STUDENT'S DIFFICULTIES IN TRANSLATING IDIOMATIC EXPRESSION FROM ENGLISH INTO INDONESIAN LANGUAGE AT THE 5th SEMESTER DEPARTMENT OF ENGLISH EDUCATION AT UNPRI MEDAN

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ABSTRACT

This study is about the difficulties in translating idiomatic expressions. The purpose of this research is to find out the students' difficulties in translating idiomatic expressions from English into the Indonesian language, and the causes of the difficulties. The type of research method used in this study is the descriptive qualitative research method. Data from this study was collected and obtained through tests and questionnaires. The subject of this study was 10 students from the 5th semester in majoring English Education at UNPRI Medan. Tests were distributed to the students to find out the student's ability to translate idiomatic expressions, and what their difficulties, the results of translation were totally inadequate on 17%, inadequate on 19%, adequate on 11%, almost completely successful on 11%, and successful on 42%. After that, the researchers found the students' difficulties in translating idiomatic expressions were lexical difficulty at 15%, stylistic difficulty at 28%, cultural difficulty at 28%, and 29% for grammatical difficulty. Based on the questionnaires the researchers found several factors influenced students' difficulties in translating idioms, firstly their lack of knowledge of idiomatic expressions, secondly, lack of vocabulary mastery, and thirdly, the students also rarely practiced expression idioms in speaking and writing. As a result, it is suggested that students study books, articles, papers, song lyrics, and movie subtitles in English to broaden their knowledge of idioms. They should also practice using idioms in writing and everyday conversation.
Keywords: difficulties, causes, translation, idiom

CHAPTER I
INTRODUCTION

A. Background of the Study

There are thousands of languages spread globally. It is probably an obstacle to a conversation with every different precise language, peoples can apprehend the message from every language with the translation. Translation is the essential aspect of communication, there may be switches and obtain which means from the source language to the target language method of translation supplies a message from one language to some other language without changing the meaning from the source language, therefore people can understand the message from every language with the translation. It is can assist people in communication, and help the switch and acquire messages from distinct languages without a problem. As we understand there are a lot of languages and translation from the source language to the target language builds first-class communication, a different critical element people will easier to learn a foreign language.

According to Hendrawati A. (2017) translation is the process of delivering a message or meaning from the source language to the target language. Machali 1 (2009: 26), a linguist at The University of New South Wales (UNSW), translation is an effort to replace the source language text with an equivalent text in the target language and what is translated is the meaning intended by the author.

In translating one language to a few different languages using word-for-word translation people might be though easier to translate it, but in translating phrase sentences and paragraphs possibly some people get tough for that reason the message from the source language cannot introduce clearly. Particularly in translating idiomatic expressions, this expression can't use word-for-word translation, due to the reality in idiomatic exprexpressionse hidden which means and influenced with the aid of the usage of lifestyle from the source language so it is far tough to find out the equivalence of the source language to the target language. According to Newmark, idiomatic translation replicates the "message" of the original but has a tendency to skew subtleties of meaning by favoring colloquialisms and idioms where they are absent from the original (authorities as disparate as Stuart Gilbert and Seteskovitch tend to this form of lively, "natural" translation).

Idioms are language expressions in the form of a combination of words (phrases) whose meanings are unified and are not interpreted according to the meaning of their constituent elements (Soedjoto in Sudaryat, 2009).

Many college students get tough to translate idiomatic expressions from English into Indonesian. Such as the idiom *feeling blue* translated into Indonesia is *perasaan biru*, but the message from that idiom is wrong, it is the result of the idiom being translated word-for-word. While, feeling blue means *sad*. The idiom *a hot potato* if translated directly word-for-word in Indonesia is *Sebuah kentang panas*, whereas it means *to talk about issues that are currently being discussed*. As a result, this means that the idiom of source textual content no longer transferred well to the

target textual content. The quit, translating idiom is not as smooth as we consider. The idiom cannot be translated literally.

Therefore, students must understand what translation theory will be applied in translating the idiom so that the meaning of the source language is conveyed according to the meaning of the target language. Students' ignorance of translation theories causes difficulties in translating idioms and tends to use theory word for word or literally so that the meaning of the idiom is not conveyed.

