AN UNDERGRADUATE THESIS

AN AMBIGUITY ANALYSIS OF IDIOMATIC UNDERSTANDING ON INDONESIA ENGLISH TRANSLATION AMONG THE FOURTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF THE STATE OF ISLAMIC INSTITUTE METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) METRO

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SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM
OF THE STATE OF ISLAMIC INSTITUTE METRO**

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Pendidikan (S.Pd) In English Education Department

**By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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ABSTRACT

By:
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This research is conducted on the basis of the result of observation in the Indonesia-English translation subject among the fourth semester of english education study program of the state of Islamic institute metro. The major problem that found is most of the students not able to understanding the meaning of idiom. Then, the next problem found in the student's ambiguity in translation. Based on the observation, it needs to be investigated what are the real problem happened in real setting.

The text of idiom become the product that the researcher analyzes to get the students ambiguity translation. This text can explore the students opinion so that those can be expressed into their writing. The ambiguity translation in idiom are errors structure, grammar, and phrases.

The type of this research is qualitative in the form of field qualitative by applying miles and hubermn models, namely collecting the data, data reduction, data display, and conclusion drawing. The researcher collect the data by conducting observation to get 15 student's ambiguity translation in idiom.

Furthermore, several other aspects need to be revised by the validator's assessment/suggestion. It includes language and vocabulary, material suitability, material depth, material accuracy, material up-to-date, conformity with student development level, accuracy, presentation techniques, learning presentation, and content layout. After revising the product by the validator's suggestion, it can be concluded that the material developed in this thesis can be used well for the Department of Islamic Elementary School Teacher Education.

Keywords: Indonesia-english translation, ambiguity translation, understanding an idiom and translation skill.

ANALISIS AMBIGUITAS DALAM MEMAHAMI IDIOMATIK TERHADAP PENERJEMAHAN INDONESIA DI SEMESTER KEEMPAT PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS INSTITUTE AGAMA ISLAM NEGERI METRO

ABSTRAK

Oleh:

BUNGA DWI PUSPITA SARI

Penelitian ini dilakukan atas dasar hasil observasi pada mata pelajaran terjemahan Bahasa Indonesia-Bahasa Inggris di antara semester keempat program studi pendidikan bahasa Inggris dari metro state of Islamic institute. Masalah utama yang ditemukan adalah sebagian besar siswa tidak mampu memahami makna idiom. Kemudian, masalah berikutnya ditemukan pada ambiguitas siswa dalam terjemahan. Berdasarkan pengamatan, perlu diselidiki apa masalah sebenarnya yang terjadi di lingkungan nyata.

Teks idiom menjadi produk yang peneliti analisis untuk mendapatkan terjemahan ambiguitas siswa. Teks ini dapat mengeksplorasi pendapat siswa sehingga dapat diungkapkan ke dalam tulisan mereka. Terjemahan ambiguitas dalam idiom adalah struktur kesalahan, tata bahasa, dan frasa.

Jenis penelitian ini adalah kualitatif dalam bentuk kualitatif lapangan dengan menerapkan model miles dan hubermn, yaitu mengumpulkan data, reduksi data, tampilan data, dan penarikan kesimpulan. Peneliti mengumpulkan data dengan melakukan observasi untuk mendapatkan 15 terjemahan ambiguitas siswa dalam ungkapan.

Selain itu, beberapa aspek lain perlu direvisi oleh penilaian / saran validator. Ini termasuk bahasa dan kosa kata, kesesuaian materi, kedalaman materi, akurasi materi, materi terbaru, kesesuaian dengan tingkat perkembangan siswa, akurasi, teknik presentasi, presentasi pembelajaran, dan tata letak konten. Setelah merevisi produk dengan saran validator, dapat disimpulkan bahwa materi yang dikembangkan dalam tesis ini dapat digunakan dengan baik untuk Departemen Pendidikan Guru Sekolah Dasar Islam.

Kata kunci: terjemahan Indonesia-Inggris, terjemahan ambiguitas, pemahaman idiom dan keterampilan penerjemahan.

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Pengajuan Munaqosyah**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
  Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Bunga Dwi Puspita Sari
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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APPROVAL PAGE

Title   :   AN AMBIGUITY ANALYSIS OF IDIOMATIC UNDERSTANDING AMONG THE FOURTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF THE STATE OF ISLAMIC INSTITUTE (IAIN) METRO

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To :
The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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States that this undergraduate thesis is original, except certain parts of it quotes

from the bibliography mentioned.

Metro, July 2nd, 2020

The researcher

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya,

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daftar pustaka.

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Peneliti

BUNGA DWI PUSPITA SARI

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RATIFICATION PAGE

No. B-2183/In.28.1/D/PP.009/07/2020.

An Undergraduate thesis entitled: AN AMBIGUITY ANALYSIS OF IDIOMATIC UNDERSTANDING ON INDONESIA ENGLISH TRANSLATION AMONG THE FOURTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC INSTITUTE OF METRO, written by Bunga Dwi Puspita Sari, student number 1501070031, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, 7st July at 09.00-11.00 am.

BOARD OF EXAMINERS:

Chairperson	: Drs. Kuryani, M.Pd	(............)
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MOTTO

وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَامٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ ۗ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

Dan seandainya pohon-pohon di bumi menjadi pena dan laut (menjadi tinta), ditambahkan kepadanya tujuh laut (lagi) sesudah (kering)nya, niscaya tidak akan habis-habisnya (dituliskan) kalimat Allah. Sesungguhnya Allah Maha Perkasa lagi Maha Bijaksana.

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents Mr. Falmonico and mrs. Sri suprihatin, to my truly understanding friends, to thosewho love me and those whom I love

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Thanks and all praise to Allah for all your blessings and your help is given with all the Almighty, the writer can complete the undergraduate thesis. Realize that this undergraduate thesis cannot be achieved without the help and support of many people who help. In this perfect opportunity, the author would like to sincerely say thank you.

First of all, my deepest gratitude will go to my dear parents who always give everything to support their daughter to be a better person.

Next, the greatest gratitude would also be addressed to:

1. Dr. Hj. Akla, M.Pd the dean of Tarbiyah and Teacher Training Faculty of IAIN Metro.
2. Mr. Ahmad Subhan Roza, M.Pd the Head of English education department of IAIN Metro.
3. Mr. Drs. Kuryani, M.Pd my sponsor.
4. Mrs. Trisna Dinillah Harya, M.Pd, my co-sponsor.
5. All of my lecturer in English Education Department who always enriching my insight.

Finally, the researcher realized that this undergraduate thesis has any weakness. Therefore, the writer does apology as much as the mistaken, besides the writer waits for suggestion for the perfect research.

Metro,   July 2020

Bunga Dwi Puspita Sari
NPM: 1501070031

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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, language is one of the main poin that usually used in daily activity. However, it is the most important thing to communicate to other people in the world. How to make a social learning became the problem that must be done. That is the reason why the language learning is one of the material that officially stamped in every subject of University. There are four skill that must be understood for the people in the world to dominate a language, especially about English Language such as writing, reading, listening and speaking.

Honestly, the writing skill is the main problem that usually happen in all of student in Senior High School and University Level. The student's interesting about writing is descend day by day. Not only about writing but an interesting about reading is decrease. Whereas, both of them is the most important thing in every situation. How we can be master in language if we can not write something about that language and how we can get more knowledge if we never read the book?

Linguistics became one of the thing that important to develop an idea for human especially student in university level. They have to write they

own idea became a real discovered. Student in university level called by agent of change. It is an emergency thing to change Indonesian people by their idea. One of the way to make it true by writing. Writing is one of the language aspect that have to be able to learn. They may not rare with an essay an short paper. But why they are not try a different thing like writing an fiction?

Tabel 1

The Data Pra Survey

No	Aspect	Accuracy	The Total of Students
1	Understanding The Content	45%	
2	Understanding The Knowledge Of Both Source Language And Target Language	15%	10
3	The Students Able To PresentThe Original Color Of The Source Language In The Translation Work	40%	

The data above explained that the students at the fourth graders of English Education Study Program (TBI) have a problem in translate a poetry. The accuracy of the translation is 45% to understanding the content, 15% to understanding the knowledge of both source language and target language, and 40% to able to present the original color of the source language in the translation work. Based on the explanation, it could be concluded that there wasn't equivalent between source language and target language.

Regarding to all explanation above, the writer tried to study about idiomatic understanding which would be conducted among the fourth semester Students at English Education Study Program at IAIN Metro.

B. **Focus of The Research**

1. **Problem Limitation**

The ability of student to understanding and translating idiom is became a problem. They usually make an ambiguity when they translate an idiom. This is why the translating of idiom sometimes make misunderstandin from the readers. If the student difficult to translate the idiom, it seems impossible to understand the meaning of it.

