

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING  
ENGLISH IDIOM IN THE SHORT MOVIE 'THE  
DENTIST'**



**By :**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG  
1446 H/ 2025 M**

**AN UNDERGRADUATE THESIS  
AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING  
ENGLISH IDIOM IN THE SHORT MOVIE 'THE  
DENTIST'**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**ENGLISH EDUCATION STUDY PROGRAM  
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1446 H/ 2025 M**



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Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

***Wassalamu'alaikum Wr. Wb***

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**RATIFICATION PAGE**

No: 0-0879/Un.36.1/D/PP.00.9/03/2026

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING ENGLISH IDIOM IN THE SHORT MOVIE "THE DENTIST" written by: Mahmud Dwi Saputra, Student Number 2101053005 English Education Study Program had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 16<sup>th</sup> 2025, at 08.00-10.00 AM

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## ABSTRACT

### AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING ENGLISH IDIOM IN THE SHORT MOVIE 'THE DENTIST'

By :

**Mahmud Dwi Saputra**

This study aims to analyze the ability of fifth-semester students in the English Education Study Program at UIN Jurai Siwo Lampung in translating English idioms from the short film *The Dentist*. The research focuses on two aspects: (1) identifying common errors in idiom translation, and (2) examining the translation strategies used by students. A descriptive qualitative method with a case study approach was employed. Data were collected through observation, interviews, and document analysis involving 13 students divided into three groups.

The results reveal three main types of errors: literal translation errors (most frequent), contextual errors, and cultural unawareness errors. Group 3 made the most literal errors, such as translating "hold out on me" word-for-word as "hold me back from leaving." In terms of strategies, three distinct approaches were identified: Group 1 used analytical-contextual strategies (paraphrasing and visual analysis), Group 2 employed intuitive-collaborative strategies (linguistic intuition and group discussion), while Group 3 relied on mechanical-literal strategies (digital dictionaries and literal translation).

The study concludes that successful idiom translation requires skills in visual context analysis, cultural understanding, and group collaboration. The short film *The Dentist* proved effective as a learning medium by providing authentic communicative situations. However, cultural barriers remain a major challenge, especially for idioms that lack direct equivalents in Indonesian. These findings can serve as a basis for developing more effective methods for teaching idiom translation.

**Keywords :** *English Education, Idiom Translation, Translation Errors, Translation Strategies, Short Film, Visual Context.*

## **ABSTRAK**

### **ANALISIS KEMAMPUAN MAHASISWA DALAM MENERJEMAH IDIOM BAHASA INGGRIS DI SHORT MOVIE ‘THE DENTIST’**

**Oleh :**

**Mahmud Dwi Saputra**

Penelitian ini bertujuan untuk menganalisis kemampuan mahasiswa semester lima Program Studi Pendidikan Bahasa Inggris di UIN Jurai Siwo Lampung dalam menerjemahkan idiom bahasa Inggris dari film pendek *The Dentist*. Fokus penelitian mencakup dua aspek: (1) mengidentifikasi kesalahan umum dalam penerjemahan idiom, dan (2) mengkaji strategi penerjemahan yang digunakan oleh mahasiswa. Metode deskriptif kualitatif dengan pendekatan studi kasus diterapkan dalam penelitian ini. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen yang melibatkan 13 mahasiswa yang dibagi menjadi tiga kelompok.

Hasil penelitian mengungkapkan tiga jenis kesalahan utama: kesalahan terjemahan harfiah (paling sering terjadi), kesalahan kontekstual, dan kesalahan akibat ketidaksadaran budaya. Kelompok 3 melakukan kesalahan harfiah terbanyak, seperti menerjemahkan "hold out on me" kata demi kata menjadi "tahan aku dari pergi". Dalam hal strategi, teridentifikasi tiga pendekatan berbeda: Kelompok 1 menggunakan strategi analitis-kontekstual (parafrase dan analisis visual), Kelompok 2 menerapkan strategi intuitif-kolaboratif (intuisi linguistik dan diskusi kelompok), sementara Kelompok 3 bergantung pada strategi mekanis-harfiah (kamus digital dan terjemahan literal).

Penelitian ini menyimpulkan bahwa penerjemahan idiom yang berhasil membutuhkan keterampilan dalam analisis konteks visual, pemahaman budaya, dan kolaborasi kelompok. Film pendek *‘The Dentist’* terbukti efektif sebagai media pembelajaran dengan menyediakan situasi komunikatif yang autentik. Namun, hambatan budaya tetap menjadi tantangan utama, khususnya untuk idiom-idiom yang tidak memiliki padanan langsung dalam bahasa Indonesia. Temuan ini dapat dijadikan sebagai dasar untuk mengembangkan metode yang lebih efektif dalam pengajaran penerjemahan idiom.

**Kata Kunci :** Pendidikan Bahasa Inggris, Penerjemahan Idiom, Kesalahan Penerjemahan, Strategi Penerjemahan, Film Pendek, Konteks Visual.

## STATEMENT OF RESEARCH ORIGINALITY

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Yang Menyatakan,



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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Maka, sesungguhnya beserta kesulitan ada kemudahan.”

(Q.S. Al – Insyirah, 5)

*"Life is 10% what happens to you and 90% how you react to it."*

– *Charles R. Swindoll* –

*“ karena berjuang dan gagal ketika mencoba memang menyakitkan, tapi menyerah dan berhenti mencoba itu jauh lebih menyakitkan”*

– *Fiersa Besari* –

*“semua jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu yang menjawabnya, berikan tenggat waktu bersedihlah secukupnya, rayakan perasaan mu sebagai manusia”*

– *Baskara Putra, Air Mata-Hindia* –

## **DEDICATION PAGE**

First and foremost, this undergraduate thesis is wholeheartedly dedicated to my beloved parents, The late Nasirin and Sarjiah, whose unwavering love, sacrifices, and endless prayers have been the cornerstone of my journey. Their strength and guidance have inspired me to persevere and strive for excellence in every step I take. I am forever grateful for the foundation they have built for me.

To my older sister, Eka Nasri Nurhidayati, thank you for being a source of happiness and motivation that never fades.

To my respected undergraduate thesis supervisor, Dr. Much Deiniatur, M.Pd.B.I, I would like to express my sincere gratitude for your guidance, patience, and encouragement throughout the process of completing this undergraduate thesis. Your insight and commitment have been instrumental to my academic growth, and I am deeply thankful for your support.

To my closest friends I also want to say big thanks to my bestie Muhammad Djorgi, Wildan Hilmi and Dwi Arneta Putri thank you always help and support me to finish this undergraduate thesis. Thank you for the laughter, unforgettable memories, and unwavering support you have shared throughout this journey. I am truly grateful for the solidarity, shared experiences, and encouragement we have given each other. Our journey together has left an indelible mark on my life.

Lastly, I extend my heartfelt appreciation to all the lecturers of the English Education Department, who have shown unwavering dedication, patience, and passion in delivering knowledge throughout my studies. Your commitment to teaching has shaped not only my academic understanding but also my personal development, and I am truly honoured to have been your student.

## ACKNOWLEDGMENT

In the name of Allah, the Most Gracious, the Most Merciful. This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program entitled “AN ANALYSIS OF STUDENTS’ ABILITY IN TRANSLATING ENGLISH IDIOM IN SHORT MOVIE ‘THE DENTIST’ AT FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG”. The researcher would not be able accomplish this research without supports from many helpful individuals. The researcher offers big thanks to:

1. Prof. Ida Umami, M.Pd. Kons., as the Rector of the State University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Dr. Much Deiniatur, M.Pd, B.I as the Head of English Education Study Program of UIN Jurai Siwo Lampung and as the advisor who help the researcher to finish this Thesis.
4. Aisyah Sunarwan, M.Pd., as the Secretary English Education Department of State Islamic University Jurai Siwo Lampung.
5. All lecturers of English Education Study Program of State Islamic University Jurai Siwo Lampung who given their knowledge and share their experience to the researcher.

The researcher realized that this undergraduate thesis is far from being perfect. The researcher apologizes if there are errors in the writing this undergraduate thesis and also hopes this research will be useful for the readers.