From this phenomenon, where students have difficulty in translating, especially translating idiomatic expressions, the researcher hopes that by conducting research using the questionnaire and test methods, they can answer what strategies are used and what are the difficulties of students in translating idiomatic expressions. Therefore, the researcher might conclude this study.

By conducting this research, the researcher will give a test to translate English idioms into Indonesian and provide a questionnaire to ask what are their difficulties in translating the idioms. Thus, this research can be used as a basis for teachers in teaching because they already know what the students' difficulties are in translating idioms.

Based totally on the rationalization above, the researcher was concerned with analyzing the troubles of translating idioms at the University of Prima Indonesia at the English Education Department. So, the researcher knows what the difficulties students in translating English idiomatic expressions into Indonesian for that reason,

the researcher accomplished research entitled: "Student's Difficulties in Translating Idiomatic Expression from English Into Indonesian".

Based on the statement above, the objective of this research complies with:

1. To find out the students' difficulties in translating idiomatic expressions from English into the Indonesian language in the fifth-semester majoring in English Education in UNPRI Medan.

2. To find out the factor causing students' difficulties in translating idiomatic expressions from English into the Indonesian language in the fifth-semester majoring in English Education in UNPRI Medan.

CHAPTER II
RESEARCH METHODOLOGY

A. Research Method

In accomplishing research, the important thing is that the research methods are expected to have a purpose to be implemented in the study to reap consequences and findings from the problems to be studied. Research methodology is a process or strategy that is planned out and frequently used by researchers to gather data or facts when conducting research. According to Sugiono (2018), research methodology is a scientific method able to discover records for certain purposes and uses.

In this observation, the researcher used a qualitative descriptive research method. This method is one type of research technique on the way to describe or describe a phenomenon to be studied. From this statement, this study uses a qualitative descriptive method to explain how students translate idiomatic terms from English into Indonesian with difficulty.

The researchers used tests and questionnaires in data collection, which data is obtained or collected directly from 10 students from the Faculty of Teacher Training and English Education at Prima Indonesia University through tests and questionnaires. By using tests and questionnaires the researchers will get data which in the test the researchers will know the ability of students in translating English idiom expressions into Indonesian. Additionally, the researcher will obtain

information from students' responses to a questionnaire about their comprehension of

idiomatic expressions and the methods they employ to translate these idioms.

CHAPTER III

RESEARCH FINDINGS AND DISCUSSIONS

A. Data

The researchers asked the fifth-semester students majoring in English Education at UNPRI Medan to translate 15 idiomatic expressions from English into the Indonesian language and then filled out the questionnaire. The following are 15 idiomtic expressions that serve as tests in data collection:

1. There are **a good deal of** luxury cars.
2. My uncle is **a man of the world.**
3. Please, **don't go bananas**.
4. It happened **all of a sudden**.
5. Solving mathematics problem is **a piece of cake** for him.
6. I can't join the event. I **am broke**.
7. He **is out of work** and has no money.
8. I **was worn-out** after a week of hard work.
9. Stay calm Bry! **Break a leg**!
10. Sinta **chew the fat** with her teacher for 2 hours.
11. Jane **lost her head** at her boyfriend.
12. He earned money **by hook or by crook**.
13. He was **bull-headed** before married.
14. My mother said that **every cloud has a silver lining**.
15. I **bit off more than one can chew** when I worked 10 hours a day.

The researchers shared data from test response sheets that were distributed using Google Forms at UNPRI Medan's Faculty of Teacher Training and Education, the English Department has ten students. As a result, the researchers presented some of the tests data as follows:

Table 3.1 Students' Responses on the Test

Participants	Target Language
P1. MSBS	
	1. Ada **banyak** mobil mewah.

