sentence by sentence. The second, translation which is frequently used by professional translator starting with understanding the accommodate concept in the source language and finally transfer the accommodated concept into target language.<sup>43</sup>

#### **4. Techniques of Analysis Translation**

According to Vinay and Darbalent in Venuti devide several techniques to analyze translation; they are Borrowing, Calque, literal Translation, Transposition, Modulation, Equivalence and Adaptation.<sup>44</sup>

---

<sup>42</sup> Mildred Larson, *Ibid.* p. 6.

<sup>43</sup> J.C Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), p. 15.

<sup>44</sup> Venuti, Lawrence, *The Translation Studies Reader*, (London: Routledge, 2004), p. 84-93.

## 1. Borrowing

Many types of borrowing are made from one language to another. It is often used when target language has no equivalent for source language units, in this technique the source language word is transferred directly to the target language, sometimes by changing the word spelling or making pronunciation adjustments. Foreign terms may be used in order to introduce the flavor or some special characteristics of source language. Hence, many well- established borrowing words, which are widely used, have become a part of the respective target language lexicon. There are many English words that are no longer considered as borrowing in Indonesian usage, such as; memo -memo, taxi-taksi, astronaut – astronot, etc.

## 2. Calque

inay and Darbelnet in Venuti stated that a calque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its element. It is also called loan translation.<sup>45</sup> The result is a lexical calque, a calque which respects the syntactic structure of the target language whilst introducing a new mode of expression, or structural calque which introduces a new construction into the language. Initially, common people probably think it sounds strange and they cannot get the real meaning of the new words. For examples:

---

<sup>45</sup> Venuti, *Ibid.* p. 86.

- (source language) credit card (target language) kartu kredit
- (source language) grass roots (target language) akar rumput

### **3. Literal Translation**

Literal Translation refers to one-to-one structural and conceptual correspondence which is also known as word-for-word translation. According to Newmark the source language grammatical construction are converted to their nearest TL equivalence but the lexical words are again translated singly, out of context.<sup>46</sup> In this case, the TL forms may be translated literally into TL as long as the meaning is preserved. This technique is used most common between language of the same family and culture. For example: 'Mary has come' in English can be translated literally into 'Mary sudah datang' in Indonesian because they have similar meaning.

### **4. Transposition**

Transposition is one of the most common procedures or techniques used in translation, it is also known as a shift of form. Transposition is a translation procedure involving a change in the grammar from source language to target language.<sup>47</sup> In other words, it involves replacing one word class or word order into another without changing the meaning of the message, like a change of one different type of part of

---

<sup>46</sup> Peter Newmark, *A Text Book of Translation*, (London: Polytechnic of Central London, Pergamon Press, 1988), p. 46.

<sup>47</sup> Newmark, *Ibid.* p. 85.

speech to another in order to achieve the same effect. There are some types of transposition according to Catford such as;

a. The change from singular to plural (and vice versa) or in the position of the adjective.

- Example for transposition from plural to singular

SL: a pair of trousers

TL: sebuah celana panjang

- Example for transposition in the position of the adjective

SL: green (Adj) scarf (N)

TL: selendang (N) hijau (Adj)



b. The change in grammatical structure or word order from source language (SL) to target language (TL). Example:

SL: we must bring the flower

TL: bunga itu harus kita bawa

c. The change of part of speech or word class from SL to TL, when literal translation of SL text may not be acceptable in the natural usage of TL. Example:

- Catford's class-shift which occurs when the translation equivalent of SL item is a member of a different class from the original item, such as noun becomes verb, adjective becomes verb, etc. For example:

SL: the house owner was welcoming to the guests (adjective)

TL: sang pemilik rumah menyambut kedatangan para tamu (verb).

- Catford's unit-shift: changes of rank. These changes of rank include word into phrase, word into clause, phrase into clause, and so on.

SL: hospitality (word)

TL: sikap ramah tamah/ keramah-tamahan (phrase).<sup>48</sup>

## 5. Modulation

Modulation entails a change in lexical elements, a shift in the point of view, or thought of the source language. It consists of using a word or phrase that is different in the source and target language to convey the same idea. For examples:

SL: you shouldn't dislike the birthday gift from your father.

TL: kamu seharusnya menyukai kado ulang tahun dari ayahmu.

In this case, the negative form in SL becomes positive in TL. It is a modulation that occurs when literal translation is considered unsuitable or awkward in TL. If translator translate the TL form literally become "kamu tidak seharusnya tidak menyukai kado ulang tahun dari ayahmu", it sounds strange in Indonesian language although it is correct grammatically.

---

<sup>48</sup> J.C Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), p. 15.

SL: the jewelry shop beside my home was robbed last night.

TL: ada yang merampok toko perhiasan di samping rumah ku tadi malam.

In this case, modulation can be done by changing the form from passive voice in source language into active voice in target language (and vice versa).

SL: the man called his daughter once a day when he was abroad.

TL: Pria itu menelepon anaknya sekali sehari ketika dia berada di luar negeri.

In the last example, the modulation can be seen from the change of abstract message in the source language into concrete in the target language.

## 6. Adaptation



Adaptation is a translation technique that involves modifying a cultural reference for the target text readership Vinay and Darbelnet in Hatim and Munday It is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. Adaptation occurs in specific to one language culture that is expressed in a totally different way that is familiar or appropriate to another language culture. It involves changing the cultural reference when a situation in then source culture does not exist in the target language culture, but the TL has quite similar concept. In such cases translators have to create a new situation that can be considered as being equivalent.<sup>49</sup> Adaptation can, therefore, be described as a special

---

<sup>49</sup> Basil Hatim and Jeremy Munday, *Translation an Advance Resources Book*, (London: Routledge, 2004), p. 334.

kind of equivalence, a situational equivalence. Titles of books, movies, and characters fit into this category. For examples:

SL: 'All American Girl' [a novel by Meg Cabot]

TL: Pahlawan Amerika.

## 7. Equivalence

Vinay and Darbelnet view equivalence in translation as a procedure which replicates the same situation as in the original. They suggest that, if this procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL text.<sup>50</sup> In this research, the translators have to consider natural terms which are used in TL, like considering the cultural adjustment. They also stated that equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, clichés, nominal or adjectival phrases and the onomatopoeia of animal sounds.<sup>51</sup> For example:

SL: When in Rome do as the Romans do

TL: Dimana bumi dipijak disitu langit dijunjung

From the definition above, can be concluded that to analyze translation work, the main purpose is not just to agree or disagree, also need to focus on how to expresses

---

<sup>50</sup> Vinay, J.P. and J. Darbelnet, *Comparative Stylistics of French and English: a Methodology for Translation*, translated by J. C. Sager and M. J. Hamel, (Amsterdam / Philadelphia: John Benjamins, 1995), p. 342

<sup>51</sup> *Ibid.*

our personal perspective, interpretation, or critical evaluation of the work. And in this research, the researcher only focused on equivalence translation to analyze translation English idiom into Bahasa Indonesia, because in translation English idiom, equivalence is more appropriate because the meaning of idiom is not the same as it is reflected literally by the words so that need equivalence to translate idiom.