2. **Research Question**

The writer formulated the research as follows :

a. What are the ambiguity meaning commonly found in the student's idiomatic understanding at the fourth semester of English education study program at IAIN Metro?

b. Why are the student have a problem in translating, especially translate an idiom at the fourth semester of English education study program at IAIN Metro?

c. How to solve the problem in translating an idiom at the fourth semester of English education study program at IAIN Metro?

3. **Objectives and benefits of the research**

   a. **Objectives of the study**

   1) To know what the ambiguity meaning commonly found in the student's idiomatic understanding

   2) To know why the student have a problem in translating, especially translate an idiom

   3) To give the solution about how to solve the problem in translating an idiom

   b. **Benefits of the study**

   1) For the Student

   This research is expected to give much knowledge to the students in improving translate skill especially to translate an idiom.

2) For the Lecturer

Hopefully, this research can be one of inspirations of the lecturer to know how the best technique to teach the students about translation, especially to translate an idiom so that the students can translate not only think about the meaning but also the beauty of idiom.

3) For the Researcher

Hopefully, this research can be one of of the references for the other researcher to translate an idiom.

C. Prior Research

The previous research under title is *An Analysis of Grammatical Errors of Using Google Translate from Indonesia to English in Writing An Undergraduate Thesis Abstract Among The Student's English Department of IAIN Metro in The Academic Year 2016/2017*. The research was written by Indah Kurniasihfrom State Islamic Institute of Metro. The result is the quantity of grammatical errors that output by google translate that is misinformation different structure, error of omission and erros of addition. In misinformation different structure the writer analyze that the translation result has a differences between reconstructed information. The translate using google translate must edited and observe because there re words is not suitable.

The source data is Indonesian sentences taken from five abstracts related to use this machine from some of student's of English Department at State Islamic Institute of Metro.

The writer decided to make another research about the ambiguity of poem translation. The subject of this research is about translation although it is different from Indah Kurniasih research about grammatical errors by using google translate.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Translation

1. The Definition of Translation

According to Nida, translation is an attempt to generate the closest natural of target language in sequence from source language. It emphasizes both meaning and style. It needs deep evaluation of some conflicying parts.[1]

Roger T. Bell maintained that translation is an effort to replace a representation of a text in one language by a representation of an equivalent text in another language[2].

Moreover, Newmark stated that translation is an effort to render the meaning of a text into another language which are intended by the author. [3] This states that translation is to transfer the meaning or message of source text (ST) into target text (TT) from translator to his/her reader. However, to produce a suitable TT, Newmark also suggests that translation be implicated what the author planned and designed in his text.

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[1] Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation*, (Netherland: E.J. Brill, Leiden, 1974), p.12

[2] Roger T. Bell, *Translation and Translating: Theory and Practice*, (USA:Longman Group UK Limited, 1991), p.6

[3] Peter Newmark, *A Textbook of Translation*, (New York:Prentice Hall International, 1988), p.5

Nowadays, translation has been used as a method to obtain information and knowledge from texts which are not written in the original language of that concrete society, or to communicate with other civilizations.[4]

Transferring meaning doesn't only change the shape of ST into TT because the main purpose of translation is to provide equivalent text without reducing or omitting the main idea or the substance of ST.

Jeremy Munday highlight that the term translation has several meaning where it can mention to the general subject field, as process that is the act of producing the translation, otherwise known as translating, or the product that is the text that has been translated[5]. The translation process between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in another verbal language (the target language or TL).

Catford states that translation is an operation performed on languages that is a process of substituting a text in one language for a text in another. [6] To replace ST with another text is senseless. Translating a text will be meaningless if the translator does not have

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[4] H. D. Brown, *Principle of Language Learning and Teaching,* (5th edition), (New York: Pearson Education, Inc., 2007), p.23

[5] Jeremy Munday*, Introducing Translation Studies: Theories and Application* , (USA:Rouledge Taylor and Francis Group, 2008), p.5

[6] J.C Catford, *A Linguistic Theory of Translation*, (London:Oxford University Press, 1965), p.9

sense of language as the way of understanding both SL and TL. In other words, the act of changing a text without considering language structure will lead to an unpleasant translation product. Nevertheless, by using sense of language, the translator can manage the problem of different structure will be able to achieve a suitable text.

Furthermore, Alfes points out that translation as the activity to communicate, to process information, to show the cognitive domain, to give the example in the term of pragmatic, to solve the problem, and to make a decision.[7]

Based on the definition, mentioned above, all of them can be inferred that translation is a process which is intended to produce the meaning equivalence from the source language to the target language.

2. Kinds of Translation

There are some kinds of translations that have their own characteristics. Some kinds of translation are made because of different kinds of text that will be translated and different purpose of translation. Roman Jakobson in *Hatim and Munday* divides kinds of translation into three types.[8]

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[7] Fabio Alfes, *Triangulating Translation:Perspective in Process Oriented Research*, (Amsterdam:John Benjamin Publishing Company, 2003), P.7

[8] Jeremy Munday. *The Routledge Companion to Translation Studies Revised Edition*. (New York: Routledge.2009).p5

a. Intralingual translation

   Translation withi the same language, which can involve rewording or paraphrase.

b. Interlingual translation

   Translation from one language to another language.

c. Intersemiotic translation

   Translation of the verbal sign by non verbal sign for example music or image.

Communication is a really important part in human lives. People transfer their idea through languages. In understanding the different languages people need to transfer the source language into target language which they understand well. That is called translation. Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic quivalences.

Nowadays, translation has been used as a method to obtain information and knowledge from texts which are not written in the original language of that concrete society, or to communicate with other civilizations[9]. The main reason is that language and society have always been connected with translation, being dependent one from the other. The translation of literary fiction demands much more than

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[9] H. D. Brown, *Principle of Language Learning and Teaching,* (5th edition), (New York: Pearson Education, Inc., 2007), p.12

knowledge of two or more languages. An ability to convert words literally from one language to another is the most basic skill required by any translator; but those who translate literary fiction require something beyond this—something much more creative, involving an instinctive understanding of the way that words and phrases can work together to best effect, in order to reveal both the story and the subtle nuances that create its context and apparent intent.

Good translators, particularly in languages that are popular with readers at any given time, are highly sought after. In many cases, the same translators are used on consecutive projects, and given first refusal of new translations. Most acquiring editors have their favourite top three or four translators in the principal European languages with which they normally work. They do, however, take on new translators on the strength of readers' reports and sample translations, and those with the appropriate skills should find that they are able to get work.[10]

Successful translation must meet the following requirements:

a. Accuracy and attention to detail

b. Knowledge of the legal systems, both of the source and target language

c. Familiarity with the relevant terminology

d. Confidentiality

---

[10] Gill Paul, Translation In Practice, (British Council Press, England, 2009), p.19

3. The Translation Methods

a. Word for word translation

Newmark agress on the definition that this is frequently called as interlinear translation in which the SL word-order is still fixed and the words translated one by one in their most common meanings, without considering the context. The most important use of this method is to comprehend the mechanics of the SL, or to scatter a difficult text as a pre-translation process.[11]

Moreover, Munday maintains that word-for-word translation is a kind of translation method applied when the translator is replacing each ST linguistic typical part with its closest TL correspondent.[12] Fortunately, this method is very useful for the translation of the first religious writings which is frequently translated literally, for they were convinced as god's creation. For instance, it is believed that the qur'an is a miracle and it is impossible for human to imitate it into another kind of religious writing.[13]

In word for word translation, for example, an english sentence "I find that new book." is translated into "Saya menemukan itu buku baru" Whereas, the Indonesia sentence of "Tas saya baru" is translated into english as "Bag I new".

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[11] Peter Newmark, *A Textbook of Translation,* p.45-46
[12] Jeremy Munday, *Translation Studies* (Revised Edition), (New York: Routledge Taylor and Francis Group, 2009), p.239
[13] *Ibid.,* p.22

b. Literal Translation

Munday states that literal translation is the recomended for high quality translation because of structural and metalinguistic requirements and only after checking that the meaning is fully preserved, literalness should only be sacrificed.[14]

However, Newmark asserts that the grammatical construction of SL are changed to the closest TL equivalents but the lexical words are again translated singly, out of context. It indicates the problem to be stteled in the pre-translation process.[15]

Then, Roger T. Bell defines that literal translation is to replace SL syntactic structure with TL structure (commonly at clause level) which is isomorphic (or near isomorphic) in terms of number and type of lexical item and synonymous in term s of content [16]. The translator needs to replace the ASL syntactic structure becaise both language structure might be different each other.

c. Faithful Translation

Newmark describes that in this method, the precise contextual meaning of the original is reproduces within the constraints of the TL grammatical structures. Cultural factors and the degree of grammatical and lexical 'abnormality' (implied from

[14] Jeremy Munday, *Translation Studies.*, p.57
[15] Peter Newmark, *A Textbook of Translation.*, p.46
[16] Roger T. Bell, *Translation and Translating.*, p.70

SL norms) in the translation is attempt to be transferred into TL by this type of translation method.[17]

d. Semantic Translation

According to Newmark, semantic translation has more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, which compromises on appropriate meaning in TL[18]. This method is more flexible than faithful translation which is uncompromising and dogmatic. The translator is allowed to use the intuitive emphaty with the original**.**[19]

Semantic translation can, for example, be illustrated in the english sentence "The meeting was so short and sweet" translated into "Rapat itu sangat berkesan".