2. Paman saya adalah **pria dunia.**

3. Tolong, **jangan pergi pisang.**

4. Itu terjadi **tiba-tiba**.

5. Memecahkan masalah matematika adalah **hal yang mudah** baginya

6. Saya tidak bisa bergabung. Saya **tidak punya uang.**

7. Dia **pengangguran** dan tidak mempunyai uang.

8. Saya **lelah** setelah seminggu bekerja keras.

9. Tetap tenang bry! **Semoga sukses!**

10. Sinta **mengunyah lemak** bersama gurunya selama 2 jam.

11. Jane **kehilangan akal** karena pacarnya

12. Dia mendapatkan uang **dengan cara apapun.**

13. Dia **berkepala banteng** sebelum menikah

14. Ibuku berkata bahwa **setiap awan memiliki lapisan perak.**

15. Saya **menggigit lebih dari satu yang bisa saya kunyah** ketika saya bekerja 10 jam sehari.

P2. EISN

1. Ada **sebuah penawaran bagus** untuk mobil mewah.

2. Pamanku adalah **orang yang wawasannya luas.**

3. Tolong, **jangan marah**.

4. Semua terjadi **secara tiba-tiba.**

5. Menyelesaikan matematika adalah **hal mudah** baginya.

6. Aku ga bisa ikut acara itu. Aku **tidak punya duit.**

7. Dia **ga kerja** dan tidak punya duit.

8. Aku **lelah** setelah seminggu penuh bekerja.

9. Tetap tenang Bry! **Semangat!**

10. Sinta **bercakap-cakap** dengan gurunya selama 2 jam.

11. Jane **terbawa emosi** pada pacarnya.

12. Dia menghasilkan duit **dengan segala upaya.**

13. Dia **keras kepala** sebelum menikah.

14. Mamaku berkata bahwa **badai pasti berlalu.**

15. Aku **mengambil pekerjaan lebih banyak dari orang** ketika aku bekerja 10 jam sehari.

P3. IYS

1. Ada **penawaran bagus** untuk mobil mewah.

2. Paman saya adalah **orang yang dunia.**

3. Tolong, **tidak pergi pisang**.

4. Itu yang terjadi **secara tiba-tiba.**

5. Memecahkan matematika adalah masalah **sepotong kue** untuknya.

6. Saya tidak mengikuti acara. Saya **patah**.

7. Dia **sedang menganggur** dan dia tidak mempunyai uang.

8. Aku **capek** setelah seminggu bekerja.

9. Tenang Bri! **Patahkan kakimu**!

10. Sinta **mengunyah gemuk** bersama gurunya selama 2 hujan.

11. Jane **menghilangkan kepalanya** untuk pacarnya.

12. Dia mencari uang **dengan cara kejahatan.**

13. Dia **berkepala banteng** sebelum menikah.

14. Ibuku berkata bahwa **setiap awan warna perak.**

15. Saya **menggigit lebih dari satu kaleng** ketika saya bekerja 10 jam sehari.

P4. JL

1. Disana ada **sebuah perjanjian bagus dari** mobil mewah

2. Paman saya adalah **seorang laki-laki dari dunia**

3. Tolong, **jangan pergi pisang**

4. Itu semua terjadi **mendadak.**

5. Memecahkan permasalahan matematika adalah **sepotong kue** untuknya.

6. Saya tidak bisa gabung kegiatan. Saya **hancur.**

7. Dia **keluar kerja** dan tidak memiliki uang.

8. Saya **dulu dipakai keluar** setelah seminggu bekerja keras.

9. Tinggal tenang Bri! **Hancurkan kakimu**!

10. Sinta **mengunyah lemak** dengan gurunya untuk 2 jam.

11. Jane **kehilangan kepalanya** pada pacarnya.

12. **Oleh penjahat atau kait** dia mendapatkan uang.

13. Dia **menuju banteng** sebelum menikah.

14. Ibu saya berkata **setiap awan memiliki lapisan perak.**

15. Saya **menggigit lebih dari satu yang bisa dikunyah** ketika saya bekerja 10 jam sehari.

P5. MSS

1. Disana adalah **sebuah kesepakatan** dari mobil mewah.

2. Paman saya adalah **seorang lelaki dari dunia**.

3. Tolong, **jangan pergi pisang.**

4. Itu terjadi **semua tiba-tiba**.

5. Pemecahan masalah matematika adalah **sebagian kue** untuknya.

6. Saya tidak dapat bergabung ke peristiwa. **Saya hancur**

7. Dia **keluar dari kerja** dan tidak punya uang.

8**.** Saya **usang** setelah seminggu bekerja keras.

9**.** Tetap tenang Bri! **Merusak sebuah kaki**!

10**.** Sinta **mengunyah kegemukan** dengan gurunya untuk 2 jam.

11**.** Jane **kehilangan kepalanya** dipacarnya.