### **C. Concept of Equivalence**

#### **1. Definition of Equivalence**

Equivalence is to get the same message as the source text reflected by using words that are really different from the source text. In the equivalence meaning target text describes the same reality as does the source text and at the same time it produces the same effect upon the receptor. According to Vinay and Darbelnet, equivalence-oriented translation is a procedure which 'replicates the same situation as in the original, whilst using completely different wording'.<sup>52</sup> And it is also supported by Nida and Teber stating that equivalence is a very similarity in meaning, as opposed to similarity in form.<sup>53</sup> The equivalence meaning between source and target text in translation is required to provide the same response although the response is not exactly identical, but at least there is an agreement to achieve the goal of equivalence response in the text.

---

<sup>52</sup> *Ibid.*

<sup>53</sup> Nida And Teber, *Loc.Cit.* p.200.

The important thing in equivalence is the message of the source text must be conveyed in target text. To get the equivalence in the translation from the source text to the target text, translator tries to translate as natural as possible the source text. According to Nida and Taber, translating consists in reproducing in the receptor language the closest natural equivalence of the source-language message.<sup>54</sup> It can be conclude that equivalence is the message of the text can be revealed to the target text or receptor as natural as possible. Nida divides equivalence into two types, “Formal and Dynamic equivalence”.<sup>55</sup>

## 2. Type of Equivalence

### a. Formal Equivalence



In translation equivalence required to get the appropriate response of the source text, but the equivalence is not merely change the whole part of the text, because there is a possibility to damage the original of source text. Nida explains that in translation often not get the appropriate equivalence but wherever possible, use formal equivalence before translated text equivalence to avoid mis-understanding in understanding the translation. Formal equivalence focuses attention on the message itself, in both form and content.<sup>56</sup> It requires that the message in the target language should match as closely as possible in the source language. It is supported by Basil and Hatim, Formal equivalence is a translation that adheres closely to the linguistic

---

<sup>54</sup> Nida and Taber, *Ibid.* p. 12.

<sup>55</sup> Nida, E.A. *Op.Cit.* p. 159.

<sup>56</sup> Nida and Taber, *Loc.Cit.* p. 159.

form of a source text.<sup>57</sup> The ordering of words and ideas in a translation should match the original as closely as possible. For the example, the source text is “it’s very hot” the sentence is spoken by someone to his friend in hot afternoon. “It’s very hot” can be translated “udaranya sangat panas” the form of the target text preserves the form of the source text.

### **b. Dynamic Equivalence**

In translation the message in source text must be properly conveyed into target text, so the response obtained in target text have the same response that is intended by the source text. To get the same response needed dynamic equivalence. According to Nida and Teber dynamic equivalence is “quality of translation in which the message of the original text has been so transported into the receptor language that the response on the receptor is essentially like that of the original receptors.”<sup>58</sup> And it is also supported by Basil and Hatim stating that dynamic equivalence is a translation which preserves the effect the ST had units’ readers and which tries to elicit a similar response from the target reader.<sup>59</sup>

A dynamic equivalence translation is not as concerned with the grammatical form of the original language, as it is with the meaning of the original. It allows more room

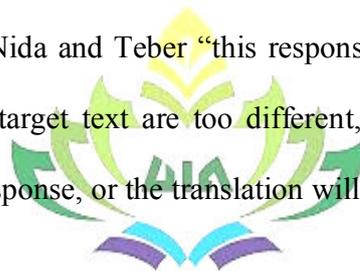
---

<sup>57</sup> Basil Hatim and Jeremy Munday, *Op. Cit.* p. 340.

<sup>58</sup> Nida and Teber, *Ibid.* p. 200.

<sup>59</sup> Hatim and Munday, *Op.Cit.* p. 339.

for interpretation and is easier to understand. According to Nida and Teber “Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful. The opposite principle is formal correspondence.”<sup>60</sup> However, the response is not identical, because there is different culture from the source text and target text, so that the translator must consider carefully to the message in source text that the purpose can properly convey to the target text. According to Nida and Teber “this response can never be identical, for the cultural and historical target text are too different, but there should be a high degree of equivalence of response, or the translation will have failed to accomplish its purpose.”<sup>61</sup>



To clarify the concept of dynamic equivalence can be considered some of the examples below, the first, in source text the phrase "Be my guest" is the most appropriate translation in target text is "Silahkan". English as the source text that hear or read this phrase will give the same response to Bahasa as the target text that hear or read "Silahkan". Translation "Silahkan" is different form of the form literal translation "Jadilah tamu saya". Indeed, the message of the source text "Be my guest" is not an invitation to someone be a guest.

---

<sup>60</sup> Nida and Teber, *Op.Cit.* p. 22.

<sup>61</sup> Nida and Teber, *Ibid.* p. 24.

The second, Meaning contained in the source text "The river runs" is "Air sungai mengalir" in target text. The meaning that is expressed as natural as possible back into the target text, by translating the word "runs" to "mengalir" and not "berlari".

The third, the source text "Bridge plans given go-ahead" is the most appropriate translation in target text is "rencana pembuatan jembatan disetujui". The expression "to give go ahead" here is "Menyetujui" and that is the most appropriate translation in Bahasa. Even, this translation example show the main priority is meaning not a form.

And in this research, the researcher only focused on the equivalence of students' English Idiom Translation into Bahasa Indonesia, because in translation English idiom, equivalence of translation is very necessary because the meaning of idiom is not the same as it is reflected literally by the words so that need the equivalence to translate idiom.

#### **D. Concept of Idiom**

The term 'idiom' is usually applied to multi-word phrases, although theoretically words consisting of more than one morpheme can exhibit similar properties. According to Larson idiom is "a string of words whose meaning is different from the meaning conveyed by the individual words."<sup>62</sup> Idiom usually consists of two words whose meaning cannot be taken literally and serves as a semantic unit. In translating idiom, translator needs to consider the context in the source text so that the meaning

---

<sup>62</sup> Mildred Larson, *Op.Cit.* p. 20.

of the idiom will be properly conveyed to the target text. According to Larson “the same translation principle applies for idioms as for their figures or speech. Sometimes it will be necessary to translate with a non figurative expression but sometimes a good receptor language idiom may be used. The translator needs to learn to recognize the source text. The real danger comes in translating an idiom literally, since the result will be usually nonsense on the receptor language.”<sup>63</sup> In another place Larson states that idiom “carries certain emotive connotations not expressed in the other lexical items.”<sup>64</sup>

Translating idioms is a very difficult task for a translator especially if translator is not aware of the cultural differences between the source text and target text. The main problem for translator is recognizing idioms and distinguishing idiomatic from non-idiomatic expressions. In Mona book, “In Other Words”, Mona states that idiom is 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>65</sup> So by stating this definition she considers five conditions for idioms which come as follow:

- 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”.