The result of the translation above is functional (easy to understand), although the cultural equivalence of idiom 'short and sweet' is not available in TL.

e. Adaptation

Newmark states that adaptation is categorized as the freest form of translation method. It is generally implemented for plays (comedies) and poetry; the themes, characters, plots are adapted from SL culture and then converted to the TL culture and the text rewritten.[20]

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[17] Peter Newmark, *A Textbook of Translation*, p.46
[18] *Ibid*
[19] *Ibid*
[20] *Ibid*

f. Free Translation

As stated by Newmark that free translation is to reproduce the matter or the content without the manner or the form of the original. It tends to be a paraphrase of the original, a so-called 'intralingual translation', frequently prolix and pretentious, and not translation at all[21]. Several experts consider the result of this method is not translation creation.

Newmark implies that as a method, free translation results a very significant change based on its prolix and pretentious change. This method, thus has a particular usage. A translator must think wisely and properly in using this method and consider about when it is used and what the purpose of translation itself is.

g. Idiomatic translation

Newmark asserts that idiomatic translation is a reproduction of the message of the original and tends to apply distortion of nuances of meaning by expressing colloquialisms and idioms in TL in which the original or ST aren't existed[22].

For instance, an ST "Mari makan es krim sama-sama; saya yang bayar." Can be translated into "I'll shout you an ice cream." in the TT.

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[21] *Ibid*
[22] *Ibid* , p.47

h. Communicative Translation

According to Newmark, communicative translation affords to render the true contextual meaning of the original namely the content and language which are readily acceptable and comprehensible to the readership's level [23] . This tends to compromise with the reader of TT and the purpose of translation itself as the influencing factors of translation. Therefore, one ST can be translated into several kinds of TT based the principles above.

Based on the eight method above, semantic translation and communicative translation commonly tend to be more applicable in translation, especially for accuracy and efficiency. Semantic translation follows the thought processes of the author personally and individually. Expressive texts are involved in this method. On the contrary, communicative translation focuses on the message and the main point of the force of the text, is simple, clear and brief, and is always written in a natural and resourceful style. Consequently, it pays more on the readership's level as one of TT factors.

Although Newmark analyses that semantic and communicative translation tend to be more emphasized, all translation methods actually achieve lots of benefits in applying

[23] *Ibid*

them in several kinds of text. Whila a translator takes an action of translation, if the considers all kinds of method above, a high quality translation will be achieved.

4. Procedure of Translation

Procedure is a set of technique of presenting material to language learner[24]. Procedure ahould be known before presenting the material of language learning. However, translator must know the procedure before process of translating conducted in translation text.

There are five procedures should be considered in applying the process of translation effectively. They are transpositions, modulation, adaptation, contextual meaning, and equivalence note.

1) Transposition

Transposition is a translation procedure that is changing grammatically form from source language to target language[25]. This is a change of one part of speech for another without changing the sense. It can be said that transposition is changing the word or phrase structurally in translation. For example:

a. Lima ekor kuda = five horses

b. Tujuh orang dokter = seven doctors

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[24] Bambang Setiyadi. *Teaching English as A Foreign Language*, Graha Ilmu: Yogyakarta, 2006.p.21

[25] Rochayah Machali, (How To Translate).., p.14

2) Modulation

Modulation changes the semantics and point of view of the source language. This procedure is adjusted in the word of the english. Actually, the translation result in a grammatically is correct. Modulation is procedure that is justified, in the words of the english edition, when, although a literal, or even transposed, unidiomatic or awkward in the target language[26]. For example:

a) Buku itu akan saya pinjam besok = I will borrow the book tomorrow.

b) Penurunan mutu lingkungan = environment degradation.

3) Adaptation

This involves changing the cultural reference when the situation in the source culture does not exist in the target culture. Usually, adaptation procedure is used in formal regards of formal letter. The writer writes 'sincerely yours' to replace word 'hormat saya'. Furthermore, 'faithfully yours' is also used to say 'hormat saya' to unknown name of the people intended.

4) Contextual Conditioning

The translation adjust the contextual conditioning where the communications take a place. It is usually used by people in

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[26] Jeremy Munday, (Translation Studies).., p.58

the communication situation. For example: selamat tidur = good night.

5) Equivalence Note

Equivalence is particularly useful in translating idioms and proverbs. Usually, it is related with the cultural understanding between source language and target language. In the text of translation, there is a note to explain more about the word. Because it can not be translated literally.

5. Translation Problem

There are some particular problems which the task of translation process for the builder of translation systems, some of the reasons why translation is hard. One of the problem is ambiguity.

a. Ambiguity

Nowadays, every word would have one and only one meaning. But, as we all knowthis is not the case when a word has more than one meaning, it is said to be lexically ambiguous. When a phrase or sentence can have more than one structure it is said to be structurally ambiguous.

Ambiguity is a pervasive phenomenon in human language. It is very hard to find words that are not at least two ways ambiguous, and sentences which are (out of context) several ways ambiguous are the rule, not the exception.

Fortunately, however things are not always so bad. In the rest of this section we will look at the problem in more detail, and consider some partial solutions.

Imagine that we are trying to translate these two sentence into indonesia :

1) His worries had silvered his hair.

2) She bagged two silver medals

In the first sentence silver is a verb, and in the second is a noun, that is, we have a case of lexical ambiguity. An english-indonesia dictionary will say that the verb can be translated by *mewarnai* and *perak*, whereas the noun is translated as *mewarnai* or *mengecat*. One way a reader or an automatic parser can find out whether the noun or verb form of silver is being employed in a sentence is by working out whether it is grammatically possible to have a noun or a verb in the place where it occurs.

We can give translation engines such information about grammar, in the form of grammar rules. This is useful in that it all allows them to filter out some wrong analyses. However, giving our system knowledge about syntax will not allow us to determine the meaning of all ambiguous words. This is because words can have several meanings even within the sampe part of speech. Take for example the word button. Like the word silver, it can ve either a verb or a noun. As a noun, it can mean both the familiar small

round object used to fasten clothes, as well as a knob on a piece of apparatus. To get the machine to pick out the right interpretation we have to give it information about meaning.

B. The Concept of Poem

Poetry is a form of literary art in which language is used for its aesthetic and evocative qualities. It may be written independently, as discrete poems, or may occur in conjunction with other arts, as in poetic drama, hymns, lyrics, or prose poetry.

According to Hillyer, Poetry is the one unbroken thread between us and the past, from vanished cities and civilizations this common utterance links us with the heroism and piety, the loves and festivals-all that has gone before, unchanged and ever renewed. Poetry is also a beautiful manifestation of the spontaneous emotions of a poet[27]. Poetry is created when emotions find the right words to express themselves. Poetry often begins in an abstract idea that is developed by the means of concrete words, without letting the idea lose its abstractness.

A poem is a single piece of poetry, complete in itself. Poetry is the collective term used to describe a group of poems, which may or may not be related by theme, author, or style[28]. So poetry is so varied than poem. But it's not possible to make a single comprehensive definition between them.

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[27] Margaret L, *Selected Poems and Translation*, (Chichago Press:2007). p.20
[28] F. M. Connel. S. J. *Study of Poetry*, (Northwood Press:1910), p.7

To define poetry is not so easy, because the meaning so varied between one definition to another and not everything in a poetry can be named or explained, enough to sharpen your perception as a reader and give a fuller understanding of what it is in a poetry that gives pleasure and creates form and meaning. Poetry often uses particular forms and conventions to suggest alternative meanings in the words, or to evoke emotional or sensual responses. Devices such as assonance, alliteration, onomatopoeia, and rhythm are sometimes used to achieve musical or incantatory effects. The use of ambiguity, symbolism, irony, and other stylistic elements of poetic diction often leaves a poem open to multiple interpretations. [29]

1. **Elements of Poetry**

Elements of poetry can be defined as a set of instruments used to create a poem. Many of these were created thousands of years ago. The elements of poetry help us bring imagery and emotion to poetry, stories, and dramas. Here is a list of elements of poetry[30]:

a. Alliteration

Alliteration is the repetition of a stressed consonant sound. In AngloSaxon (now usually called Old English) verse, alliteration played the same part that rhyme does in modern verse. It was a fixed and expected enrichment of the lines. Perhaps the easiest to

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[29] Nerys Willaim, *Contemporary Poetry*, (Edinburg University Press:2011), p.5
[30] Marjorie Perloff, *Differential Poetry, Poetics, Pedagogy*, (Alabama Press:2004), p.18

understand is alliteration, which is the repetition of consonant sounds at the beginnings of words (bully boys; window on the world). This is also used in several poems for sound effect. Several words in the sentence may begin with the same alphabet or syllable sound.

b. Assonance

Assonance is a partial rhyme which has the same internal vowel sounds amongst different words.

c. Repetitions

A repetition is the same word throughout the poem to emphasize significance.

d. Rhyme

Rhyme is a repetition of the final sound of a word with differing introductory sounds; thus time and clime; or, in two-syllable or "feminine" endings: feather and weather. A poem may or may not have a rhyme. When you write poetry that has rhyme, it means that the last words of the lines match with each other in some form. Either the last words of the first and second lines would rhyme with each other or the first and the third, second and the fourth and so on.

e. Rhythm

Rhythm which is may be defined as a pattern of recurring stresses and pauses. This is the music made by the statements of the poem, which includes the syllables in the lines. The best method of

understanding this is to read the poem aloud. Listen for the sounds and the music made when we hear the lines spoken aloud.

f. Style of Poetry

Figure of speech has important contribution in building the concentration and intensification of a poem. It can make the poem becomes dense with meaning and imagination and gives certain color of emotion for listener and reader.