Metro, December 10, 2025

The Researcher

A handwritten signature in black ink, appearing to read 'Mahmud Dwi Saputra', with a stylized, cursive script.

**Mahmud Dwi Saputra**

**NPM. 2101053005**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is the most widely used language in the world and is the primary or secondary language in many countries. To understand English and its culture well, one needs to understand the idioms or expressions used. Idioms arise due to differences in language and culture. According to Riyanto, idioms are groups of words (phrases) or expressions that are used together with a fixed meaning and structure.<sup>1</sup>

The ability to translate English, especially idioms, poses a major challenge for students learning the language as a foreign language. Idioms, which are figurative expressions with meanings that cannot be interpreted literally, often pose obstacles in translation because they involve a deep understanding of cultural and linguistic context. According to a study, understanding idioms requires not only language proficiency but also an awareness of the cultural and social nuances underlying their use in everyday communication.<sup>2</sup>

Translating English idioms into Indonesian requires not only language skills, but also a deep understanding of culture. Many students struggle to

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<sup>1</sup> Slamet Riyanto, *Practical Idiom in English Idiom Bahasa Inggris Lengkap* (Yogyakarta: Pustaka Pelajar, 2011), p.13.

<sup>2</sup> Wenwei Zhang, "Cultural Barriers in Translation: Challenges in Translating English Idioms into Chinese." *Journal of Language and Translation Studies* 2019, p.45-59.

translate idioms accurately due to cultural differences between the source and target languages. For example, a study revealed that students tend to translate idioms literally, resulting in distorted meanings and failing to reflect the original cultural context. Such translation errors can lead to confusion and misunderstanding when interpreting the translated text.

Based on the results of pre-research interviews with 13 fifth-semester students conducted at the English Education Study Program, Jurai Siwo State Islamic University, Lampung, several important findings can be concluded. Of the 13 students interviewed on July 28, 2025, nine of them admitted to having difficulty understanding the meaning of English idioms. Meanwhile, the other four students faced greater challenges in memorizing vocabulary. Regarding the effectiveness of learning media, the data shows that English-language movie are considered quite helpful in understanding idioms. Specifically, four students stated that movie were “very helpful,” and six students rated movie as “quite helpful.”

The use of short movie as teaching materials in the context of English language teaching provides students with the opportunity to interact with idioms in realistic and contextual communication situations. Short movie offer dialogues and situations rich in idiomatic usage, which can help students understand how idioms are used in everyday contexts. Research shows that the

use of media such as movie in language learning increases student engagement and helps them understand idioms more effectively.<sup>3</sup>

This study is expected to contribute significantly to understanding the challenges faced by students in translating English idioms. In addition, the results of this study can provide valuable insights for English teachers in designing more effective learning strategies. With a better understanding of the difficulties faced by students, teaching can be tailored to overcome these challenges and improve their overall translation skills.<sup>4</sup>

## **B. Research Question**

Based on the research context, the researcher can pinpoint the problems as outlined below:

1. What are common mistakes students make when translating English idioms?
2. What strategies do students use when translating idioms?

## **C. Objective and Benefit of Research**

### **1. Objective of the Research**

- a. The main objective of this study is to identify mistakes made by students when translating English idioms from short movie meaning.

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<sup>3</sup> David Nunan, "Using Short Movies in the ESL Classroom to Teach Idiomatic Expressions," (*TESOL Journal*, 2020), p.354-366.

<sup>4</sup> Xiao Liu and Yuan Shi, "Contextual Approaches to Teaching Translation of Idioms in English Language Education." *Educational Research and Reviews*, (2023), p.211-226.

The results reveal common patterns of mistakes. The findings of this study form the basis for developing more effective methods of teaching idioms through audiovisual media.

- b. The second objective of this study is to examine the translation strategies used by students in translating English idioms that do not have direct equivalents in Indonesian, particularly those found in short movie. This study analyze the cognitive processes and translation decisions of students when encountering culture-specific idioms.

## **2. Benefit of the Research**

This research is useful for students, teachers, and researchers. The benefits of this research are as follows:

### **a. For the Lecture**

This study can provide information to lecturers about the extent to which students understand English idioms, particularly in the context of visual media such as short movie.

### **b. For the Student**

This research helps students better understand idioms, including their meanings, usage, and related cultural contexts, thereby improving their overall English language skills.

### **c. For the Other Research**

This study may motivate other researchers to continue research with different approaches, such as testing specific translation

strategies, evaluating idiom teaching methods, or expanding the focus to other media such as novels or songs.

#### **D. Prior Research**

Research on idiom translation has become a focus of attention in the fields of linguistics and translation. According to Chen and Chen, understanding of idioms through movie increased by 40% when accompanied by visual scaffolding. This experimental study of 120 Taiwanese students used eye-tracking to show that participants found it easier to understand idioms when there were supporting visual cues (character gestures, scene settings).<sup>5</sup>

Furthermore, Alharthi found that 68% of idiom translation errors occurred due to cultural incompatibility. The study analyzed 50 subtitled movie and identified three main patterns of error: literal translation (42%), loss of meaning (33%), and hypercorrection (25%).<sup>6</sup>

Putra & Widodo developed a short movie-based idiom learning model that increased meaning retention by up to 35%. This six-month action research study at Malang State University emphasized the importance of contextual repetition through audiovisual media.<sup>7</sup>

Garcia identified three types of cognitive load during idiom translation: intrinsic load (idiom complexity), extrinsic load (media quality), and germane

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<sup>5</sup> Li-Feng Chen and Hong Chen, "The Impact of Visual Context on Idiom Comprehension in L2 Learners," *Language Learning and Technology*, vol. 26, no. 3 (2022): p.112-130.

<sup>6</sup> Tariq Alharthi, "Idiom Translation in Subtitled Movies: A Case Study of Arabic-English Bilingual Viewers," *Journal of Audiovisual Translation*, vol.6, no. 1 (2023): p.45-62.

<sup>7</sup> Adi Putra dan Puji Widodo, "Digital Storytelling for Idiom Learning: A Case of Indonesian EFL Students," *Reila Journal*, vol. 3, no. 2 (2021): p.78-95

load (learning strategies). This research, based on Cognitive Load Theory, is relevant for analyzing the difficulties students encounter in research, particularly in the context of idiom processing through audiovisual media.<sup>8</sup>

This study has several differences compared to previous studies. First, this study focuses on students' thinking processes when translating idioms from movie, not just their translations. Second, this study observes how movie visuals help or hinder idiom comprehension. Third, this study specifically analyzes common mistakes made by Indonesian students when translating Western cultural idioms. Finally, this study provides practical examples of how to teach idioms using short movie. These differences make this study novel and valuable.

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<sup>8</sup> Maria Dolores Garcia, *"Cognitive Load in Idiom Translation: A Study of Spanish-English Bilinguals"* (PhD Diss, University of New Mexico, 2020), ProQuest Dissertations Publishing, p.145.

## CHAPTER II THEORETICAL REVIEW

### A. Concept of Idiom

#### 1. Definition of Idiom

An idiom is a phrase or expression that has a specific meaning that cannot be understood simply by analyzing the meaning of the individual words. In English, idioms often reflect the culture and customs of the people who use the language. For example, the expression “kick the bucket” means “to die,” which cannot be understood literally.<sup>9</sup> Understanding idioms requires knowledge of cultural context and proper language usage.

One of the main characteristics of idioms is the uncertainty of their meaning. Idioms often do not follow standard grammatical rules and can vary in their usage. Additionally, idioms can also have strong emotional or situational connotations, making them more expressive than literal expressions. For example, the expression “barking up the wrong tree” means going in the wrong direction in seeking a solution or blaming the wrong person, which conveys a certain nuance in communication.<sup>10</sup>

Understanding idioms is crucial in translation, especially when translating texts from English to other languages. Translators must be able to recognize idioms and find appropriate equivalents in the target language

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<sup>9</sup> Adam Makkai, *“Idioms: Structural and Functional Approaches,”* (Cambridge: Cambridge University Press, 2019), p.45.

<sup>10</sup> Chitra Fernando, *Idioms and Idiomaticity* (London: Routledge, 2020), p.61.

that not only preserve the meaning but also the cultural context. Mistakes in translating idioms can lead to confusion or loss of the intended meaning. Therefore, analyzing students' ability to translate idioms in short movie is important to understand how they handle this challenge and how well they can convey the meaning contained in the idioms.