---

<sup>63</sup> Mildred Larson, *Ibid*, p. 116.

<sup>64</sup> Mildred Larson, *Ibid*, p. 142.

<sup>65</sup> Mona Baker, *Op.Cit*. p.76.

- b. The words in an idiom cannot be omitted. We as the users of the language 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 an idiom can be replaced by another word. E.g. “out of sight, out of mind” not “out of sight, 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>66</sup>

Based on the explanation, it is understandable that an idiom is an expression that has a meaning apart from the meanings of its individual words. Idiom should not be translated literally in the target text, because the translator must always be aware whether translator is dealing with the idiom or the common word.

For example, in source text “It’s raining cats and dogs” Its literal meaning suggests that cats and dogs are falling from the sky. Translator “It’s raining cats and dogs” to mean that it is “raining hard”. In other example, “To stick your neck out” is to say or do something that is bold and a bit dangerous. A similar idiom that is used for slightly more dangerous situations is to "go out on a limb."

In both idioms, the idea is that you put yourself in a vulnerable position. The source text is “To break the ice” is to be the first one to say or do something, with the expectation that others will then follow. Another idiom that means something similar is "get the ball rolling." In source text, “To have a chip on one's shoulder” is usually an expression to describe a person who acts, as you say, rudely or aggressively, but also in a manner that could be described as "aggressively defensive." The person

---

<sup>66</sup> *Ibid.* p. 76.

seems always ready for a fight. The source text, “To kick the bucket!” The meaning is not about asking to kick a bucket. The translator must pay attention to the context and must analyze the meaning. “To kick the bucket” an expression to condolences. In Bahasa it is appropriate to translate into; “Meninggal”.



## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Research Design

In this research, the researcher chosen a descriptive qualitative research as the design of this research. According to Ary, descriptive research studies are designed to obtain information concerning the current states of phenomena. They are determining the nature of situation, as the time of the study. There is no administration or control as found at experiment research. The aim is to describe what does exist with respect to variable or condition in a situation.<sup>67</sup> Considering the statement, the researcher just determined the natural phenomenon happens in the field of the research.

According to Lamberg, data collection of qualitative descriptive research focuses on discovering the nature of the specific events under study. However data collections also include observations, and examination of records, reports, photographs, and documents.<sup>68</sup> Thus, the data were gathered from the students' translation result in translating English idiom into Bahasa Indonesia. Document analysis was used to analyze the equivalence of students' English idiom translation into Bahasa Indonesia. In conclusion, the analysis was based on the data taken from the students' translation.

---

<sup>67</sup> Donald Ary, L.C. Jacobs and A Razaveigh, *An Introduction Research in Education 2<sup>nd</sup> Hotl*, (Washington: Rinenhart and Winston Inc, 1975), p. 295.

<sup>68</sup> Vikie A. Lambert, DNSc, RN, FAAN, Clinton E, Lambert, PhD, RN, CS, FAAN, *Qualitative Descriptive Research: An Acceptable Design*, vol.16, no.4, 2012, Fasific Rim International Journal of Nursing Research.

## B. Research subject

The subject of this research was class C, the Fifth Semester of English Education Study Program in Raden Intan State University Islamic Lampung in the Academic Year of 2016/2017. The population of this research consists of students divided into three classes A, B and C. According to Arikunto, a population is defined as all members of any well defined class of people, events or object.<sup>69</sup> For more detail, it can be seen in the table below:

  
**Table 1**  
**The Number of the Students of the Fifth Semester of English Education Study Program in Raden Intan University Islamic Lampung in the Academic Year of 2016/2017**

No	Class	Genders		Total
		Male	Female	
1	A	5	25	30
2	B	5	23	28
3	C	6	33	39
<b>Total</b>		16	81	97

*Sources: Documentation of English Education Study Program in Raden Intan State University Islamic Lampung in the Academic Year of 2016/2017.*

From the data above, the researcher took one class as the sample of this research and the data obtained from the students of C class that consists of 39 students as the

---

<sup>69</sup> Suharsimi Arikunto, *Prosedure Penelitian*, (Jakarta: Rineka Cipta, 2002), p. 142.

sample, it is based on the data of students' translation shown that the students translated idiom in text literally.

**Table 2**

**The Traslation Score of the Students of the Fifth Semester of English Education Study Program in Raden Intan State University Islamic Lampung in the Academic Year of 2016/2017**

No	Class	Score		Total
		< 80	≥ 80	
1	A	17	13	30
2	B	15	13	28
3	C	33	6	39
<b>Total</b>		65	32	97

*Sources: Documentation of English Education Study Program in Raden Intan State University Islamic Lampung in the Academic Year of 2016/2017.*

From the table above, it can be said that each class had various average score. The class that had low average score was C class and the class that had high average score ware A and B classes. The researcher used C class as a sample of this research because class C has the lowest average score so that was possible for the researcher to find the students translate idiom in text literally. The sample represents the population because the students in this class had low average score compared to the other class. The researcher used class C as the subject of this research. It consists of 39 students.

That is appropriate with the Marguerite et.al states purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who has specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.<sup>70</sup>

In this research, the data were gotten from part of population by using purposive sampling technique. Arikunto says that purposive sampling technique is sampling technique which is done because limited time and finding.<sup>71</sup> It means that in this research the researcher had chosen the class and made a research in class C.

### **C. Data Collecting Technique**

Sugiyono states that data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.<sup>72</sup> In order to know the equivalence of students' result in translating English idiom into Bahasa Indonesia, the researcher used documentation to data collecting techniques. This is discussed in detail in the following section:

### **Documentation**

---

<sup>70</sup> Marguerite, et.al, *Methods in Educational Research: From Theory to Practice*, (San Francisco: Jasse-Bass, 2006), p.152.

<sup>71</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), p.127.

<sup>72</sup> Sugiono, *Loc.Cit.*p.300.

Document was official paper giving information, evidence.<sup>73</sup> To make the data more complete, the researcher took document from the class. In this research the researcher used data from the students' translation. It helps the researcher to know the equivalence of students' result English idiom translation into Bahasa Indonesia.

Documentation used to collect data in this research was by distributed some sentences. The students in class C were asked by lecture to translate the English sentences into Indonesian. These types of sentences were some idioms. Finally, students must collect their task to the lecture.