12**.** Dia dapat uang melalui **kait atau melalui jahat.**

13**.** Dia adalah **kepala banteng** sebelum menikah

14. Ibu saya dikatakan bahwa **setiap awan memiliki sebuah lapisan perak**

15. Saya **sedikit mati daripada satu dapat mengunyah** ketika saya bekerja 10 jam sehari.

B. Research Findings and Discussion

The researcher was taken the data using a test instrument. In assessing the results of the translation of students' idioms, the researchers used translation quality assessment by Waddington (2001), there are five levels of translation accuracy, namely:

Table 3.2 Translation Quality Assessment Rubric

Level	Level of accuracy	Quality of translation	Task completion rate	Mark
Level 1	Utterly insufficient ST transfer. Worthless to revise	Completely lack of ability in transfer to TL.	Totally inadequate	1-2
Level 2	Serious errors in the message's transmission. need extensive revision	Almost the entire text reads like a translation, there are some errors	Inadequate	3-4
Level 3	Transfer of the general idea but with a number of lapses in accuracy, needs considerable revision	Certain parts read like an originally written in TL, other than translation, though. significant mistakes	Adequate	5-6
Level 4	Almost flawless transfer with a few errors. minimal revision	Large sections appeared to have been written in TL at first. number of mistakes	Almost completely successful	7-8
Level 5	full ST transfer; minor revision	Read in its entirety as it was originally written in TL. Minor mistakes	Successful	9-10

In the idiom test prepared by the researchers, the researchers present 15 English idiom expressions which have been translated by 10 research samples into

the Indonesian language. As a consequence, 150 translation data were gathered. In the

following table, an overview of the student's level of accuracy is presented.

Table 3.3 Students' Translations Accuracy Assessment

Level	1	2	3	4	5	Total
Data	25	29	16	17	63	150
%	17	19	11	11	42	100

Table 3.3 shows the data from the students' translation accuracy, there are 150

idioms translated by students and the researchers have grouped students' ability to

translated idioms into five levels of accuracy. Level 1 shows that the students have

totally inadequate translation 17%, level 2 presents inadequate translation 19%, level

3 shows that the students had adequate translation 11%, level 4 presents almost

completely successful translation 11%, and level 5 presents successful translation of

the students 42%.

a. The Totally Inadequate Translation

Students at Level 1 are completely unable to translated idioms into the target

language, which indicates that they are unable to communicated effectively in

English in this circumstance.

b. The Inadequate Translation

There are several idioms that are considered in level 2 the inadequate

translation, namely "every cloud has a silver lining". Most students translated with

word-for-word translation, therefore, the message of the idiom is not conveyed, and

instead makes the translation awkward.

c. The Adequate Translation

From the results of the translation of students, the adequate translation categorized in level 3 is "don't go bananas" which means an act that makes noise and is accompanied by cheers. However, it can be observed from the pupils' test answer sheet that they translated *"Aku kesal"* and *"Jangan marah".* The researchers analyzed that the presence of annoyance or anger can cause a commotion.

d. The Almost completely Successful Translation

Translations that were almost completely successful were categorized into an accuracy level 4 where students almost succeeded in translating but there were some significant inaccuracies that required revision. It is seen from their answer sheet, that idiom "lost her head" has been translated as *"kehilangan akal".* Based on the meaning of the idiom it means "enrage". From the students' translation results, it can be seen that there is a slight difference in meaning from the actual meaning of the idiom, so it requires a little revision.

e. The Successful Translation

The successful translation is level 5, which denotes a completed transfer of the source text's idiom with just minor revision required. Idiomatic translations categorized in this level are "a good deal", "a piece of cake", and "break a leg". From the student answer sheets collected on the Google form, As seen, 7 out of a total of 10 pupils were successful in interpreting the idiom.

C. Translation Difficulties

After knowing the student's ability in translating idiomatic above, second, the researchers analyzed translation difficulties using Hartono's theory (2009). Many students experienced significant difficulties in translating. The percentage is shown by data on the difficulty of translation based on the tests is listed as follow :

Indicators	Result	
	Percentage (%)	Category
Lexical difficulty	15%	High
Stylistic difficulty	28%	High
Cultural difficulty	28%	High
Grammatical difficulty	29%	High

a) Lexical Difficulty

Students experienced lexical difficulties of 15% based on the data that has been obtained. The difficulties experienced by students occurred because many students were unable to identify idiomatic expressions contained in sentences. Lack of vocabulary mastery is one of the factors students experienced this difficulty. In addition, some of the idioms used in the test may not be familiar to students. Therefore, these lexical difficulties occur due to the fact that the majority of pupils struggled with the language utilized in the translation test.