1) Personification a style that makes an inanimate object behaves like human.

2) Metaphor is a style that makes an object does not has its usual but different behaviour.

3) Repitition is same words throughout a poem to emphasize significance

4) Hyperbole is a style that contains a redundant statement with an intention to increase the impression.

5) Litotes is the opposite of hyperbole, that shrink or reducing the actual situation.

6) Irony is a style of language that is stating contradictory meanings with an intention to ridicule

7) Simile is a figure that makes an explicit comparison between two entities using words such as "like" or "as". The elements being compared are essentially different in nature but come together in the poet's perception.

g. Symbol

Symbol is something that represents something else through association, resemblance or convention. Symbols may undergo changes in meaning over the centuries. In Greek and Roman times the rose was often a symbol of sensual love; by the middle Ages it had become part of a new context, serving primarily as a symbol of spiritual love. Often poems will convey ideas and thoughts using symbols.

A symbol can stand for many things at one time and leads the reader out of a systematic and structured method of looking at things. Often a symbol used in the poem will be used to create such an effect.

h. Theme

Theme is the message, point of view and idea of the poem. The theme is the central idea or conception of the poem that the poet wants to share. It can be a story, or a description about anything.

2. Kinds of Poetry

a. Epic

Epic is the most ambitious kind of poetry deals with great heroes whose action determined the fate of their nation or of mankind. The poet does not just focus on telling the story but attempts to include all his knowledge and the whole of human experience. It is a long narrative poem, majestic both in theme and style. Epics deal with legendary or

historical events of national or universal significances, involving action of broad sweep and grandeur.

When we are reading an epic, initially we should submit to and enjoy the story. Then, when it comes to forming a critical response, think first about the significance of the story we have read. After that we can move on to the manner in which it is narrated, noting, for example, the ways in which the style is elevated to suit the author''s ambitious purpose.

b. Dramatic Monologue

Dramatic monologue is a poem in which an imaginary speaker addresses an audience. The poem usually takes place at a critical moment in the speaker''s life and offers an indirect revelation of his or her temperament and personality.

c. Ode

Ode is a lyric adopted from the Greek but already greatly in form by various English poets, and tends to be rather formal, often in varied or irregular meter, and usually between fifty and two hundred lines long Ode is an elaborate and elevated lyric poem, extending over quite a few stanzas, and addressed to a person or thing or to an abstraction (e.g. „melancholy''). In its more straightforward form it simply praises the subject, but as it developed in the romantic period the typical ode became more hesitant and philosophical.

An ode is always addressed to somebody (or something) who seems to transcend the problems of life, and thus stands as a symbol of

perfection. An ode becomes more complicated, however, if the poet begins to question the status of the object addressed.

C. The Concept of Ambiguity

1. The Definition of Ambiguity

Ambiguity is one of the most important think that we have to know in writing. Honestly, to know more about ambiguity, it should begin with the exploration of semantics.

Patrick griffiths maintains that semantic is the study of sentence meaning and word meaning. It is a major branch of linguistics especially to learn of meaning in language. In short, semantic is branch of linguistics which discusses ambiguity[31].

In the line of that statement, william asserts that ambiguity can be defined as a vacillation about what you mean, an intention to mean several things, a likelihood that one or other or both of two things has been meant, and the fact that a statement has several meanings.[32]

According to franz, the sentence is structurally ambiguous when it has more than one syntactic structure that could be assigned to a given sentence.[33]

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[31] Patrick Griffiths, *An Introduction to English Semantics And Pragmatics*, (Edinburg:Edinburg University Press Ltd, 2006), p.6

[32] William Empson, *Seven Types Of Ambiguity,* (Alondon, Chatto And Windus:1949),p.5-6

[33] Alexander Franz, Automatic Ambiguity Resolution in Natural Language Processing: An Empirical Approach. (Berlin:Spinger, 1996). p.19

According to Akmajian, the sentence "The mother of the boy and the girl will arrive soon" is ambiguous, that is, it has more than one meaning. It is either about one person (the mother) or about two people (the mother in addition to the girl). [34]

These three possibilities can be clearly emerged :

a. The mother of the boy and the girl are arriving soon

b. The mother of the boy and the girl will arrive soon, won't she?

c. The mother of the boy and the girl will arrive soon, won't they?

The interesting feature of the first sentence is that the ambiguity can not be attributed to an ambiguity in any of the words of the sentence. That is we can not attribute the ambiguity of the sentence to an ambiguity in mother or boy or girl.

Then, Akmajian asserts that one interpretation rather than the other is possible depending on how the words are grouped or how they are structured. One string of words may have more than one well-formed set of groupings, make it become ambiguity that is completely separate from lexical (word) ambiguity[35].

At the same time Heni states that ambiguous if and only if it has both true and false (of same things) context[36]. By semantic ambiguity,

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[34] Andrian Akmajian, Linguistic: *An Introduction To Language And Communication* (London. The MIT Press, 2001), p.154
[35] *Ibid*, p.155
[36] *Ibid*

an ambiguity which has to do with the truth condition of sentence can be meant.

Fauconnier has presented an ambiguity principle in the terms of presupposition for the rest of the discourse. One of the examples is the hypothetical claim that boat is ambiguous between boat in general and sailboat.

From the statement of the experts above, it can be assumed that ambiguity sentence is when the sentence has more than one meaning.

2. **Ambiguous Meaning**

A word, phrase, or sentence is ambiguous if it has more than one meaning. Obviously this definition does not say what meanings are or what it is for an expression to have one. For a particular language, this information is provided by a grammar, which systematically pairs forms with meanings, ambiguous forms with more than one meaning. There are factors which cause phrase or sentence be ambiguous :

a. Ambiguity occured because there is a difference of grammatical interpretation. This case commonly happen in written language.

For example :

"The new history book",

There is more than one meaning of that phrase, may mean :

1) The history book is new

2) The book tells about new history

May the ambiguity be because of word "new" which is in construction, it can explain "history book", and also only "history".

b. Beside of grammatical interpretation, ambiguity can also occur because of homonym, and the context of the phrase or sentence is unclear.

For example :

"John went to the bank yesterday"

There is more than one meaning, may mean :

1) John went to the edge of the river yesterday

2) John went to the place to save or take his money

According to the discussion above, we know that the ambiguity can occur in written language which caused by grammatical interpretation. However, ambiguity can alos occur in spoken language, although intonationist corect. In this case, ambiguity occurs because there is wrong in constructing the word in phrase or sentence. On the other words, ambiguity not only occur in written language but also in spoken language.

3. Types of Ambiguity Sentence

Empson differentiates 7 types of ambiguity which divideds them in 3 kinds, there are phonetic ambiguity, lexical ambiguity, and grammatical ambiguity.

a. Phonetic ambiguity

Ambiguity sentence of this type occured by mingle with language sounds utterance. Someone determines meaning that unsuitable with the purpose of the speaker.

Example:

1) A near and an ear

2) Fifteen and fifty

Based on the explanation above, to avoid the negative effect of this type, someone has to ask about the words which he heard[37]. By asking the ambiguous meaning after listening it, the meaning will be clarified.

For more example :

1) She, see and sea

2) Shell and cell

Based on the explanation, someone can get a false meaning and become ambiguity.

b. Lexical ambiguity

Each word can has more than one meaning. A word can has different meaning because of differenr place where is the word used. Ambiguity of this type can divide to be two aspects.

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37 Mansoer Pateda, *Semantic Leksikal*, (Jakarta:Rineka Cipta, 2010), p.203

1) First aspect

According to breal that it's same with polysemy. Palmer says "it is also the case that the same word may have a set of different meanings". Simpson says " a word which has two (or more) related meanings". Whereas zgusta says "all possible senses the possible senses the word has". Therefore, it cause the hesitation in meaning of the sentence. The listener or reader is confused to interpret them.