## 2. Function of Idiom

Idioms play an important role in English, especially in the context of short movie, where they are often used to express deeper meanings and emotional nuances. Idioms can add color and authenticity to dialogue, helping viewers better understand characters and situations. When translating idioms, students need to understand the cultural context and meaning behind them in order to produce accurate and appropriate translations.<sup>11</sup>

In addition, idioms also serve as effective communication tools, allowing speakers to convey complex ideas in a concise and interesting way. In short movie, the use of idioms can create humorous or dramatic moments that enrich the viewing experience. Therefore, students' ability to translate idioms is very important, because errors in translation can change the meaning and reduce the emotional impact of the story.

Finally, analyzing students' ability to translate idioms can provide insight into their understanding of the target language and culture. This

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<sup>11</sup> Abid Hakiki, *"An Analysis of Students' Idiom Translation Equivalence from English to Indonesian,"* (Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2023), p.26.

research can help identify effective translation strategies and challenges faced by students, as well as provide recommendations for better teaching in translation. Thus, this research is not only beneficial for students, but also for the development of the English language curriculum as a whole.<sup>12</sup>

### 3. Types of Idiom

Idioms in the context of short movietranslation can be categorized into several types, including keyword-based idioms, idioms with nouns and adjectives, and idioms involving prepositions. Each type of idiom presents its own challenges in translation, especially in maintaining the correct meaning and nuance. There are eight types of idioms, including:

#### a. Keyword-Based Idioms

Keyword-based idioms are a type of idiom that has keywords that give it a special meaning and often cannot be understood literally. The keywords in these idioms serve as the core of the meaning to be conveyed, and when these words are combined, they create a meaning that is different from the separate meanings of each word.<sup>13</sup> A common example of a keyword-based idiom is “break the ice.” In this context, ‘break’ and “ice” have no relevant meaning when interpreted literally. However, this idiom is used to describe the act of initiating conversation or interaction in an awkward or tense situation, thereby creating a more comfortable atmosphere.

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<sup>12</sup> Ediwarman et al., *An Analysis of Students' Strategies in Translating Idioms*, (*International Journal of Linguistics, Literature and Translation*, 2023), p.17-24.

<sup>13</sup> Michael McCarthy, and Fergus O'Dell, *“English Idioms in Use”*, vol. 2, (Cambridge: Cambridge University Press, 2002), p.12.

**b. Idioms with Nouns**

Idioms with noun phrases are expressions that contain nouns and have a specific meaning that cannot be understood from the literal meaning of the words. For example, “a piece of cake” means something that is very easy to do.<sup>14</sup>

**c. Idioms with Adjectives**

Idioms with Adjectives are expressions that contain adjectives and are often used to provide descriptions or express a state of affairs. Like other idioms, the meaning of this idiom cannot be understood literally from the meanings of the words that make it up. This idiom is often used to add color and nuance to communication, both in everyday conversation and in written contexts. For example, “Cold feet” This expression means feeling hesitant or afraid to proceed with an action, especially before marriage or a major decision.

**d. Colloquial Idioms**

Colloquial idioms are very important for English learners, as they often appear in everyday conversation and the media. Mastering colloquial idioms can help someone communicate more effectively and naturally, as well as understand the nuances of social interactions. Additionally, colloquial idioms can provide insights into the culture and

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<sup>14</sup> Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book: An ESL/EFL Teacher's Course* (Boston: Heinle & Heinle, 1999), p.154.

way of thinking of the people who use that language. For example, “hit the nail on the head” (to state something accurately).

**e. Formal Idioms**

Formal idioms are expressions used in formal or academic contexts. These idioms are often found in official writing, presentations, or situations where the language used must be more polite and structured. Although formal idioms are not as popular as colloquial idioms in everyday conversation, they are still important to understand, especially in professional and academic contexts.

**f. Slang Idioms**

Slang idioms are expressions that are part of colloquial language and are often used by certain groups, such as teenagers, communities, or subcultures. These idioms are usually informal and can reflect trends, lifestyles, or values that are prevalent among their users. Slang idioms are often not understood by outsiders or those who are not familiar with a particular cultural context. For example, “Throw in the towel”: This means to give up or admit defeat, and is often used in the context of competition or struggle.

**g. Proverbial Idioms**

Proverbial idioms are expressions derived from proverbs or sayings that have special meanings and often contain wisdom or life lessons. These idioms are typically used to convey moral messages, advice, or perspectives on life. Although proverbial idioms are often shorter and

more direct than full proverbs, the meanings they convey remain powerful and relevant. For example, “Actions speak louder than words”: This implies that a person's actions are more meaningful than what they say.

#### **h. Prepositional Idioms**

Prepositional idioms are expressions that contain prepositions and have special meanings that cannot be understood from the literal meaning of the words. These idioms are often used to describe relationships between ideas, actions, or circumstances, and the prepositions in these idioms serve to connect these elements. For example, “In the long run” means over a long period of time or after considering all factors.

### **B. Concept of Translating**

Translation is a complex process that involves transferring meaning from one language to another. In the context of English translation, this process involves not only replacing words, but also a deep understanding of language structure, cultural context, and the nuances contained in the source text. Translating idioms, in particular, presents a unique challenge because idioms often have meanings that cannot be understood literally. Therefore, translators must be able to capture the deeper meaning and find appropriate equivalents in the target language to ensure that the intended message remains intact and understandable to readers or viewers. According to Newmark, translation is

“the process of transferring meaning from one language to another while considering context and culture.”<sup>15</sup>

In this study, focusing on students' ability to translate idioms that appear in short movie provides insight into how they apply various translation strategies. Students need to understand the context in which idioms are used in movie, as well as how they function in dialogue and narrative. This is important because effective translation depends not only on linguistic understanding, but also on the ability to interpret deeper meanings. This research can identify the difficulties students face in translating idioms, as well as the strategies they use to overcome these challenges. Relevant sources for exploring this concept include the book “The Theory and Practice of Translation” by Eugene Nida and Charles Taber, which discusses the basic principles of translation.<sup>16</sup>

### **1. Proses of Translation**

The translation process must be carried out by a translator so that the meaning expressed in the target language can be clarified as accurate, easy to understand, and natural, as this is closely related to the activity of translation. Moreover, this cannot be separated from the field of translation. F.X Nandar argues that, in general, the transfer of some thoughts from Bsu to Bsa is referred to as the translation process. Therefore, according to Zhao, to produce an accurate translation of a sentence, translating words directly is not enough, because the meaning of

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<sup>15</sup> Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall, 1988), p.312.

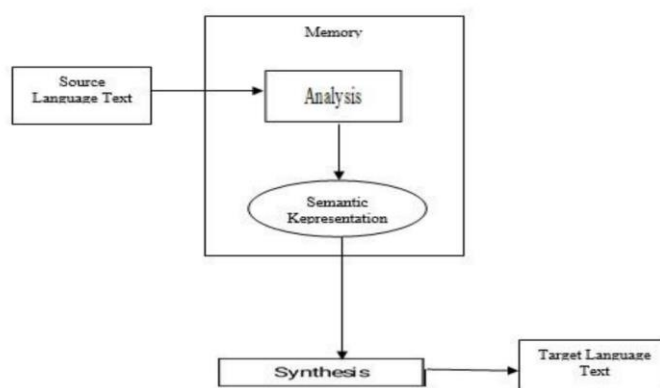
<sup>16</sup> Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation* (Leiden: Brill, 1969), p.7.

a word is not limited to what is found in a dictionary. It can be said that a word in a different context and cultural background can have a different meaning. Meaning analysis, meaning discovery, meaning transfer, meaning transfer, and meaning re-expression from the source language to the target language are important for translators to transfer the source language into the target language. Nababan mentions that there are several processes in translation, consisting of three stages: 1) Analysis of the source language, 2) Transfer of information, 3) Restructuring. These three stages of translation are illustrated in the diagram below:

Indirectly, this is intended to assess the translator's competence in transferring the meaning of the source text into the target language. Masaru also states that translation is divided into three stages: pre-transfer (preparation stage), transfer/drafting (writing stage), and post-transfer (revision stage). The first step involves completing the object, before reading the text, identifying the specialized terms and keywords in the source text, and so on. The second step is the important activity of transfer or drafting. The third step is related to the review and correction phase, which must be carried out to meet the client's qualification standards.