b) Grammatical Difficulty

English to Indonesian translation may be one of the factors causing grammatical difficulties. In addition, the main factor that causes translation failure was the use of inappropriate translation features. In this case, many

students took advantage of translation features such as google translate. Some students, looking for a translation of a word through this feature, then copy the translation results and immediately enter it into a sentence and did not adjust it to other words or sentences.

c) Cultural Difficulty

In this study, based on data students experienced a cultural difficulty of 28% during the translation process. This is based on students' introduction to idioms in Indonesian or English. The pupils complained that they did not have a strong enough understanding of the idiomatic terms employed in the instrument. The idiomatic terms utilized in the test were only marginally recognized by the students. One of the factors that influence students' lack of recognition of idiomatic expressions is that students did not know English culture such as idiomatic expressions related to language culture. Therefore, they felt unfamiliar with idiomatic expressions..

d) Stylistic Difficulty

The culture of difficulty will influence the stylistic difficulty. If students' recognition of idiom culture was not high enough, students will also have difficulty in perfect translation in terms of style.

Students must be able to equalize idioms in the target language in order to translate idiomatic statements accurately. For instance, the Oxford Dictionary of Idioms translates "hot potato" as a contentious subject. This situation is described with in Bahasa Indonesia with *"hal yang bersifat menimbulkan perdebatan"*. After getting the meaning, students then think of

Indonesian idioms that have the same idea as the situation, namely *"isu panas/gosip"*.

D. Factor of Students' Difficulties in Translating Idiomatic Expression

The researcher also gave a questionnaire to students which contained questions regarding their understanding of idioms. In the questionnaire, the researchers asked what they knew about idioms or what idioms were, and almost all of their answers showed that they only took the meaning of idioms from the internet, not based on what they knew. It means they don't know or can't define idioms according to their knowledge.

The researcher also asked "Can you identify idioms?", 7 out of 10 students answered that they could not identify idioms, it was seen from the results of their test that they were less able to translate idioms because students did not know which idiom expressions were, therefore, in translation, many students translated idioms using word for word translation, as the results the meaning of the idiom is not conveyed. And then the researchers asked "Do you have problems in translating idiomatic expressions? What is it?". 8 of the 10 students said that they had problems translating idioms. They also described the challenges they faced when translating the idiom.

From students' answers regarding their causes in translating idioms, It can be inferred that a number of factors affect students' challenges with idiom translation, firstly students cannot be distinguished or identified whether it expresses idioms or not, secondly, lack vocabulary mastery, and third, their lack

of knowledge about idiomatic expressions, and the students also rarely practiced

expression idiom in speaking and writing.

BAB IV

CONCLUSIONS AND SUGGESTIONS

Based on the results and findings from the previous chapter, the researcher will draw conclusions and suggestions as follows: (1) According to the accuracy assessment, only 63 out of 150 idiomatic expressions could be effectively translated into Indonesian, or 42% of the total. This indicates that there are still many students who are unable to translate idioms into Indonesian. From the test results, the researchers found the student's difficulties that the students had 15% lexical difficulty, 28% stylistic difficulty, 28% cultural difficulty, and 29% grammatical difficulty when interpreting idiomatic phrases (2) Based on the questionnaires the researchers found several factors influenced students' difficulties in translating idioms, firstly their lack of knowledge of idiomatic expressions, secondly, lack of vocabulary mastery, and thirdly, the students also rarely practiced expression idioms in speaking and writing.

Based on the findings of the research, the researchers present some suggestions, as follows: (1) Students should increase their knowledge of idioms by reading articles, papers, and even song lyrics or movie subtitles in English in order that students can improve their vocabulary skills, and also students should practice idioms in writing or in daily communication. (2) By kowing the students' difficulties in translating idioms, lecturers can help students improve their skills in idiom translation, especially in translation courses, lecturers are suggested to explore approaches to develop knowledge about English idioms. (3) For the other researchers, researchers believe that this thesis is still far from perfect. Therefore, the researcher

will accept suggestions and constructive criticism for the improvement of this thesis in the future.

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