The results of the students' work were needed to analyze by researcher, with identifying, and classifying. So in this case, test does not measure the student's ability in translating, but analyzing the equivalence of students' translation in translating idiom.

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

The main instrument in this research was the researcher. Researcher analyzed the students task and the result of students' translation Idiom English into Bahasa Indonesia. Lecturer distributed some sentences that should be translated by the students. Within the sentences, there were idioms.

#### **E. Data Analysis**

---

<sup>73</sup>Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2011, fourth edition,) p. 1.

Ellis in Tarigan states that there were five steps used to analyze the data which contain students' errors. It consists of collecting the data, identifying the errors, explanation the errors, classifying and then evaluating.<sup>74</sup> In this research, the researcher used documentation to analyze the data which contain students' errors. This research was about analysis of the equivalence of students' result of English idiom translation into Bahasa Indonesia. The researcher took from the students' work and after that, the researcher analyzed them through the following steps:

- a. Collecting the data based on the translation task result of the students' works.
- b. Identifying the students' works by mark their equivalence translation. Convening: dynamic equivalence, formal equivalence or non equivalence.
- c. Explanation the students' work, The researcher explained the students translation result.
- d. Classifying the students' work, the researcher category whether the dynamic equivalence, formal equivalence or non equivalence is making by the students.
- e. Evaluating the percentage of dynamic equivalence, formal equivalence or non equivalence for each type. To count the percentage of dynamic equivalence, formal equivalence or non equivalence the researcher used the following formula:

$$\frac{\text{Total Equivalence}}{\text{.....}} \times 100\% = \text{.....} \%$$

---

<sup>74</sup> Henry Guntur Tarigan. *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung,: Angkasa 1982), p. 68.

Total Sentences



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

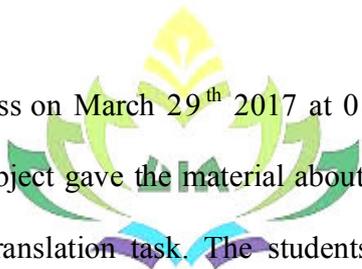
#### **A. General Description of the Research**

Theoretically, students of English Education Study Program of Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung can be categorized as bilingualism since most of students are able in using two languages, that is English and Indonesia. Further, they are also as the multilingual community in which they have capability to speak more than one languages including English, Indonesia, Javanese, or others. As a result, to smooth their communication especially in classroom communication, students of English Education Study Program of Tarbiyah Teacher Training Faculty at UIN Raden Intan Lampung often do translation to help students in learning English and as a subject of translation: English into Indonesia or Indonesia into English. However they may have different reasons of doing translation. Each student is possible to have their own reasons to do Translation in translation class, where students are forced to do communication.

In this chapter, the researcher tries to identify the result of the idiom translation done by students. Sometimes, the students do not recognize idioms within the sentences. In order to know the equivalence of students' translation result in translating English idiom into Bahasa Indonesia, the researcher took document from the lecture. In this

research the researcher used data from the students' translation. It helps the researcher to know the equivalence of students' translation result in translating English idiom into Bahasa Indonesia.

In this research researcher analyzes the data by using descriptive qualitative. Data analysis is conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. The researcher took from the students' work and after that, the researcher analyzed them through the following steps:

- 
1. In the translation class on March 29<sup>th</sup> 2017 at 08. to 08.25 AM the lecturer of the translation subject gave the material about Idiom and then the lecturer gave the students translation task. The students in class C were asked to translate the English sentences into Bahasa Indonesia. Within the sentences there are idioms. At the end, students must collect their task.
  2. The researcher took the results of the students' work to be analyzed about the equivalence of the idiom.
  3. The researcher identifies the students' works by grouping into translated or untranslated. In un-translated category the students didn't translate the sentences, and the sentences that had been translated by students were classified based on the equivalence or non-equivalence. In non-equivalence translated the students cannot maintain the meaning. And then the

equivalence, the researcher classify the students' work, the researcher categories whether the dynamic equivalence or formal equivalence.

4. The researcher explained the student's translation result.
5. And the last is evaluating the percentage of each categories of students translation result.

### **B. Finding of the Research**

In this research, researcher only found how is the students' equivalence in translating English idiom into Bahasa Indonesia. As previously informed that there are two criteria in identifying the students' works by marking their equivalence translation, they are dynamic equivalence and formal equivalence. Then the researcher analyzes the students' result. The researcher explains whether the students literally translate or not.

Allah SWT, in holy Qur'an said about mistake that need to be fixed by explaining in surah Al-Anfal/8:8;

لِيُحَقِّقَ الْحَقَّ وَيُبْطِلَ الْبَاطِلَ وَلِتُذَكَّرَ الْمُجْرِمُونَ ﴿٨﴾

“That the might justify truth and prove falsehood false, distasteful though it to be those in guilt”. (Qs.Al-Anfal/8:8)<sup>75</sup>

---

<sup>75</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-  
alam: 1, p.1138.--\*-

Therefore, reminding that forgetfulness so can correction the mistake if accompanied by evidence and theory, it will strengthen the relationship. Because human nature do mistake and forgetfulness. For that, there must be in the midst of them mutual counseling-advising with truth and patience.

Brown states that a mistake refers to a performance error that is either random guess or a slip.<sup>76</sup> In that it is a failure to utilize a known system correctly. According to Dulay mistake is imperfectness of utterance which refers to language performance.<sup>77</sup> Mistake is the result of imperfection in producing speech due to fatigue, inattention and slip factor. But to know the mistake is extremely important so it is difficult to be determined without careful analysis. And in this research tried to analyzes the students work of English idiom in translation into bahasa Indonesia.

The researcher started to analyze the data by collecting the data based on the translation result of the students' works. Firstly, the researcher identifies the students' works by grouping into translated or untranslated. In un-translated category the students didn't translate the sentences, and the sentences that had been translated by students were classified based on the equivalence or non-equivalence. In non-equivalence translated the students cannot maintain the meaning so, the meaning in the source text cannot be transfered into the target text. And then the equivalence, the researcher classify the students' work, the researcher categories whether the dynamic

---

<sup>76</sup> WHW. Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey:Prentice Hall Regents, 1994), p.257.

<sup>77</sup> HeidyS`A Dulay, Marina Burt, and Stephen Krashen. *Language Two*, (New York: Oxford University Press, 1982), p. 139

equivalence or formal equivalence. And the last is the researcher evaluating for each type of students works (see Appendix 8).