According to Bell, this model shows, in a very simplified form, the transformation of source language text into target language text through a process that occurs in memory:

- a. Analysis of a specific language text (source language text, SLT) into a universal semantic representation (non-language specific) and
- b. Synthesize the semantic representation into a specific text in the second language (target language text, TLT).



*Figure 2.1 Translation Proces.*

## 2. Translation Strategies

The term strategy is often said to be similar to the term technique. In some ways, these terms can be said to be similar because some experts use them with the same purpose. For example, Mona Baker says that she proposes several strategies for translating idiomatic expressions, while Andre Weisberg proposes several techniques for translating idiomatic expressions. Both expressions point to the same thing.

According to the Oxford Advanced Learner's Dictionary, technique is a method of doing or performing something, while strategy is a plan for

achieving a specific goal. This study use the term strategy in relation to Mona Baker's theory of translation strategy in translating idiomatic expressions. According to Mona Baker, translation strategy is used when difficulties arise in translation and the translator wants to solve the problem and produce a good translation. Thus, translation strategy is the best way to achieve the goal.

As Straksiene says, idioms are a unique language and culture that require the best strategies to obtain the target language costume.<sup>17</sup> However, Baker believes that idioms and fixed expressions that contain specific cultural elements are not always untranslatable. It is not the specific elements contained in an expression that make it untranslatable or difficult to translate. Baker presents four strategies for translating idioms.<sup>18</sup>

**a. Using an Idiom of Similar Meaning and Form**

Using this strategy, translators attempt to find idioms in the target language that are equivalent to those in the source language, both in terms of meaning and lexical content. The following are some examples.

SL : Mr. Josep stood rooted to the spot. He had been hugged by a complete stranger.

TL : Mr. Josep stood rooted to the spot. He had just been hugged by a complete stranger.

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<sup>17</sup> Margarita Starksiene, "Analysis of Idiom Translation Strategies from English into Russian," *Studies About Languages*, no. 33 (2010), p.47

<sup>18</sup> Mona Baker, *In Other Words: A Coursebook on Translation* (London: Routledge, 2018), p.127

### **b. Using an Idiom of Similar Meaning but Dissimilar Form**

In this case, the meaning of the idiom in the target language is generally the same as the original idiom, but the lexical items are different. Examples are provided below.

SL : But that's no reason to lose our heads.

TL : But that is no reason for us to forget ourselves.

### **c. Translation by Paraphrase**

This strategy is most often used in the process of translating idioms when the translator cannot find an equivalent for the source idiom. Below is an example of the paraphrasing strategy.

SL : Josep took out his wand in case Malfoy leapt in and started at once. The minutes crept by. "He's late, maybe he's chickened out," Ron whispered.

TL : Josep drew his wand, in case Malfoy jumped in and attacked. "He's late, maybe he doesn't dare come," Ron whispered.

### **d. Translation by Omission**

When there is no close equivalent between language items or when the translator cannot find an equivalent, this strategy is used to remove idioms from the target text. Examples are given below.

SL : I shall have to ask them what the name of the country is, you know.

TL : But I had to ask them the name of this country.

### **3. Method of Translation**

Newmark lists the following translation methods, which are essentially located in the middle of a continuum, with one extreme focusing on the source language and the other extreme focusing on the target language:<sup>19</sup>

#### **a. Word-for-word translation**

Word-for-word translations are usually displayed as words inserted between lines of text with the source language exactly matching the words in the target language. Word-for-word translations are typically used to translate cultural words.

#### **b. Literal translation**

The source language syntax is converted to the closest target language equivalent, but lexical words are again translated individually, outside of the content.

#### **c. Faithful translation**

A faithful translation attempts to reproduce the precise contextual meaning of B<sub>su</sub> within the constraints of the grammatical structure of B<sub>sa</sub>.

#### **d. Semantic translation**

Semantic translation emphasizes naturalness rather than faithful translation, and the translation of certain cultural words.

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<sup>19</sup> Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall International, 1988), p.45.

**e. Communicative translation**

Communicative translation aims to reproduce the exact same message as the source text, both in terms of content and context, but with an emphasis on naturalness and acceptability or completeness for the target text reader.

**f. Idiomatic Translation**

Idiomatic translation uses idioms and colloquial language that are not present in the source text.

**g. Free Translation**

Free translation is the translation of the source language without any restrictions from the translator, but the idea of the source language remains the same.

**h. Adaptation**

Adaptive translation is the process of translating the source language into the target language while adopting the culture of the target language. This type of translation is commonly used in drama scripts. Only the text is translated, but the characters, plot, and theme remain the same as in the original drama.

This study analyzes translation strategies in idiomatic expressions in novels, the translation methods used by translators in translating idioms in the novel “Harry Potter and the Sorcerer's Stone.”

## **C. Concept of Error Analysis**

### **1. Definition of Error Analysis**

Error Analysis is a branch of applied linguistics that focuses on studying errors made by language learners. According to Carl James, Error Analysis occupies a central position within Applied Linguistics, and seeks to clarify questions such as "Does correctness matter?", "Is it more important to speak fluently and write imaginatively or to communicate one's message?". The field provides a systematic way to understand, describe, and explain learners' errors in language learning and use.<sup>20</sup>

### **2. Types of Errors**

Based on the causes of errors, James classifies errors into four main categories:

#### **a. Interlingual Errors**

Interlingual errors are caused by the influence of the learner's mother tongue (first language) on the target language. These errors occur when learners transfer patterns, rules, or structures from their native language into the language they are learning. For example, when Indonesian students translate English idioms word-for-word into Indonesian, they are making interlingual errors because they apply Indonesian language patterns to English.

#### **b. Intralingual Errors**

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<sup>20</sup> Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Longman, 2021), p.1-12.

Intralingual errors arise from the complexity of the target language itself, not from mother tongue interference. These errors occur when learners make faulty generalizations, incomplete application of rules, or fail to learn conditions under which rules apply.

**c. Communication Strategy-Based Errors**

These errors occur when learners use communication strategies to overcome their linguistic limitations. For instance, learners might paraphrase, use gestures, or avoid certain structures when they do not know the correct form. While these strategies help communication, they can lead to errors in form or meaning.

**d. Induced Errors**

Induced errors are caused by the learning environment, including teaching methods, materials, or classroom activities. As James explains, errors can be "triggered by the teacher's presentation or by the design of the textbook". For example, if a teacher provides oversimplified explanations or if exercises are misleading, learners may develop incorrect understandings.

**D. Concept of Short Movie**

A short movie is a form of cinematographic work with a limited duration, typically ranging from 5 to 30 minutes, featuring a compact narrative structure and focusing on delivering messages efficiently. According to Hyeon Lee, short movie serve as a medium that prioritizes emotional intensity and thematic

depth within a brief timeframe.<sup>21</sup> This characteristic makes them suitable for academic contexts, particularly in research on language abilities, as they enable the presentation of idioms within complete communicative situations without overloading learners' cognitive memory.

From the perspective of language pedagogy, short movies offer advantages through the integration of visual, auditory, and cultural contexts. Research by Jiho Park and Lee Kim demonstrated that short movie facilitate situated learning by depicting language use in real-life scenarios.<sup>22</sup> Scenes portraying social interactions, facial expressions, and cultural settings help learners associate idioms with more authentic meanings while reducing reliance on literal translation.

For research on translation ability, short movies serve as an ideal data source by presenting idioms in their natural linguistic ecosystem. Thanh Nguyen emphasized that short movie reveal not only the linguistic meaning of idioms but also their socio-pragmatic nuances.<sup>23</sup> This enables researchers to analyze the translation strategies learners employ—whether they tend to translate literally, paraphrase, or seek cultural equivalents—while simultaneously evaluating the role of visual context in translation decision-making.

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<sup>21</sup> Hyeon Lee, "Short-Form Moviemaking in the Digital Age," *Journal of Media Literacy* 15, no. 2 (2022): 45.