2) Second aspect

There are words that have same sound but different in meaning. This is homonymy[38]. Lyon says "homonyms are two different words which are written identically and sound identical". Furthermore, verhaar divides homonym in some kinds, they are :

a) Homonym which occured inter-sentence.

Example :

Flying planes can be dangerous

To fly planes can be dangerous

Planes that are air bone can be dangerous

b) Hononym which occured inter-phrase

Example :

The love of god

God's love

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[38] *Ibid*, p.206

Homonym which occured inter-word

Example :

Read (base)

Read (past participle)

c. Grammatical ambiguity

Grammatical ambiguity usually be there in sentences or phrase. The ambiguity sentence of this type can divide to be 3 kinds based on the possibilities which caused them. They are :

1) First possibility

The ambiguity caused by the formation processs of words grammatically. In english, there are prefix and suffix which have more than one meaning, even make someone confused.

Example :

a) Suffix "-able" is not always has same meaning, such as desirable, readable, eatable, knowable, debatable.

b) Prefix "in-" is not always has same meaning, too. Such as indent, inbreeding, inexperience, inabscentia, inaction.

2) Second possibility

The ambiguity of this type occured in resemblance of phrase as the ulmann's opinion about equivocal phrasing or amphiboly. Each word which consist of phrase is clear but the combination can interprets more than one meaning.

Example :

"acquaiantances". So, which one has meaning "old", friends or acquaintance? To avoid this type of ambiguity that's important to look at the context or suprasegmental element.

3) Third possibility

The ambiguity occurs in the context. To avoid the ambiguity of this type is important to clear about the context of the sentence. Therefore, it is important to consider not only the structure of sentence but also the context of sentence.

CHAPTER III

RESEARCH METODOLOGY

A. The types and characteristics of research

The types of this research is qualitative research. Qua;itative analysis in this study is used when we look for errors and classify each of those errors by type. According to creswell "the research made interpretation of the an individual or setting, analyzing data from themes or categories and finally making an interpretation or drawing conclusion about its meaning personally and theoritically.

The approach used is ambiguity analysis of language with the steps as follows :

1. Collecting samples

2. Identifying and classifying errors

3. Sorting erros

4. Explaining error

5. Predicting error prone areas

6. Correcting errors

This research is to analyze the students idiomatic understanding. The writer wants to analyze the ambiguity of students idiomatic understanding. It is surely more suitable using qualitative. Based on the explanation, the writer decides using qualitative reesearch to analyze the students idiomatic

translation at the fourtj semester of english education stidy program in IAIN Metro.

This reseqarch is qualitative. Qualitative research is the research procedure that produces the descriptive data as written or spoken word from human and their behaviour which can observe so that the purpose of this research inderstand each individual an the nature of background. Qualitative research is fundamentally interpretive. It means that the research make as interpretation data.

The type of this research is case study. Case study often becomes contravention whther is categorized to a research methodology or parts of quantitative methodology. Although case study has been known for a long time ago, it often emerges problem whether the data of this research ia qualitative. Referring to this phenomenon, soy in setiyadi consider that the data due to case study research can be quantitative or qualoitativ, he emphasized that neither term of sample of population is not familiar to nbe used in case research study. He also adds that based on historical review study case tendency to qualitative approach. Completely he states that nowadays a lot of writers explicity graft qualitative aspect in case study research.

The writer assumes that case study is a research methodology not to generalize the result of the research. The term of case study refers to the method of the research to determine the subject of the research. The subject of the research is people or case which chosen in certain reason without using

term of sample. Shortly, case study approach in a research is frequently used in qualitative research.

B. Data Source

Basically, data source are devided into two types, such as primary data and secondary data. There are :

1. Primary data

Primary data was data that have been collected by first-hand observation. It means that the writer would collect the data from the students of the fourth semester at IAIN Metro in translating an idiom and interview result would be obtained by the writer as an object of this research. The composition were taken from the 13 students of the fourth semester.

2. Secondary data

Secondary data can take from the other source such as book, article, english dictionary, e-journal, and the documentation that are related to the research. It is aimed to enrich the primary data.

C. Data Collection Technique

Creswell said that "In many qualitative studies, inquires collect multiple forms of data and send a considerable time in the natural setting

gathering information".[39] Therefore, the data will be gained through several techniques in triangulation as follows:

1. Observation

The purpose of observation is to describe about situations, events, individual, and the relationship between situations, events, and individual.[40] So that the reader will understand clearly what have happen and how the process of the events. A discussion about participants and site might include four aspects identify by Miles and Huberman (1994), "the *setting* (where the research will take place), the *actors* (who will the observed), the *events* (what the actors will be observed doing), and the *process* (the evolving nature of events undertaken by the actors within the setting).[41]

The writer try to observe about how to translate an idiom and how ambiguity is. However, an ambiguity meaning always come if someone does not care about what the meaning of the idiom. It will make an ambiguity translation. Some of the student at the fourth semester of English Education Study Program in State Institute of Islamic Studies make a problem when they translate an idiom. They translate a text with no accuracy, so the meaning is not same with the real text. The writer

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[39] John . W. Creswell, *Research Design-Qualitative, Quantitative, and Mixed Methods Approach*, USA, Sage Publications, 2003, P. 185
[40] Ag. Bambang Setiyadi*, (Metode Penelitian Untuk Pengajaran Bahasa Asing).., p239.*
[41] John . W. Creswell, *(Research Design-Qualitative, Quantitative, and Mixed Methods Approach).., p.185*

observed the participants directly, then notes what they do, say and act from this abservation.

2. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from written language or documents, for examples are books, magazine, note, rule, and others.[42]

So it's the clear that documentation is note of information in the form of documentation. The writer used this method to get data about the students and the organization structure of IAIN Metro

3. Interview

Interview is a purposeful dialogue. According to W. Gulo, "Interview is the direct communication between the researcher and the respondents".[43] To aim of interview is to gain something about the people, occurence, activity, organization, feeling, motivation, etc. Something on going based on the past experience.

This method is to get some information from the student at the fourth semester of IAIN Metro. The following table shows indicators of student's idiomatic understanding that were include into questions:

[42] Edi Kusnadi, *(Metodologi Penelitian)..*, p.102
[43] W. Gulo, *Metodologi Penelitian*, (Jakarta, Gramedia, 2003), p.199

CHAPTER IV

RESULT OF THE RESEARCH

A. **Description of the Research Setting**

1. **The Historical Background of IAIN Metro**

   a. **The Brief History of IAIN Metro**

   State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

   Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.[44]

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[44] Taken from http://metrouniv.ac.id, accessed on August 2nd, 2018

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung. [45]

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of

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[45] *Ibid,..*

Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the adminwastrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the

establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

b. **Organization Structure of IAIN Metro**

The Organization Structure of IAIN Metro in academic year 2016/ 2017, as follows:

The Organization Structure of IAIN Metro

Rector		Institute Senate
Prof. Dr. Enizar, M.Ag		of IAIN Metro

Vice Rector I	Vice Rector II	Vice Rector III
Dr. Suhairi, M.H	Muhtar Hadi, M.S.I	Dr. Hj. Ida Umami, M.Pd.Kons

Dir. Post-Graduate	The Dean of Tarbiyah and Teacher Training:	The Dean of Economic & Islamic Bussiness:	The Dean of Syariah:	The Dean of Da'wah:	The Head of Administration
Dr. Tobibatussa'adah, M.Ag	Dr. Hj. Akla, M.Pd	Dr. Widhiya Ninsiana, M.Hum	Husnul Fatarib, Ph.D	Dr.Mat Jalil, M.Hum	Dra. Mugi Hastuti

UPT	Department	The Head of Academic and Student Bureau	The Head of General & Staffing Bureau	The Head of Planning & Information System
		Drs. Miftakhul Abidin	Tri Pramestia, S.E	M. Mahrus Sa'adon, S.E