Based on the analysis the result of English idiom translation into Bahasa Indonesia by the students, the researcher could described the variation of students' equivalence and it is described in the following table

**Table 3**  
**Analysis Result**

No	Source text	Translated			Un translated	TOTAL
		Equivalence		Non-Equivalence		
		Dynamic	Formal.			
1	Craig and I fought over a girl on the fourth grade but that's <b>Water under the bridge</b>	20	-	-	-	20
2	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just <b>Not her cup of a tea</b>	13	.-	1	6	20
3	I don't mean to <b>Toot my own horn</b> , but I'm the fastest kid on my block and the smartest too.	17	1	2	-	20
4	When the boys were having difficulty finding a DJ for the party. Brian suggested that they just turn on the radio at the party, but Kevin didn't want to <b>Cut corners</b>	-	-	20	-	20

5	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the <b>Gravy train</b>	-	-	2	18	20
6	Had been bullied every day until Carter, The captain of the wresteling team, took him <b>Under his wing</b>	1	-	-	19	20
7	After a long day of school football practice studying and chores. Glen wanted to play game box, but he was <b>beat</b>	-	1	-	19	20
8	Whenever Spogebob squareants came on the TV, the childreen were <b>Glued to</b> their seats.	6	-	1	13	20
9	Don't challenge Zeke to a dance off unless you are ready because Zeke wll get in dance bettle <b>At the drop of a hat</b>	-	-	5	15	20
10	I tried to warn Brian that he was <b>Playing with fire</b> , but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.	9	-	-	11	20
	<b>Total</b>	<b>66</b>	<b>2</b>	<b>31</b>	<b>101</b>	<b>200</b>
	<b>Percentage</b>	<b>32.56%</b>	<b>0.76%</b>	<b>15.89%</b>	<b>50.76%</b>	<b>100%</b>

Based on the result of the research, the researcher found that the students didnot translate the sentences of the English idiom into bahasa Indonesia is the highest frequency with the percentage is 50.76%. And the second is Dynamic equivalence

with the percentage is 32.56%, followed by Non-equivalence with the percentage is 15.89% and the last with the lowest percentage is Formal equivalence with the percentage is 0.76%. And that showed the students had difficulties in translate English idiom into bahasa Indonesia and the students cannot maintains the meaning of the idiom, so the meaning in the source text cannot be transfered as natural as possible in target text.

### **C. Discussion of the Research**

In this chapter, discussion is presented simultaneously, meaning that every presentation of the result or data is followed by discussion. As mentioned in chapter one, this research was conducted in order to analyze, identify and classify the equivalence of Students' translation in translating English idiom in into bahasa Indonesia.

The idiom translation result was given to them. Then, all incorrect forms in students' result were equivalence regarded as equivalence. After that the researcher checking the task results of students' translations that were grouping into translated and untranslated. In translated researcher classified based on the equivalence or non-equivalence. Then in equivalence it was found that were two types of equivalence made by students in translated English idiom into Bahasa Indonesia, based on analysis equivalence they were dynamic and formal equivalence. Below are

presented several sentences of apparent types made by students in translated English idiom into Bahasa Indonesia.

### 1. Untranslated

In untranslated the students didnot translate the sentences.

**Table 4**  
**Untranslated Made By The Students**

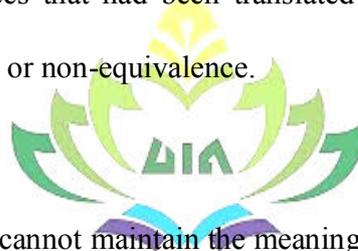
No	Source text	Target text (Students Result)	Meaning of the Idiom	Translated			Untranslated
				Equivalence		Non-Equivalence	
				Dynamic	Formal.		
1	Had been bullied every day until Carter, The captain of the wrestling team, took him <b>Under his wing</b>		Being looked after by somebody who is older or more experienced.				✓
2	Whenever Spogebob squareants came on the TV, the children were <b>Glued to</b> their seats.	–	Be looking at something and not paying attention to anything else.				✓
3	I tried to warn Brian that he was <b>Playing with fire</b> , but he kept flipping off of the trampoline and	–	Engage in a dangerous activity.				✓

into pool until he missed the pool one time and broke his ankle.					
--	--	--	--	--	--

The students didnot translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.

## 2. Translated

In this case, the sentences that had been translated by students were classified based on the equivalence or non-equivalence.



### a. Non-Equivalence

In this case, the students cannot maintain the meaning of the idiom, so the meaning in the source text cannot be transfered as natural as possible. Because of that the equivalence of the translation of the idiom in the target text is non-equivalence. The total numbers of non-equivalence committed by students were 31 (see appendix 7). The following data are presented as examples of the non-equivalence done by the students:

Table 5

Non-Equivalence Made By The Students

No	Source text	Target text (Students Result)	Meaning of the Idiom	Translated			Un translated
				Equivalence		Non- Equivalence	
				Dynamic	Formal		
1	When the boys were having difficulty finding a DJ for the party. Brian suggested that they just turn on the radio at the party, but Kevin didn't want to <b>Cut corners</b>	Ketika para remaja laki-laki kesulitan dalam mencari seorang DJ untuk pesta, Brian menyarankan sebaiknya mereka menyalakan radio di pesta tetapi Kevin tidak mau <b>berhemat</b>	Do less thorough job than originally planned in order to save time, cost and/or energy.			✓	
2	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the <b>Gravy train</b>	Sejak Paul Jr mengetahui bahwa dia dapat menggunakan uang untuk menyekop jalan masuk disaat musim salju, dia selalu <b>mengeluarkan duit banyak untuk hal itu.</b>	A system that offer high financial rewards in exchange.			✓	

3	Don't challenge Zeke to a dance off unless you are ready because Zeke will get in dance bettle <b>At the drop of a hat</b>	Jangan Menantang Zake untuk menari keuali jika kamu siap, karna Zake merupakan penari profesional yang <b>siap menari kapan saja.</b>	Describe a willingness to do something with very little encourgm ent.			✓	
---	--	---	---	--	--	---	--

The first, The idiom in the source text is **cut corners**. It has meaning do less thorough job than originally planned in order to save time, cost and/or energy.

The idiom translated into *berhemat*. The second is **gravy train** it has meaning a system hat offer high financial rewards in exchanged. The idiom is translated into *mengeluarkan duit banyak untuk hal itu*.

And the last is **at the drop of a hat**. It has meaning describe a willingness to do something with very little encouragement. The idiom translated into *siap menari kapan saja*. From the previous explanation it can be seen that the students cannot maintain the meaning of the idiom. So, the meaning in the source text cannot be transfer as natural as possible. Because of that the equivalence of the translation of the idiom in the target text is non-equivalence.

### b. Equivalence

In equivalence it was found that were two types of equivalence made by students in translated English idiom into bahasa Indonesia, based on analysis equivalence they were dynamic and formal equivalence.