<sup>22</sup> Jiho Park and Lee Kim, "Language Learning Through Visual Narratives," *TESOL Quarterly* 57, no. 1 (2023): 112.

<sup>23</sup> Thanh Nguyen, "Audiovisual Media and Translation Competence," *Translation & Interpreting Studies* 19, no. 1 (2024): 102.

## **1. Types of Short Movies**

Research shows that integrating visual, auditory, and cultural context elements in a 6.37-minute short film forms a cognitive framework that facilitates understanding of the cultural meaning behind an idiom. The following is an explanation of the types of short films relevant to the context of this study:

### **a. Narrative Short Movie**

Short movie that focus on a clear storyline with a traditional dramatic structure have a well-defined beginning, middle, and end. This type is often used in this study because of its ability to present idioms in a complete communication context.

### **b. Experimental Short Movie**

Movie that explore unconventional directing, editing, or visual techniques. Although less suitable for language learning, this type of movie demonstrates creativity in conveying messages.

### **c. Documentary Short Movie**

Short movie that present facts or social realities in a concise format. They can be used to introduce foreign cultures that are relevant to understanding idioms.

### **d. Animated Short Movie**

Short movie that use animation techniques are often effective in conveying abstract concepts, including the meaning of idioms, through creative visualization.

### **e. Educational Short Movie**

Movie specifically designed for learning purposes, such as those used in this study to teach idioms in an authentic context.

In the context of this study, the short movie “The Dentist” can be categorized as an effective narrative short movie for idiom learning because of its ability to present natural dialogue, character expressions, and real communication situations that enable students to understand the use of idioms in their actual context.

### **2. Short Movie The Dentist**

The Dentist is a western-genre short movie that depicts the distinctive atmosphere of the cowboy world. The movie features tension and visual styles reminiscent of old western movies. The story centers on a character known as “The Dentist,” who has a unique role or reputation in the cowboy community. Despite its short duration, the movie successfully builds an intense atmosphere through the characters' expressions and tense interactions. With a simple setting, the story remains dramatic and keeps the audience curious about what is really happening. Overall, this movie provides a fast-paced but still interesting viewing experience, suitable for audiences who like cowboy themes with a short and creative style.

## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

This study use a descriptive qualitative method with a case study approach, following Sugiyono's framework, which is suitable for gaining an in-depth understanding of students' abilities in translating idioms from short movie. Data be collected through observation, interviews, and document analysis to identify students' mistakes, strategies, and difficulties in translating idioms.<sup>24</sup>

The main study use short movie containing cultural idioms as material, employing the think-aloud method to observe students' translation processes. Data be analyzed by categorizing types of errors (literal, contextual, cultural) and linking them to visual elements in the movie.

The main feature of this method is its flexibility in data collection (observation, interview, and documentation) and inductive analysis (moving from data to theory). For example, collect students' translations, identify patterns of errors, and then draw conclusions about their level of understanding. This approach also allows researchers to explore the reasons behind an action, such as why students tend to translate idioms literally.<sup>25</sup>

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<sup>24</sup> Sugiyono, *Quantitative, Qualitative, and R&D Research Methods* (Bandung: Alfabeta, 2017), p.155.

<sup>25</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2014), p.98.

## **B. Data Source**

The main data sources are students' translations of idioms and short movie containing idioms, as both serve as material for analysis to measure translation ability. Qualitative data sources are either primary (directly from participants) or secondary (documents), and their selection must be relevant to the research focus. In this case, the primary data comes from the participants (English Language Education students), while the secondary data consists of idioms extracted from short movie.

The research conducted in the English Education Study Program of State Islamic University of Jurai Siwo Lampung. The research interview be conducted in class C. This is done to determine the understanding of English idiom translation.

## **C. Data Collection Technique**

Data collection techniques are systematic methods for obtaining information relevant to the research objectives.

### **1. Observation**

The observation process began by dividing 13 fifth-semester students from the English Education Study Program at UIN Jurai Siwo Lampung into three groups. The participants were then shown a 6-minute short movie titled *The Dentist* with subtitles. The purpose of this was to observe their spontaneous reactions when they first encountered idioms in a natural audiovisual context.

During the movie screening, researchers systematically recorded students' facial expressions, body language, and initial verbal reactions when they heard specific idioms such as “holding out on me,” “get it over with,” and “run into tough times.” Interactions within each group as they discussed possible meanings were also recorded. After the screening session, each group was asked to write down their translations of the identified idioms on the worksheets provided while voicing their thought processes using the think-aloud method.

The observation specifically aimed to: (1) identify the spontaneous translation strategies employed by each group upon encountering unfamiliar idioms, (2) document the types of errors made during the initial and final translation stages, and (3) analyze the extent to which each group utilized visual cues from the movie (e.g., characters' expressions, situational context) to infer the meaning of idioms.

## **2. Interview**

Interviews were conducted to gain an in-depth understanding of the process of translating idioms by students. After the observation session, the researcher conducted individual interviews with each student using open-ended questions. The questions focused on three main aspects: (1) reasons for choosing a particular translation, (2) difficulties encountered when translating idioms, and (3) the role of visual context in understanding meaning. Examples of questions asked included: about the difficulties in translating idioms and the strategies used to translate idioms.

This interview aims to supplement observational data with an understanding of students' thought processes and the factors that influence their translation decisions. All interviews were recorded and transcribed for analysis, with a focus on identifying dominant response patterns. The results of the interview analysis were then compared with findings from observations and translation documents to obtain a comprehensive picture. The data from these interviews make a valuable contribution to the development of more effective methods for teaching idiom translation.

### **3. Documentation**

Documentation in this study was carried out to collect data in the form of archives and written documents produced during the research process, including the results of idiom translations by students in the form of written worksheets after watching short movie and transcript recordings from interview sessions.

## **D. Research Instrument**

Research instruments are tools used by researchers to collect research data. The existence of research instruments is one of the conditions for the formation of quality research. The instruments used in this research are:

### **1. Observation Checklist**

An observation checklist is a data collection tool used in research to record the presence or absence of a specific behavior, phenomenon, or characteristic that has been predetermined in accordance with the focus of the research.

## 2. Interview Guideline

The purpose of the interview is to gain an understanding of the process, difficulties, and strategies used by students in translating idioms from short movie.

## 3. Documentation Checklist

The documentation consists of observation checklists and a collection of students' written translation worksheets (containing idioms and explanations of their choices) as well as transcripts from the interview sessions. In addition, audiovisual recordings of the observation and interview process are also used as supplementary documentation to ensure the completeness and accuracy of the data.

## E. Data Analysis Technique

In this research, after data was collected researcher uses theory from Huber and Miles to analyze the data. According to Huber and Miles, data analysis could be defined as consisting of three concurrent flows of action: data reduction, data display, and conclusions and verification.

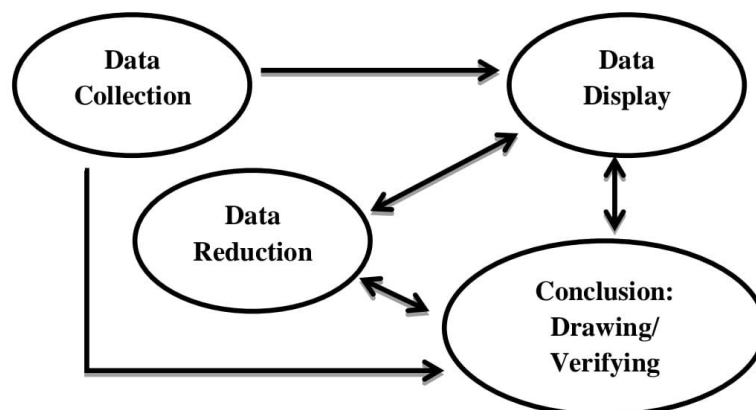


Figure 3.1. Analysis Component of Miles and Huberman Model.

### **1. Data Collection**

Data collection was the step, gathering all the data related to the research. It was the step before the data would be analyzed.