Figure 1: The Organization Structure of IAIN Metro

c. **The Location Sketch of IAIN Metro**
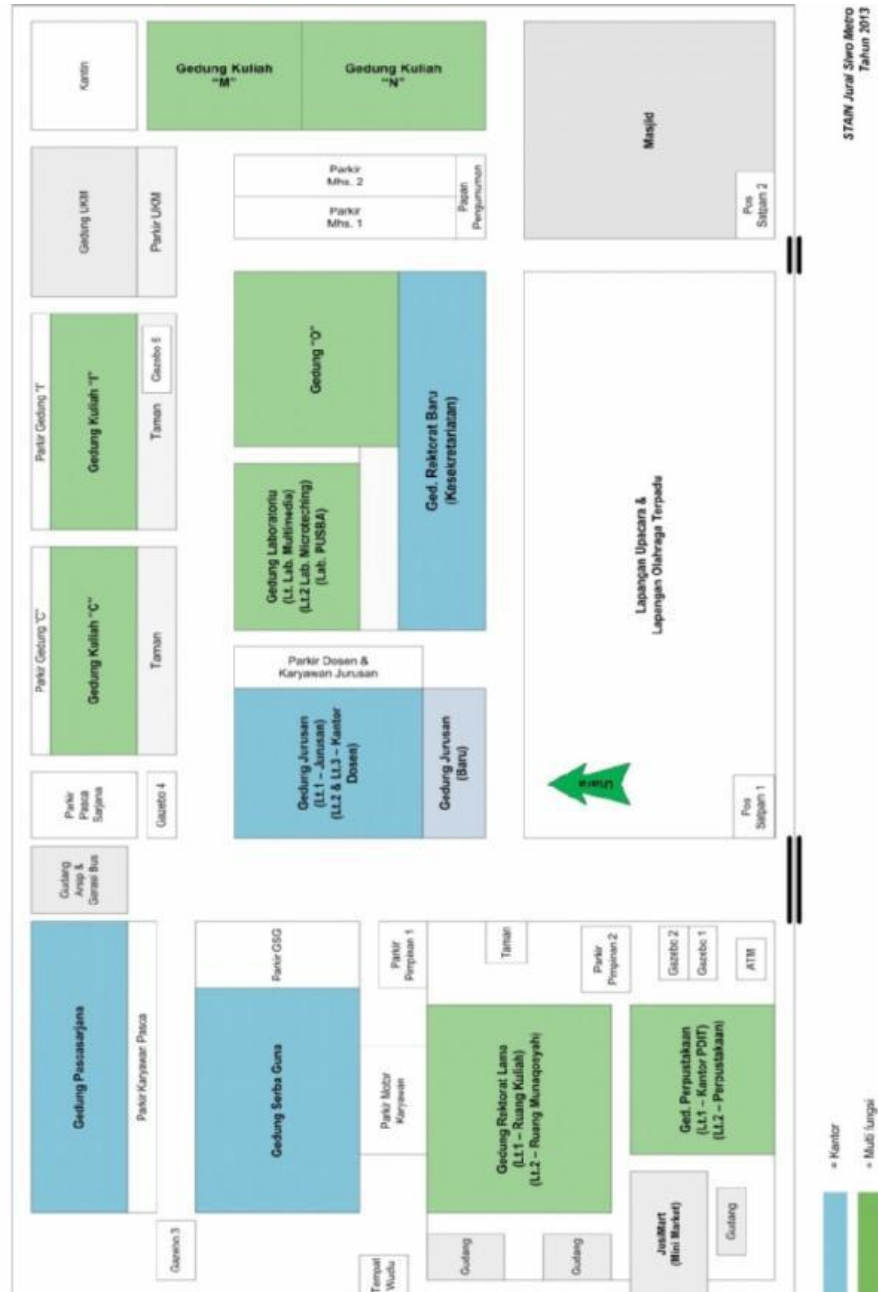
Figure 2: Location Sketch of IAIN Metro Campus 1

The Location Sketch of IAIN Metro 2

A = Gedung Rektorat

B = Perpustakaan

C = laboraturium

D = Gedung Kuliah

E = Gedung Kuliah

F = Gedung Kuliah

G = Gedung Dosen

H = Gedung Kuliah

I = Gedung Kuliah
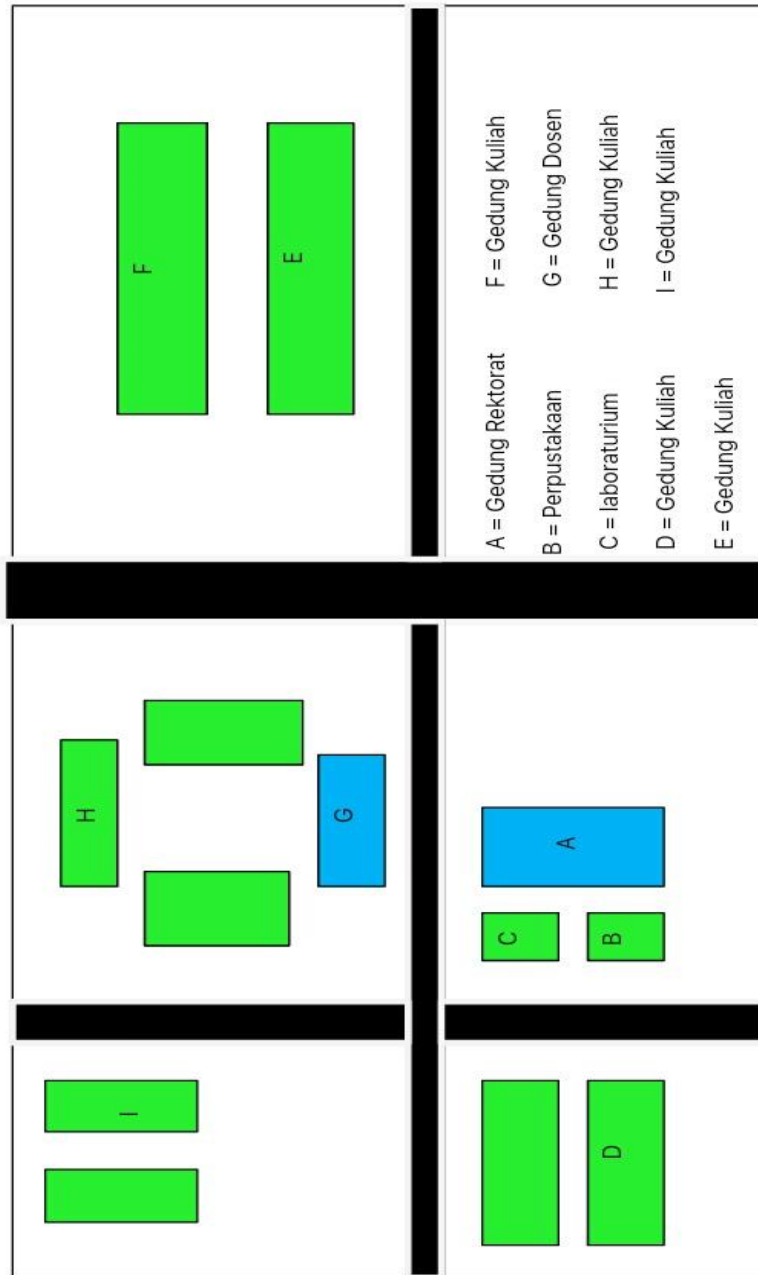
Figure 3: The Location Sketch of IAIN Metro Campus 2

d. The Condition of Lecturer of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

Table 3

Total of lecturers educational background of TBI in IAIN Metro

No	Educational Background	Total
1	SI	-
2	S2	30
3	S3	2
	TOTAL	32

Source: Documentation of IAIN Metro in academic year 2017/2018

taken from The General Bureau

B. **General Description of Research Data**

Ambiguity in foreign language teaching especially in english are the cases which are difficult enough to avoid. It is necessary to state that although ambiguities are bad thing in learning, it is advantageous for both the learners and the teachers.

An ability to convert words literally from one language to another is the most basic skill required by any translator; but those who translate literary fiction require something beyond this—something much more creative, involving an instinctive understanding of the way that words and

phrases can work together to best effect, in order to reveal both the story and the subtle nuances that create its context and apparent intent.

Good translators, particularly in languages that are popular with readers at any given time, are highly sought after. In many cases, the same translators are used on consecutive projects, and given first refusal of new translations.

Most acquiring editors have their favourite top three or four translators in the principal European languages with which they normally work. They do, however, take on new translators on the strength of readers' reports and sample translations, and those with the appropriate skills should find that they are able to get work.[46]

Successful translation must meet the following requirements, accuracy and attention to detail , knowledge of the legal systems, both of the source and target language , familiarity with the relevant terminology , and the last is confidentiality

Every word would have one and only one meaning. But, as we all knowthis is not the case when a word has more than one meaning, it is said to be lexically ambiguous.

So, how to solve it? The learners or students are needed to show in what aspect which is difficult for them, whereas for the teachers, it is

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[46] Gill Paul, Translation In Practice, (British Council Press, England, 2009), p.19

required to evaluate whether they are successful or not in teaching. The ambiguity were also found in translate an idiom.