### b.1 Dynamic Equivalence

the result of the translation is regarded as dynamic equivalence when the message in source text is properly conveyed into target text. So, the response obtained in target text has the same response that is intended by the source text. To get the same response, the result of the translation must be dynamic equivalence. According to Nida and Teber dynamic equivalence is “quality of translation in which the message of the original text has been so transported into the receptor language that the response on the receptor is essentially like that of the original receptors.”<sup>78</sup> The total numbers of dynamic equivalence committed by students were 66 (see appendix 7). The following data are presented as examples of the dynamic equivalence done by the students:

**Table 6**  
**Dynamic Equivalence Made By The Students**

No	Source text	Target text (Students Result)	Meaning of the Idiom	Translated			Un translated
				Equivalence		Non-Equivalence	
				Dynamic	Formal		
1	Craig and I fought over a girl on the fourth grade but that's <b>Water</b>	Craig dan saya berkelahi untuk seorang gadis kelas empat, tetapi itu	Something that happens in the past, and whose	✓			

<sup>78</sup> Nida and Teber, *Ibid.* p. 200.

	<b>under the bridge</b>	kejadian dimasa lalu yang <b>sudah tidak penting lagi sekarang.</b>	implication are being ignored.				
2	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just <b>Not her cup of a tea</b>	Ibunya kylie ingin dia bermain piano, tetapi sebesar apapun kylie ingin membuat ibunya bahagia, hanya saja bermain piano sesuatu yang <b>tidak dia sukai atau tidak dia minati.</b>	Not something they find appealing and/or entertaining	✓			
3	I don't mean to <b>Toot my own horn</b> , but I'm the fastest kid on my block and the smartest too.	Saya tidak bermaksud untuk <b>membanggakan diri sendiri</b> , tetapi saya adalah anak tercepat di daerah saya dan paling terpintar juga.	<b>Somebody</b> who like to boast about their abilities and achievement.	✓			

The result of the translation done by students in the first number is transfers meaning of the source text. The meaning of **Water under the bridge** is something that happens in the past, whose implication are being ignored. The

idiom is translated into *sudah tidak penting lagi sekarang*. It can be concluded that the result of the translation transfers the meaning of the source text rightly. Since the message of the source text is preserved, it is dynamic equivalence.

The second is **Not her cup of a tea**. The result of the translation done by students transfers meaning of the source text. The meaning of **Not her cup of a tea** in sentences is appropriate with the meaning in deep structure “Not something they find appealing and/or entertaining” and the idiom is translated into *tidak dia sukai atau tidak dia minati*. The meaning that is expressed as natural as possible to the target text, so the students’ result of the idiom translation is dynamic equivalence.



And the last is the idiom in the source text is **Toot my own horn**. It has meaning “somebody who like to boast about their abilities and achievement.” The idiom is translated into *membanggakan diri sendiri*. From the previous explanation it can be seen that the result of the translation maintains the meaning similarity of the idiom in the source text. Because the meaning consistency can be maintained in the target text, it is dynamic equivalence.

## **b.2 Formal Equivalence**

Formal Equivalence can be achieved when the message in the target text matches the original as closely as possible in the source text. It is supported by Basil and Hatim, Formal equivalence is a translation that adheres closely to the linguistic

form of a source text.<sup>79</sup> The total numbers of formal equivalence committed by students were 2 (see appendix 7). The following data are presented as examples of the formal equivalence done by the students:

**Table 7**  
**Formal Equivalence Made By The Students**

No	Source text	Target text (Students Result)	Meaning of the Idiom	Translated		Un translated	
				Equivalence			Non-Equivalence
				Dynamic	Formal		
1	After a long day of school football practice studying and chores. Glen wanted to play game box, but he was <b>beat</b>	Setelah melalui hari yang panjang dari latihan sepak bola, belajar dan tugas-tugas sekolah. Glen ingin bermain tetapi dia selalu <b>kalah</b> .	Somebody do not understand a situation or someone behavior.		✓		
2	I don't mean to <b>Toot my own horn</b> , but I'm the fastest kid on my block and the smartest too.	Saya tidak bermaksud untuk <b>membunyikan terompet saya</b> , tapi saya anak tercepat dikelompok saya dan paling terpintar juga. Rendah hati.	Somebody who like to boast about their abilities and achievment.		✓		

<sup>79</sup> Basil Hatim and Jeremy Munday, *Op. Cit.* p. 340.

The first, the students translation results showed that the idiom **beat** translation in sentences is inappropriate with the meaning “Somebody do not understand a situation or someone behavior”.The students translated idiom literally and adjust with the form of the source the text with *kalah*, so the meaning in the source text cannot be transferred and the translation result is Formal equivalence and the student did not yet finish translate all of the text.

And the second, The student translation result showed that the idiom **Toot my own horn** in sentences is inappropriate with the meaning Somebody who like to boast about their abilities and achievement, and the idiom is translated into *membunyikan terompet saya*. The students translated idiom literally and adjust the form of the source the text, so the meaning in the source text cannot be transferred and the translation result is Formal equivalence.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusion and suggestion in an analysis of the equivalence of students' English idiom in translation into bahasa Indonesia.

#### A. Conclusion

Based on an analysis of the equivalence of students' English idiom in translation into bahasa Indonesia the researcher conclude. The subject committed two types of translation made by students they were translated and untranslated. In translated researcher classified based on the equivalence or non-equivalence. Then in equivalence it was found that were two types of equivalence made by students in translated English idiom into Bahasa Indonesia, they were dynamic equivalence and formal equivalence.

The last is evaluating for each type of students works. The total number of students result were 200 items. The students didnt translate the sentences of the English idiom into bahasa Indonesia is the highest frequency with 101 items and the percentage is 50.76%. followed by the students translated with 99 items and the percentage is 49.21% with details are the students translated by non-equivalence with 31 items and the percentage is 15.89%. Then, by the equivalence with 68 items and

the percentage is 33.32% with details are dynamic equivalence with 66 items and the percentage is 32.56% and the last with the lowest percentage is formal equivalence with 2 items and the percentage is 0.76%. from the data, showed the students had difficulties in translate English idiom into bahasa Indonesia and the students cannot maintains the meaning of the idiom, so the meaning in the source text cannot be transfered as natural as possible in target text.

## **B. Suggestion**

From the conclusion above, the researcher would like to give some suggestion:

1. Suggestion for the lecturer
  - a. The lecturer does not only give explanation how to translate but also must give the students more exercises in translation.
  - b. The lecturer does not only give material about Idiom but also must give the students more example and the meaning of the Idiom.
  - c. The lecture should give more translation English Idiom exercise to students so that they will be familiar in translating English Idiom into bahasa Indonesia.
2. Suggestion for the students
  - a. The students should learn and practice in translating.
  - b. The students should not be lazy to read and find the meaning of the text or sentences.
  - c. The students should learn and develop their knowladge about Idiom.