### **2. Data Reduction**

All data had been collected then they were reduced. Data reduction was a part of analysis that could not be separated in every stages of analysis. There were three stages in analysis the data. Reducing data in the first stage was by editing, segmenting and summarizing. In the middle was by coding and memoing. And the last stage was conceptualizing and explaining. The aim of data reduction was reducing the data without losing significant information.

### **3. Data Display**

Data display was the main part .The notion of data display was intended to convey the idea that data were presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn. The researcher used displays to help in understanding about the data.

### **4. Drawing and Verifying Conclusion**

Drawing and verifying conclusion was the last step in part of analyzing data. After the data was reduced and displayed, the researcher made the draw of conclusion. The last, the data had been drawn was verified.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. Description of Research Setting**

##### **1. The Profile of UIN Jurai Siwo Lampung**

The year 2025 is a monumental year that marks a new chapter in the history of Islamic higher education in Indonesia. With the issuance of Presidential Regulation of the Republic of Indonesia Number 57 dated May 8, 2025, IAIN Metro officially transformed into the State Islamic University (UIN) Jurai Siwo Lampung. This change is not merely a matter of nomenclature, but reflects a spirit of renewal, expansion of academic mandate, and a commitment to creating a more inclusive, competitive, and relevant Islamic university in line with the times. From a Religious Campus to an Excellent and Open Islamic University.

IAIN Metro has long been known as a religious higher education institution that consistently develops Islamic studies, producing graduates who are competent in the fields of Islamic education, Islamic law, and Islamic economics. However, in line with global dynamics, there is an increasingly urgent need for graduates who are not only religious but also professional and adaptable to change.

Becoming UIN Jurai Siwo Lampung means opening up opportunities to develop a broader range of disciplines. The university can now offer general study programs such as information technology, science, health, management, and others, with an integrative approach that combines

Islamic values in every line of science. This is part of the spirit of integration and interconnection of knowledge, a concept of Islamic higher education that continues to be developed in Indonesia.

The Philosophical Meaning of “Jurai Siwo”: Local Identity in a Global Vision The choice of the name “UIN Jurai Siwo Lampung” was not without reason. The term Jurai Siwo is a symbol of the culture and noble values of the Lampung people. It reflects local wisdom, a spirit of brotherhood, justice, deliberation, and respect for customs and traditions. By making this name the identity of the institution, UIN Jurai Siwo Lampung affirms its commitment to developing higher education that is rooted in local culture but has a global perspective.

## **2. Vision and Mission of English Education Study Program**

### **a. Vision**

Developing excellent English language education in synergy with socio-eco-techno-entrepreneurship based on Islamic and Indonesian values.

### **b. Mission**

- 1). To produce prospective English language educators who excel in socio-eco-techno-entrepreneurship synergy based on Islamic and Indonesian values.
- 2). Produce competent research assistants in the field of English education by integrating English education, technology, and Islamic values.

- 3). Producing competent edupreneurs by integrating English language education, technology, and Islamic values.

### **3. The Facilities in Jurai Siwo Lampung**

There are facilities at UIN Jurai Siwo Lampung in supporting the lecturers and students in conducting the learning process. For getting the details of facilities, it can be shown in the table below: Lecturers Unit, Faculty, Computer Laboratory Unit & BMT, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, Classroom, Mosque, Futsal Field, Wall Climbing Field, Volley Field, Tennis Field, Auditorium, Students Activities Unit, Wi-Fi corner, Students Committee Office, Office of University Head, Munaqosyah Building, Postgraduate Building, and Parking Place.

The number of lecturers in the English Education Study Program at UIN Jurai Siwo Lampung for the 2024/2025 academic year is 19 lecturers. Of these, 8 lecturers have doctoral degrees and 11 lecturers have master's degrees.

## **B. The Result of Research**

This research was conducted on November 20, 2025, at the English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Jurai Siwo Metro, involving 13 fifth-semester students as research participants.

### **1. Students' Mistakes In Translating Idioms**

Group 1 applied a systematic approach to comprehensive analysis in the form of visual context observation, whereby Group 1 actively analyzed the facial expressions of the characters, body language, and situations in

the movie. This group found two idioms from the movie they watched, namely the idioms “holding out on me” and “get it over with.” In translating the idiom “holding out on me,” which Group 1 interpreted into Indonesian as “menyembunyikan sesuatu” (hiding something), they paid attention to the scene where the main character appeared suspicious and frustrated, which helped them understand the nuance of “deception” in the idiom. For the idiom “get it over with,” which they translated into Indonesian as “selesaikan saja sekalian” (just get it over with), they observed a scene where the character was angry and pointed a gun at the main character. Both idioms translated by Group 1 were correct.

The second group found two idioms from the movie they had watched, namely “run into tough times” and “holding out on me.” This shows a pattern of errors that stemmed from relying solely on linguistic intuition. They began the translation process with a word-by-word approach, then made corrections through spontaneous group discussions. This can be seen in the idiom “run into tough times,” which was initially translated literally as “run into difficult times,” and “holding out on me,” which they interpreted as “keep me from leaving.” The main type of error made by this group was inconsistency in utilizing the visual context.

The third group found two idioms, “run into tough times” and “hold out on me,” and made the most basic mistake by consistently applying a literal approach to all idioms. The translation process of group 2 was mechanical: they heard the idiom, looked up the literal meaning of each

word, and combined them without considering the context. This pattern was clearly evident in the translation of the idiom “hold out on me,” which was directly asked of the other groups, without considering the meaning in the context of the conversation. The types of errors made by this group were literal translation errors and contextual unconsciousness.

Analysis of idiom translation errors using the Error Analysis framework developed by James.<sup>26</sup> Literal errors are categorized as interlingual errors, while contextual errors are included in intralingual errors. See the table below:

**Table 4.1**  
**Types and Examples of Translation Errors Made by Student Groups**

Group	Idiom Found	Initial Translation	Final Translation	Type of Error
Group 1	Holding out on me	–	<i>Menyembunyikan sesuatu</i>	No error
	Get it over with	–	<i>Selesaikan saja sekalian</i>	No error
Group 2	Run into tough times	<i>Lari ke masa-masa sulit</i>	<i>Mengalami masa sulit</i>	Intralingual Errors
	Holding out on me	<i>Jangan biarkan aku pergi</i>	<i>Menyembunyikan sesuatu</i>	Intralingual Errors
Group 3	Run into tough times	<i>Berlari ke masa sulit</i>		Interlingual Errors
	Holding out on me	<i>Tahan aku untuk keluar</i>		Interlingual Errors

<sup>26</sup> Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Longman, 2021), p.45.

## 2. Strategies Used By Students In Translating Idioms

Based on research into the ability to translate English idioms, it was revealed that there were striking differences in the approaches used by the groups after interviewing them. The following is a more detailed explanation of these strategies:

Group 1 consistently applied paraphrasing strategies and the use of idioms with similar meanings but different forms, whereby they did not simply translate word for word but analyzed the visual and situational context to produce translations that were appropriate for the target culture. This is reflected in their successful translation of the idiom “holding out on me” into “menyembunyikan sesuatu” (hiding something) and “get it over with” into “selesaikan saja sekalian” (just get it over with) through observation of the characters' expressions and dramatic situations in the movie. In an interview with Group 1 about the strategies used:

*“The first thing we do is translate word for word, then we analyze the characters' facial expressions, body language, and the situations in the movie. Only then do we match the translated words, paraphrase them, and finally understand their true meaning.”*

Group 2 showed a tendency to use idioms with similar meanings and forms in a limited way, but often got stuck with literal translations when they couldn't find the right equivalent. Their unstructured work patterns led to inconsistencies in utilizing visual context, resulting in a mixture of contextual and literal translations, as seen in the initial translation of “run into tough times” as “lari ke masa-masa sulit” (run into difficult times),

which was eventually corrected through group discussion. In an interview with Group 2 about the strategies they used:

*"First, we analyze what is being discussed in the movie, then we translate it word for word, and then we discuss it with the group and write an article."*

Group 3 predominantly used literal translation and implicit omission strategies, whereby they tended to avoid difficulties by translating word for word without considering idiomatic meanings. Their heavy reliance on digital dictionaries and inability to utilize visual context resulted in literal translations that lost their true meaning, such as translating “hold out on me” as “tahan aku untuk keluar” (hold me back from leaving), which completely fails to represent the meaning of the idiom. In an interview with Group 3 about the strategies they used:

*“ The thing we do is interpret each word and try to find its meaning on Google Translate, and only then can we describe its meaning.”*

For translation strategies, this study adopts Baker's classification, which divides idiom translation strategies into four types. The results show that Group 1 tends to use translation by paraphrase, while Group 3 uses more literal translations, which Baker does not recommend for cultural idioms.<sup>27</sup> As shown in the table below:

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<sup>27</sup> *Ibid.*,p.68.