For more detailed explanation related to the result of the data analysis of this research, the result of the data analysis can shown as bellow:

A. Idiom on Indonesia-English Translation

No	Student's name	Target Language	Translation	Analysis
1	MS	Kalau sampai waktu ku	If my time is over	*Probably true because over is same meaning with "habis waktu-sampai waktu"*
		Ku tak ingin seorang pun	I won't nobody disturb me	*Disturb is more far meaning with merayu*

		merayu		
		Jauh di mata dekat di hati	Far in eyes but close in liver	*The translation is true based on word for word translation but not true for idiomatic translation*
		Ada udang di balik batu	There is a mission	*Probably true*
		Sedikit bicara banyak bekerja	less talk, much work	*Much is used for uncountable, so work is false to couple with it*

2	AST	Kalau sampai waktu ku	When the time ia mine	*Far meaning*
		Ku tak ingin seorang pun merayu	I want no one attempt	*True based on word for word translation but not true in idiomatic translation*
		Jauh di mata dekat di hati	Far in eyes, near in heart	*True based on word for word translation but not true in idiomatic translation*
		Ada udang di balik batu	There ia a shirmp beside a stone	

		Sedikit bicara banyak bekerja	Talk less do more	*True based on idiomatic translation*
3	NM	Kalau sampai waktu ku	If my time come	*True based on word for word translation but not true in idiomatic translation*
		Ku tak ingin seorang pun merayu	I don't want anyone to persuade	*True based on word for word translation but not true in idiomatic translation*
		Jauh di mata dekat di	Far to sight, near to heart	*Sight and mata is far conection*

		hati		
		Ada udang di balik batu	To have an axe to grind	*Probably tru*
		Sedikit bicara banyak bekerja	Talk less do more	*True*
4	LD	Kalau sampai waktu ku	When my time comes	*Probably true*
		Ku tak ingin seorang pun merayu	i don't want anyone flirt	*Probably true*
		Jauh di mata dekat di hati	out of sight near by heart	*True*

		Ada udang di balik batu	To have an axe to grind	*Probably true*
		Sedikit bicara banyak bekerja	To have talk less do more	*Probably true*
5	RS	Kalau sampai waktu ku	None	*None*
		Ku tak ingin seorang pun merayu	None	*None*
		Jauh di mata dekat di hati	None	*None*
		Ada	None	*None*

		udang di balik batu		
		Sedikit bicara banyak bekerja	Talk less do more	*True*
6	KN	Kalau sampai waktu ku	Until the end	*Probably true*
		Ku tak ingin seorang pun merayu	I wan't all the persuade	*True based on word for word translation but not true in idiomatic translation*
		Jauh di mata dekat di hati	I have you	*Not really true because I have you is not only to*

				express the sentence
		Ada udang di balik batu	What are you hidding	*Probably true*
		Sedikit bicara banyak bekerja	The weighted person	*Probably true*
7	WHCA	Kalau sampai waktu ku	Until my time.	*True*
		Ku tak ingin seorang pun merayu	I don't need a fake face.	*Probably true*
		Jauh di mata dekat di	Far to the eyes close to the	*True based on word for word*

		hati	heart.	*translation but not true in idiomatic translation*
		Ada udang di balik batu	There is shrimp behind the stone	*True based on word for word translation but not true in idiomatic translation*
		Sedikit bicara banyak bekera	Talk less do more	*True*
8	MKD	Kalau sampai waktu ku	When will watch me	*Far for meaning, the word "watch" is no related*
		Ku tak	i don't will	*True based*

		ingin seorang pun merayu	people persuade	on word for word translation but not true in idiomatic translation
		Jauh di mata dekat di hati	far in eye near in heart	True based on word for word translation but not true in idiomatic translation
		Ada udang di balik batu	There is shrimp in return stone	True based on word for word translation but not true in idiomatic translation
		Sedikit	A little	True based

		bicara banyak bekerja	speak many work	*on word for word translation but not true in idiomatic translation*
9	ER	Kalau sampai waktu ku	when I get my time	*True based on word for word translation but not true in idiomatic translation*
		Ku tak ingin seorang pun merayu	none want to touched	*True based on word for word translation but not true in idiomatic translation*
		Jauh di	apple in my	*Probably*

		mata dekat di hati	eyes	*true*
		Ada udang di balik batu	there is money beside heart	*It's not only about money*
		Sedikit bicara banyak bekerja	talk less do more	*True*
10	DR	Kalau sampai waktu ku	If my time is over	*True based on word for word translation but not true in idiomatic translation*
		Ku tak ingin seorang	I don't want nobody to seduce	*True based on word for word*

		pun merayu		*translation but not true in idiomatic translation*
		Jauh di mata dekat di hati	Deep in the eyes close to the words	*True based on word for word translation but not true in idiomatic translation*
		Ada udang di balik batu	A prawn behind the rock	*True based on word for word translation but not true in idiomatic translation*
		Sedikit bicara banyak	Talk less do more	*true*

		bekerja		
11	W	Kalau sampai waktu ku	If I get my time	*The meaning of source language is not 'get'*
		Ku tak ingin seorang pun merayu	I dont want somebody to bother me	*True based on word for word translation but not true in idiomatic translation*
		Jauh di mata dekat di hati	Out of sight out of mind	*Probably true*
		Ada udang di balik batu	There something fishy	*True based on word for word translation but not true*

				in idiomatic translation
		Sedikit bicara banyak bekerja	A little talk a lot of work	*Probably true*

The ability of student to write fiction text is also to be a problem, especially translate an idiom. Idiom is a linguistic that need so many vocabulary.

This is why the understanding of idiom sometimes make misunderstanding from the readers. If the student difficult to translate the idiom, it seems impossible to understand the meaning of idiom.

B. Description of Data Analysis

1. The accuracy of idiomatic understanding

a. Accurate

The sentence which is included in this category is high accuracy of idiomatic understanding. It means that the meaning make a sense without decrease the natural of idiom's meaning. The average score of the data to be called accurate translation is 3,1 − 4. Accordding to the

result of student translation, there are one sentences which can be categorized as idiomatic understanding. The sentence is below:

1. SL : **<u>Sedikit</u>** bicara **<u>banyak</u>** bekerja

   TL : Talk **<u>less</u>** do **<u>more</u>**

   Based on the text above, the student make clear between source language and target language. there is no different meaning and we can say that with a better way to understanding the idiomatic translation.

   So according to the researcher the students correctly translated the sentence, Make sense and translate without change the real meaning and the researcher put the translation results of the students into categories accurate.

b. **Less Accurate**

   In this category, correct meaning, using appropriate idioms and words. However, there are some error structures. The average score for less accurate is $2,1 - 3$. Below are some of the sentences which belong to the category:

1. TL : Kalau **<u>sampai</u>** waktu ku

   SL : When my time **<u>comes</u>**

   Based on the text above we can found a similar meaning with the idiomatic understanding. The student

does not translate the word *sampai* with until. But, the student change it with another word, comes.

Although the word until and comes have a different meaning but the word comes is a correct meaning to describe *sampai waktu ku*.

So according to the researcher the students correctly translated the sentence, Make sense and translate without change the real meaning and the researcher put the translation results of the students into categories less accurate.

c. Less Natural Translation

In this category, the meaning make sense with minimum unnatural words, grammar, phrase and idiom. The average score in this category is $1,1 - 2$. From the data above which was taken in the student translation here is some of the sentences which was translated less accurate :

1. SL : Jauh di **mata** dekat di **hati**

TL : Far in **eyes** but close in **liver**

Based on the text above, the student translate the word *hati* with liver. Automatically, the translation is true if we translate

into the medical world. Honestly, it will be a big probem if we translate in idiomatic word.

Hati can be translated by heart to express something like love, sadness, happiness, tears and so many more. On the other hand, if someone have a problem in their liver on the body, the translation is change became liver for medical world.

So according to the researcher the students correctly translated the sentence, Make sense and translate without change the real meaning and the researcher put the translation results of the students into categories inaccurate.

Regarding of the objective of this research, the researcher analyzed the student's ambiguity understanding of idiomatic in Indonesia-English Translation. This research was conducted among the Sixth Semester of English Education Studty Program at IAIN Metro. The subject of this research was 11 students as the respondents.

C. Analysis of Research Variable

The data were analyzed based on the Miles and Huberman Model in this research. There are some steps of this model, they are in the following :

1. Data collection

The researcher got the student's ambiguity in translating and understanding an idiom as the object of this research. Accordingly, the researcher decided to observe 11 student's translation at the Fourth Semester of English Education Study Program in IAIN Metro

Not only get the samples of student's translation but also make an interview about this topic. The object of interview is about translation, such us what is translation, what do you think about translation, which one do you like, how to be a good translator although they translate different way.

2. Data reduction

Data reduction shows the selection of the data that will be analyzed by summarizing and focusing the specific thing. The researcher made some notes and coded the data in order to get the clearer data. The focused data were the only mistakes in the student's worksheet of translating idiom. The researcher also wrote down the interviews result as the documentation.