3. Suggestion for the other researchers
  - a. For further research, the researchers should try to find out the students' equivalence in translating Indonesian Idiom into English.
  - b. For further research, the researchers should try to find out another proverb such as, phrase, collocation, homonyms and etc.



## REFERENCES

- Arikunto, Suharsimi. 1987. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*. Depok: Al-Huda Kelompok Gema Insani.
- Basil, Hatim and Jeremy Munday. 2004. *Translation an Advance Resources Book*. Routledge, London.
- Bambang, Ag Setiyadi. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing- Pendekatan Kuantitatif-Kualitatif*. Yogyakarta: Graham Ilmu.
- Baker, M. 1992. *In Other Words. A Coursebook On Translation*. London: Routledge.
- Carolyn, Mc Manis, Deborah Stollenwerk, and Zhang Zheng-Sheng. 1987. *Language Files*. The Ohio State University departement of Linguistic, Advocate Publishing Group,
- Catford. J. C. 1965. *A Linguistic Theory of Translation*. Oxford University Press.
- Cambridge Dictionary of Philosophy*. 1999. 2nd ed. Robert Audi.
- Donald, Ary L.C. Yacobs and A Razaveigh. 1975. *An Introduction Research in Education 2<sup>nd</sup> Hotl*. Washington: Rinenhart and Winston Inc.
- Finlay, Ian F. 1974. *Translating*. Edinburgh: T&A Constable Ltd.
- Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books.
- ISP, Nation. 1989. *Language Teaching Techniques*. Wellington:Victoria University.
- Larson. Mildred. 1984. *Meaning Based Translation: A Build to Cross Language Equivalent*. Lanham: MD University Press of America. Inc.
- Marguerite et.al. 2006. *Methods in Educational Research: From Theory to Practice*. San Francisco: Jassey-Bass.

- Newmark, Peter. 1988. *A Text Book of Translation*. London: Polytechnic of Central London. Pergamon Press.
- Nida E.A. and C.R.Taber 1982.*The Teory and Practice of Translation*, New York: The United Bible Societies.
- Nida E.A. 1964. *Linguistics and Ethnology In Translation-Problems*. In D. Hymes (Ed.) *Language in Culture and Society: A Header in Linguistics and Anthropology*, New York: Harper & Row.
- O'Dell, Felicity and Michael McCharthy. 2010. *English Idiom in Advance Use*. Newyork: Cambridge University Press.
- Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2011, fourth edition,)
- Pusat Bahasa, 2008. *Kamus Besar Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama.
- Rachmadi. S. Suryawinata, Z.A. Effendi. 1999. *Materi Pokok : Translation*. Jakarta: Universitas Terbuka.
- Ramelan in Happy Nur Indah Sari, *An Analysis of Participant and Process in Recount Text Made by the Eight Grade Students in SMP Al Huda Semarang In The Academic Year 2009/2010*, (Semarang: Semarang State University, 2010), p. 4. Unpublished.
- Rush Hashanah, *A Philoshpy of Faithful Translation,"New Flesh for the Same Spirit"*, Machzor\_translation\_Exercise\_CCAR.RM-AM,Singles.5Aul1.pdf. [https://www.ccarpress.org/FileCache/2017/02\\_February/machzor\\_translation\\_exercise\\_.pdf](https://www.ccarpress.org/FileCache/2017/02_February/machzor_translation_exercise_.pdf)
- Simatupang, D.S Maurits, 1999. *Pengantar Teori Terjemahan*, Jakarta: Direktort Jendral Pendidikan Tinggi
- Sugiono. 2010. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Vinay, J.P. and J. Darbelnet. 1995. *Comparative Stylistics of French and English: a Methodology for Translation*. Translated by J. C. Sager and M. J. Hamel. Amsterdam/Philadelphia: John Benjamins.

Venuti, Lawrance, 2004. *The Translation Studies Reader*. London: Routledge.

Vikie A. Lambert, DNSc, RN, FAAN, Clinton E, Lambert, PhD, RN, CS, FAAN,  
*Qualitative Descriptive Research: An Acceptable Design*, vol.16, no.4,  
2012, Fasific Rim International Journal of Nursing Research.

Zoya Prosmina. 2008. *Theory of Translation*. Vladivostok: Far Eastern University Press.





# APPENDIX



**Analysis the Result of Translation English Idiom into Bahasa Indonesia**

**Name/NPM : Ana Lestiana/1411040211 and Yudha Prasetyo /1411040133**

**Kelas : C**

No	Source text	Target text (Students Result)	Meaning the Idiom	Discussions	Translated			Un translated
					Equivalence		Non- Equivalence	
					Dynamic	Formal.		
1	Craig and I fought over a girl on the fourth grade but that's <b>Water under the bridge</b>	Craig dan saya memperebutkan seorang gadis dikelas 4 SD. tapi itu <b>kejadian dimasa lalu yang sekarng sudah penting lagi.</b>	Something that happens in the past, and whose implication are being ignored.*	The result of the translation done by students transfers meaning of the source text. The meaning of <b>water under the bridge</b> is something that happens in the past, whose implication is being ignored. The idiom is translated into <b>sudah tidak penting lagi sekarang.</b> It can be concluded that the result of the translation transfers the meaning of the source text rightly. Since the message of the source text is preserved, it is dynamic equivalence.	✓			
2	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just <b>Not her cup of a tea</b>	Ibu kylie mengingankan dia untuk bermain piano, tapi kylie ingin membuat ibunya bahagia. bermain piano adalah <b>bukan hal yang ia sukai.</b>	Not something they find appealing and/or entertaining.*	The result of the translation done by students transfers meaning of the source text. The meaning of <b>not her cup of a tea</b> is Not something they find appealing and/or entertaining. The idiom is translated into <b>bukan hal yang ia sukai.</b> The meaning is expressed as natural as possible to the target text. So, the students' result of the idiom translation is dynamic equivalence.				✓
3	I don't mean to <b>Toot my own horn</b> , but I'm the fastest kid on my block and the smartest too.	Saya tidak bermaksud untuk <b>membanggakan diri sendiri</b> , tetapi saya adalah anak tercepat diblok/daerah saya dan yang terpintar juga.	Somebody who like to boast about their abilities and achievment.*	The idiom in the source text is <b>toot my own horn</b> . It has meaning Somebody who like to boast about their abilities and achievment. The idiom is translated into <b>membanggakan diri sendiri</b> . From the previous explanation it can be seen that the result of the translation maintains the meaning similarity of the idiom in the same text. Because the meaning consistency can be maintained in the target	✓			