**Table 4.2****Translation Strategies Applied by Each Student Group**

Group	Strategy Used	Application Example	Translation Outcome
Group 1	- Paraphrasing -Idiom with similar meaning but different form	Analyzing facial expressions, body language, and movie situations	holding out on me → <i>"menyembunyikan sesuatu"</i>
Group 2	- Idiom with similar meaning & form (limited) - Literal translation (when no equivalent)	Spontaneous group discussion after word-for-word translation	run into tough times → <i>"mengalami masa sulit"</i>
Group 3	- Literal translation - Implicit omission	Reliance on digital dictionaries without using visual context	hold out on me → <i>"tahan aku untuk keluar"</i>

**C. Discussion**

This study had two main objectives: to identify errors in idiom translation and to examine the strategies used by students. The findings show that literal translation was the most common error, especially in Group 3, which translated idioms word-for-word without considering figurative or cultural meanings. Contextual errors and cultural unawareness were also evident, where students failed to align translations with situational or cultural context. In terms of strategies, Group 1 used paraphrasing and contextual analysis, Group 2 relied on intuition and discussion, and Group 3 depended on literal translation and

digital tools. These strategies significantly influenced translation accuracy, with contextual approaches yielding better results.

The results of this study are in line with previous findings while also providing a new perspective. As in Alharthi's study, cultural unconsciousness remains the main cause of idiom translation errors.<sup>28</sup> Meanwhile, the findings regarding the importance of visual context support Chen & Chen's results on the effectiveness of audiovisual media in idiom learning.<sup>29</sup> However, this study goes further by analyzing students' thought processes through the think-aloud method and revealing how group collaboration patterns affect translation accuracy. By using short Western-genre films that have not been widely explored in the Indonesian learning context, this study provides practical contributions to the teaching of idiom translation in local EFL environments.

The analysis is grounded in two key theoretical frameworks. For error classification, James's Error Analysis distinguishes between interlingual errors (caused by first-language interference) and intralingual errors (related to target-language complexity).<sup>30</sup> In this study, literal translation errors are interlingual, as students directly transferred English structures into Indonesian. Contextual and cultural errors are intralingual, reflecting incomplete understanding of idiom usage in context.

For translation strategies, Mona Baker's framework outlines four approaches: using an idiom of similar meaning and form, using an idiom of

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<sup>28</sup> *Ibid.*

<sup>29</sup> *Ibid.*

<sup>30</sup> Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Longman, 2021), p.45.

similar meaning but dissimilar form, paraphrasing, and omission. Findings show that only<sup>31</sup> Group 1 consistently applied Baker's recommended strategies, particularly paraphrasing and seeking cultural equivalents. Groups 2 and 3 deviated toward literal translation—a strategy Baker discourages for culturally-bound idioms. This divergence explains the variation in translation quality across groups and underscores the importance of strategy training in translation pedagogy.

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<sup>31</sup> *Ibid.*

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This study revealed two main types of errors based on Carl James's error analysis framework: interlingual errors and intralingual errors. Interlingual errors occur when students are influenced by their mother tongue structure, as seen in word-for-word translation of idioms without considering figurative meanings. For example, the idiom "hold out on me" was translated as "tahan aku untuk keluar," which directly transfers Indonesian language patterns into English. Meanwhile, intralingual errors arise from the complexity of the target language itself, as seen in contextual errors where students fail to utilize visual cues such as facial expressions, body language, and situations in the film to understand the actual meaning of idioms. These findings indicate that idiom translation errors stem from two main factors: mother tongue interference and the inability to understand the complexity of idiomatic meanings in their context of use.

Three main strategies were identified. The first strategy was paraphrasing and using idioms with similar meanings but different forms, where students analyzed facial expressions, body language, and situations in the film to produce accurate translations. The second strategy was using idioms with similar meanings and forms to a limited extent, where students relied on linguistic intuition and group discussion. The third strategy was literal translation and implicit omission, where students heavily depended on digital dictionaries without utilizing visual context. These findings confirm that contextual and collaborative approaches lead to more

accurate translations, while reliance on literal translation without contextual understanding tends to result in errors. Short films proved effective as learning media because they provide visual cues that help students understand idiomatic meanings naturally.

## **B. Suggestion**

Based on the results of the conducted research, the following are several suggestions that can be considered to enhance the quality of learning English idiom translation.

### **1. For Students**

It is recommended to actively watch English-language movies without subtitles to practice understanding idioms in authentic and natural contexts. Students should develop the habit of analyzing facial expressions, body language, and scene situations to understand the meaning of idioms visually and contextually, and reduce reliance on literal translation.

### **2. For Lecturers**

It is recommended to utilize short movies more extensively in teaching idioms. Movies can help students understand the meaning of idioms visually and contextually. Additionally, it is important to create structured group activities so that students can discuss and learn from one another. Explanations regarding cultural elements in idioms should also be provided to prevent students from relying solely on word-for-word translation.

### **3. For Other Researchers**

It is suggested to conduct research with a larger number of students from different semesters to obtain a more comprehensive picture of idiom translation ability. Research can also be expanded by using different types of movies or other audiovisual media to compare their effectiveness in idiom learning.

By implementing these suggestions, it is hoped that students' ability to translate English idioms can improve significantly, while also creating a more enjoyable and meaningful learning atmosphere.

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# APPENDICES

## A. Observation Checklist

Group 1.

No.	Category	Indicator/Behavior to Observe	Yes	No	Note and Examples
1.	Spontaneous Reaction	Shows confused facial expression (e.g., furrowed brow, frown) upon hearing the idiom.	✓		
		Shows recognition facial expression (e.g., nodding, smiling) upon hearing the idiom.	✓		
2.	Social Interaction	Whisper or ask your neighbor about the meaning of the idiom.			
		Looking around as if seeking confirmation from others.	✓		
		Engage in a brief discussion with colleagues after the scene has taken place.	✓		
3.	Translation Strategy	Writes a literal, word-for-word translation.		✓	e.g., Translates "kick the bucket" as "menendang ember"
		Writes a paraphrased translation or explanation.	✓		e.g., Translates "kick the bucket" as "meninggal dunia"
		Leaves the answer blank or writes "don't know".		✓	
		Uses the visual context from the film to inform their translation. (Observable if they look at the screen while thinking or refer to the scene in notes)	✓		e.g., Writes "based on his sad expression..." next to their translation
4.	Use of Context	Appears to rewind or ask to rewatch the specific scene containing the idiom.	✓		
		Their final translation accurately reflects the situation and emotion shown in the film scene.	✓		e.g., Translates "feeling under the weather" as "sedang tidak enak badan" when the character looks sick

## Group 2

No.	Category	Indicator/Behavior to Observe	Yes	No	Note and Examples
1.	Spontaneous Reaction	Shows confused facial expression (e.g., furrowed brow, frown) upon hearing the idiom.		✓	
		Shows recognition facial expression (e.g., nodding, smiling) upon hearing the idiom.	✓		
2.	Social Interaction	Whisper or ask your neighbor about the meaning of the idiom.	✓		
		Looking around as if seeking confirmation from others.	✓		
		Engage in a brief discussion with colleagues after the scene has taken place.	✓		
3.	Translation Strategy	Writes a literal, word-for-word translation.		✓	e.g., Translates "kick the bucket" as "menandang ember"
		Writes a paraphrased translation or explanation.	✓		e.g., Translates "kick the bucket" as "meninggal dunia"
		Leaves the answer blank or writes "don't know".		✓	
		Uses the visual context from the film to inform their translation. (Observable if they look at the screen while thinking or refer to the scene in notes)	✓		e.g., Writes "based on his sad expression..." next to their translation
4.	Use of Context	Appears to rewind or ask to rewatch the specific scene containing the idiom.	✓		
		Their final translation accurately reflects the situation and emotion shown in the film scene.	✓		e.g., Translates "feeling under the weather" as "sedang tidak enak badan" when the character looks sick

Group 2

No.	Category	Indicator/Behavior to Observe	Yes	No	Note and Examples
1.	Spontaneous Reaction	Shows confused facial expression (e.g., furrowed brow, frown) upon hearing the idiom.	✓		
		Shows recognition facial expression (e.g., nodding, smiling) upon hearing the idiom.	✓		
2.	Social Interaction	Whisper or ask your neighbor about the meaning of the idiom.	✓		
		Looking around as if seeking confirmation from others.	✓		
		Engage in a brief discussion with colleagues after the scene has taken place.	✓		
3.	Translation Strategy	Writes a literal, word-for-word translation.		✓	e.g., Translates "kick the bucket" as "menendang ember"
		Writes a paraphrased translation or explanation.		✓	e.g., Translates "kick the bucket" as "meninggal dunia"
		Leaves the answer blank or writes "don't know".		✓	
		Uses the visual context from the film to inform their translation. (Observable if they look at the screen while thinking or refer to the scene in notes)	✓		e.g., Writes "based on his sad expression..." next to their translation
4.	Use of Context	Appears to rewind or ask to rewatch the specific scene containing the idiom.	✓		
		Their final translation accurately reflects the situation and emotion shown in the film scene.	✓		e.g., Translates "feeling under the weather" as "sedang tidak enak badan" when the character looks sick

## **B. Interview Guideline**

### **Group 1**

R: Which idiom from the film did you find most difficult to translate? Why was it difficult?

G1: The idiom "run into tough times" doesn't make sense when translated word for word.

R: When you encountered a difficult idiom, what did you usually do? Did you translate it word for word or look for other meanings?

G1: The first thing we do is translate word for word, then we analyze the characters' facial expressions, body language, and the situations in the movie. Only then do we match the translated words, paraphrase them, and finally understand their true meaning.

R: Which scene in the film helped you the most in understanding the meaning of an idiom? Could you explain how?

G1: In the part with "holding out on me," it seemed to explain that someone was hiding something valuable.

R: After participating in this research, do you think learning idioms through short films is effective? Why or why not?

G1: It is fairly effective. When the movie shows the actions, it helps us and gives us a clearer idea when translating.

### **Group 2**

R: Which idiom from the film did you find most difficult to translate? Why was it difficult?

G2: The idiom "run into tough times" was difficult because at first we thought it meant something like "to go out," but after closer consideration, it turned out to mean "to experience difficult times."

R: When you encountered a difficult idiom, what did you usually do? Did you translate it word for word or look for other meanings?

G2: First, we analyze what is being discussed in the movie, then we translate it word for word, and then we discuss it with the group and write an article.

R: Which scene in the film helped you the most in understanding the meaning of an idiom? Could you explain how?

G2: In the part explaining "run into tough times," we understood the difference between an idiom.

R: After participating in this research, do you think learning idioms through short films is effective? Why or why not?

G2: It is quite effective compared to just reading, as we can directly see the visual context.

### **Group 3**

R: Which idiom from the film did you find most difficult to translate? Why was it difficult?

G3: While watching, we only identified one idiom: "run into tough times." We initially thought it was just a common phrase, but it turned out to be an idiom.

R: When you encountered a difficult idiom, what did you usually do? Did you translate it word for word or look for other meanings?

G3: The thing we do is interpret each word and try to find its meaning on Google Translate, and only then can we describe its meaning.

R: Which scene in the film helped you the most in understanding the meaning of an idiom? Could you explain how?

G3: When the character checked if he was robbing poor people, we read the translation and observed the conversation in the movie.

R: After participating in this research, do you think learning idioms through short films is effective? Why or why not?

G3: It was helpful. However, since we rarely watch English movies, we still struggle to distinguish between idioms and common phrases. What we thought was a general expression turned out to be an idiom.

### C. Documentation Checklist

Kelompok I

Anggota :

1. Adzkia Rahma Syahida
2. Aupa Wida Ruciragati
3. Karista Nur Istiqomah
4. Setia Agustin
5. Siti Maysarah

- Holding out on me = menyembunyikan sesuatu

- Get it over with = Selesaikan saja sekalian

## Group 2

Member :

Amelia Destaviona

Dela Puspita

Nadya Hidayatul Ummah

Cahaya Adis Valencia

> Run into tough times : Mengalami masa sulit

> Holding out on me : Menyembunyikan sesuatu

Run ~~into~~ into <sup>tough</sup> ~~hard~~ times  
Lari ke masa - masa sulit

Holding out on me

Jangan ~~ada~~ biarkan aku pergi

### KELOMPO 3

- Nia Ayun Andini
- Fadli
- Reza
- Hafiz

1. Run into tough times: Berlari ke masa sulit
2. Holding out on me: tahan aku untuk keluar

**D. Documentation of Research**





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Program Studi : TBI  
Semester : IX

No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	21 Juli 2025	- Pra survey - Chapter I	
2	27 Juli 2025	- Pra survey - Chapter I	
3	06 Agustus 2025	- Data pra survey - Chapter I - UJ	
4	15 Agustus 2025	Instrument	
5	03 Sept 2025	Instrument	
6	05 Sept 2025	Acc for Sempun	



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
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Nama : Mahmud Dwi Saputra Prodi : TBI  
 NPM : 2101053005 Semester :

No	Hari / Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
7	Senin / 11/17/2025	ACC APP / Instrumen - Check the result	
8	26 November 2025	- Check the data - Check the objective of the research.	
9	2 Desember 2025	Data Display, Discussion, and Conclusion. Write an Abstract	



Dosen Pembimbing,

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Nomor : 4082/In.28/J/TL.01/09/2024  
Lampiran :-  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Dekan IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **MAHMUD DWI SAPUTRA**  
NPM : 2101053005  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS ABILITY IN TRANSLATING  
ENGLISH IDIOM IN SHORT MOVIE

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 06 September 2024

Ketua Jurusan,



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**SURAT KETERANGAN**

Nomor: B-0090/Un.36.1/J/TL.00/08/2025

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Dr. Much Deiniatur, M.Pd.  
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Jabatan : Ketua Program Studi  
Program Studi : Tadris Bahasa Inggris

Menerangkan bahwa:

Nama : Mahmud Dwi Saputra  
NPM : 2101053005  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING ENGLISH IDIOM IN SHORT MOVIE"** yang bertempat di jurusan Tadris Bahasa Inggris IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*





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Kepada Yth.,  
REKTOR UNIVERSITAS ISLAM  
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*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1572/In.28/D.1/TL.01/12/2025, tanggal 02 Desember 2025 atas nama saudara:

Nama : **MAHMUD DWI SAPUTRA**  
NPM : 2101053005  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada REKTOR UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING ENGLISH IDIOM IN SHORT MOVIE 'THE DENTIST' AT FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 02 Desember 2025  
Wakil Dekan Akademik dan  
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**Dr. Tubagus Ali Rachman Puja  
Kesuma M.Pd  
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Nama : Mahmud Dwi Saputra

NPM : 2101053005

Judul : An Analysis of Students' Ability in Translating English idiom in Short  
Movie 'The Dentist' at Fifth Semester Students of English Education  
Study Program of State Islamic University of Jember Siwo Lampung

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The researcher was born in the village of Sidokay, Abung Tinggi, North Lampung, Lampung Province on March 29, 2003, as the youngest son of Mr. Nasirin and Mrs. Sarjiah. The researcher has an older sister named Eka Nasri Nurhidayati. The researcher attended SD N 2 Sidokayo elementary school and graduated in 2015, then continued to junior high school at SMP N 3 Bukit Kemuning and completed his education in 2018. After that, the researcher continued his high school education at SMK N 1 Bukit Kemuning, North Lampung Lampung, graduating in 2021. After that, the researcher continued his studies at the State Islamic University of Jurai Siwo Lampung, Faculty of Tarbiyah and Teacher Training, English Education Study Program, starting in semester 1 in 2021 for have a undergraduate education.