				text, it is dynamic equivalence.				
4	When the boys were having difficulty finding a DJ for the party. Brian suggested that they just turn on the radio at the party, but Kevin didn't want to <b>Cut corners</b>	Ketika para remaja laki-laki kesulitan dalam mencari seorang DJ untuk pesta, Brian menyarankan sebaiknya mereka menyalakan radio di pesta tetapi Kevin tidak mau <b>berhemat.</b>	Do less thorough job than originally planned in order to save time, cost and/or energy*	The idiom in the source text is <b>cut corners</b> . It has meaning do less thorough job than originally planned in order to save time, cost and/or energy. The idiom translated into <b>berhemat</b> . From the previous explanation it can be seen that the students cannot maintain the meaning of the idiom. So, the meaning in the source text cannot be transfer as natural as possible. Because of that the equivalence of the translation of the idiom in the target text is non-equivalence.			✓	
5	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the <b>Gravy train</b>	Sejak Paul Jr mengetahui bahwa dia dapat menggunakan uang untuk menyekop jalan masuk disaat musim salju,	A system hat offer high financial rewards in exchanged*	The students didn't translate the idiom of the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
6	Had been bullied every day until Carter, The captain of the wrestling team, took him <b>Under his wing</b>		Being looked after by somebody who is older or more experienced.**	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
7	After a long day of school football practice studying and chores. Glen wanted to play game box, but he was <b>beat</b>		Somebody do not understand a situation or someone behavior.**	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓

8	Whenever Spogebob squarepants came on the TV, the children were <b>Glued to</b> their seats.		Be looking at something and not paying attention to anything else.**	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
9	Don't challenge Zeke to a dance off unless you are ready because Zeke will get in dance battle <b>At the drop of a hat</b>		Describe a willingness to do something with very little encouragement.*	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
10	I tried to warn Brian that he was <b>Playing with fire</b> , but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.		Engage in a dangerous activity*	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓

\*Ian Stuart-Hamilton, *An Asperger Dictionary Of Everyday Expression*, (Great Britain: Athenaeum Press, 2007).

\*\*Ruth Gairns and Stuart Redman, *Oxford Learner's Pocket Phrasal Verb and Idioms*, (United Kingdom: Oxford University Press, 2013).

### Analysis the Result of Translation English Idiom into Bahasa Indonesia

Name/ NPM : Ria Oktaviani/1411040152 and Desi Kurniasari/1411040231

Kelas : C

No	Source text	Target text (Students Result)	Meaning of the Idiom	Discussions	Translated			Un translated
					Equivalence		Non- Equivalence	
					Dynamic	Formal		
1	Craig and I fought over a girl on the fourth grade but that's <b>Water under the bridge</b>	Craig dan saya berkelahi karna gadis dikelas 4. tapi itu <b>bukan suatu yang perlu di ingat.</b>	Something that happens in the past, and whose implication are being ignored.*	The result of the translation done by students' transfers meaning of the source text. The meaning of <b>water under the bridge</b> is something that happens in the past, whose implication is being ignored. The idiom is translated into <b>bukan suatu yang perlu di ingat.</b> It can be concluded that the result of the translation transfers the meaning of the source text rightly. Since the message of the source text is preserved, it is dynamic equivalence.	✓			
2	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just <b>Not her cup of a tea</b>	Ibunya kylie ingin dia bermain piano, apapun keinginan kylie untuk membahagiakan ibunya. Bermain piano	Not something they find appealing and/or entertaining.*	The students didn't translate the idiom of the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
3	I don't mean to <b>Toot my own horn,</b> but I'm the fastest kid on my block and the smartest too.	Saya tidak bermaksud untuk <b>membanggakan diri sendiri</b> tapi saya adalah anak tercepat didaerah saya dan yang ter pintar juga.	Somebody who like to boast about their abilities and achievement.*	The idiom in the source text is <b>toot my own horn.</b> It has meaning Somebody who like to boast about their abilities and achievement. The idiom is translated into <b>membanggakan diri sendiri.</b> From the previous explanation, it can be seen that the result of the translation maintains the meaning	✓			

				similarity of the idiom in the same text. Because the meaning consistency can be maintained in the target text, it is dynamic equivalence.				
4	When the boys were having difficulty finding a DJ for the party. Brian suggested that they just turn on the radio at the party, but Kevin didn't want to <b>Cut corners</b>	Ketika para remaja kesulitan dalam mencari seorang DJ untuk pesta, Brian menyarankan sebaiknya mereka menyalakan radio di pesta tetapi Kevin tidak mau <b>berhemat</b>	Do less thorough job than originally planned in order to save time, cost and/or energy*	The Idiom in the source text is <b>cut corners</b> . It has meaning Do less thorough job than originally planned in order to save time, cost and/or energy. The idiom is translated into <b>berhemat</b> . From the previous explanation it can be seen that the students cannot maintain the meaning of the idiom. So the meaning in the source text cannot be transfer as natural as possible. Because of that the equivalence of the translation of the idiom in the target text is non-equivalence.			✓	
5	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the <b>Gravy train</b>	Sejak Paul Jr mengetahui bahwa dia bisa menggunakan uang untuk	A system hat offer high financial rewards in exchanged*	The students didn't translate the idiom of the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
6	Had been bullied every day until Carter, The captain of the wrestling team, took him <b>Under his wing</b>		Being looked after by somebody who is older or more experienced.**	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
7	After a long day of school football practice studying and chores. Glen wanted to play game box, but he was <b>beat</b>		Somebody do not understand a situation or someone behavior.**	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓

8	Whenever Spogebob squarepants came on the TV, the children were <b>Glued to</b> their seats.		Be looking at something and not paying attention to anything else.**	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
9	Don't challenge Zeke to a dance off unless you are ready because Zeke will get in dance battle <b>At the drop of a hat</b>		Describe a willingness to do something with very little encouragement.*	The students didn't translate the text. Because of that the equivalence of the translation of the idiom in the target text cannot be analyzed.				✓
10	I tried to warn Brian that he was <b>Playing with fire</b> , but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.	Saya mencoba untuk memperingatkan Brian bahwa iya sedang <b>melakukan hal yang berbahaya</b> tetapi, dia terus melompat dari trampolin kedalam kolam renang sampai melewati kolam renang dalam satu waktu dan patah pada pergelangan kakinya.	Engage in a dangerous activity*	The Idiom in the source text is <b>playing with fire</b> . It has meaning Engage in a dangerous activity. The idiom is translated into <b>melakukan hal yang berbahaya</b> From the previous explanation it can be seen that the result of the translation maintains the meaning similarity of the idiom in the source text, because the meaning consistency can be maintained in the target text, it is dynamic equivalence.	✓			

\*Ian Stuart-Hamilton, *An Asperger Dictionary Of Everyday Expression*, (Great Britain: Athenaeum Press, 2007).

\*\*Ruth Gairns and Stuart Redman, *Oxford Learner's Pocket Phrasal Verb and Idioms*, (United Kingdom: Oxford University Press, 2013).