3. Data display

a. Documentation
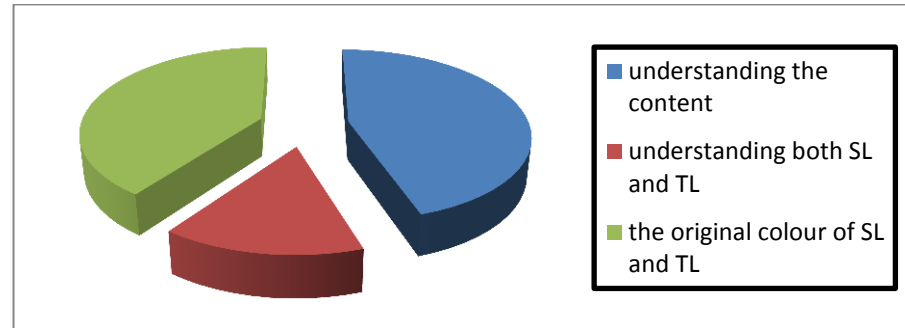
Figure I. *Frequency of Ambiguity Translation of Idiom*

Out of 11 idiom translation were made by the students, the researcher found the frequency of the ambiguity of understanding of the content are 45%, understanding the knowledge of both source language and target language 15%, the students able to present the original colour of the source language in the translation work are 40%. The following chart is to describe the analysis data result.
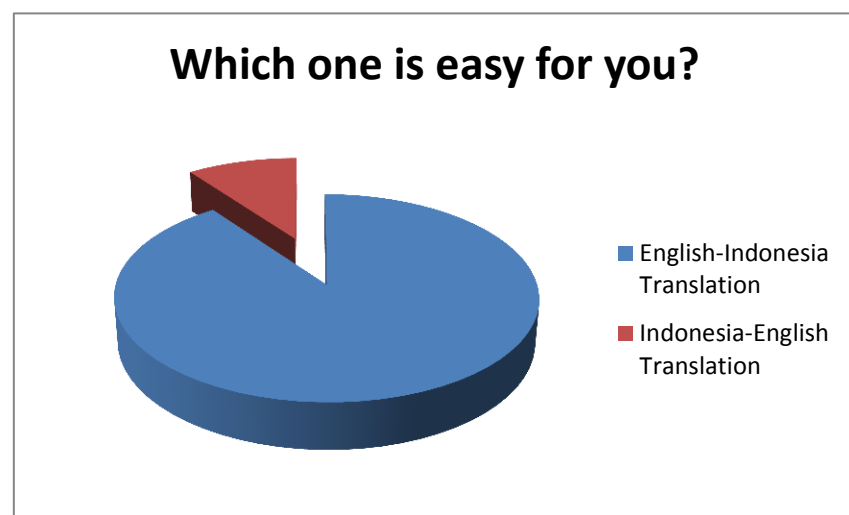
Figure II. *Frequency of The Interesting of Translation*

The researcher also make an observation about the interesting of translation between English-Indonesia Translation and Indonesia-English Translation. Based on the data, the researcher concluded that the student have a big interesting in English-Indonesia Translation than Indonesia-English Translation. The student think that they have lack of vocabulary to translate an Indonesian text to English because there are so many different of style language between them.
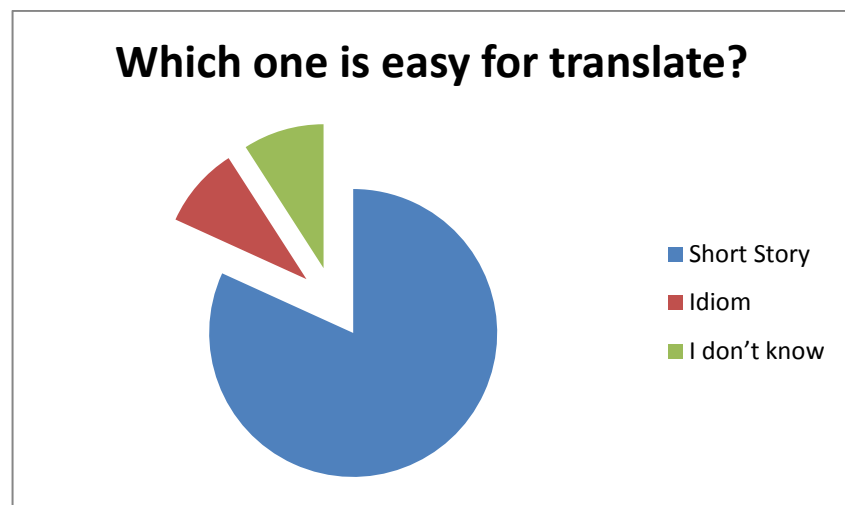
Figure III. *Frequency of The Easiest Text to Translated*

The last observation is about which one is easy for translate? The question is short story, poem and etc (student called it with the word I don't know). Based on the data, the student prefer short story than idiom. Moreover, they choose

idiom as one of the difficult text to translated. This is how the

problem in the student of english language environtment.

B. Interview

The researcher conducted the interview on February 5, 2020 at The

Sixth Semester Students Of English Education Study Program of State

Islamic Institute Of Metro. The interview reffered to 15 students. The

researcher used semi-structured interview that used prepared question

about writing but the answer were on the students' opinion.

These are ten question related to translation.

1) What do you think about translations?

2) What do you think about idiom?

3) What is your difficulties at translations?

4) How often you do a misunderstanding when translate an idiom?

5) Do you make an ambiguity translation when translate an idiom?

6) Do you like idiom?

7) What is your difficulties in idiom?

8) How you get the knowledge about an idiom?

9) Is it difficult to understand about idiom?

10) What is the solution?

These are the result of the interview :

No	Question	Responses
1	What do you think about translations?	1. A way to translate a text
		2. How to translate to another language
		3. Writing into another language
		4. Translate a word by word
		5. Re-write something
		6. An activity to translate into other language
		7. Explain something with different language
		8. Learning by write a different language
		9. One of the material to be understood
		10. The part of language
		11. Act about language

		12. Translate a sentence to other language
		13. Write with different word
		14. A different word or text with a different language
		15. Write and translate into a different language
2	What do you think about idiom?	1. A combination of word
		2. Informal language
		3. Two or more word that have a different meaning
		4. Same with poetry
		5. One of the lesson in english language
		6. The word that have an ambigu meaning
		7. A semantic word
		8. In Indonesia, idiom is like peribahasa
		9. I don't know how to explain
		10. A word that also needs more

		attention
		11. A word that need more vocabularies and grammar
		12. Something that must be understood
		13. I don't understand
		14. A group of word
		15. A beautiful word to understood by thinking
3	What is your difficulties at translations?	1. I feel hard to translate the word
		2. I have a low grammar mastery
		3. I feel confused when thinking about grammar
		4. Sometimes it is hard if I have bad mood
		5. Grammar,ideas, and vocabulary
		6. Lack of knowledge

		7. It is hard to explore the idea
		8. It was boring and monotonous
		9 I just like that
		10. It is so hard to write another language
		11. I don't like translation
		12. Grammar make me confused
		13. I don't know
		14. It depends on mood
		15. It is hard to get the ideas
4	How often you do a misunderstanding when translate an idiom?	1. Always
		2. Always
		3. Seldom
		4. Never make a right choice
		5. Always
		6. Not really
		7. Always

		8. Always
		9. Always
		10. Always
		11. Seldom
		12. Always
		13. Always
		14. Always
		15. Always
5	How you get the knowledge about an idiom?	1. By learning in the class
		2. From our lecturer and the material
		3. From the book and internet
		4. I get more from watching movie
		5. By learning in the class
		6. I ever read in the book
		7. By learning in course
		8. I learn it from lecturer and my friends
		9. By learning in the class

		10. By learning in the class
		11. Pay attention when the material
		12. From lecturer
		13. From the material in the class
		14. Learning in the class
		15. Learning with our lecturer
6	Do you like idiom?	1. Not really
		2. I think it is fun
		3. No
		4. Yes
		5. Yes
		6. Yes
		7. No
		8. No
		9. No
		10. No
		11. Yes
		12. Yes
		13. No

		14. No
		15. Yes

The interview result shows that the student understand about how to translate but it is still difficult to translate an idiom. Some of them state that they like idiom but they still hard to get the ideas and grammar mastery to translate the idiom into another language.

Nevertheless, the researcher found out many mistakes of translate the idiom in their paper. It means that the students have the problem which relate to translating the text into another language, especially for idiom.

The student think that they have lack of vocabulary to translate an Indonesian text to English because there are so many different of style language between them.

Based on the problem, the student have to memorize more vocabulary and make it into a text. Not only memory it, student should know what the same meaning of the word. For example, the word baby and honey have the same meaning.

Although if we translate it into word for word translation the meaning will be different. So, this is why the language is called by a unique thing ever.

4. Conclusion drawing/verifying

The result of this analysis is there are ambiguity when the student translate an idiom. The researcher found the frequency of the ambiguity of understanding of the content are 45%, understanding the knowledge of both source language and target language 15%, the students able to present the original colour of the source language in the translation work are 40%.

Furthermore, there are three problem that are experienced by the student in translate an idiom. The problem are the difficulties in understanding the content, the difficulties in understanding the knowledge of both source language and target language, and the ability to present the original colour of the source language in the translation work

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Based on the result of data analysis, the researcher would like to conclude this research into two statements. First, the students is still difficult to translate and understand about idiomatic from the source language and target language or vise versa. It is shown by the chart.

Second, the students problem in writing at the Fourth Semester Of English Education Study Program of State Islamic Institute Of Metro are the difficulties in understanding the idiom.

B. SUGGESTION

Through this research, the researcher would like to constructively give suggestions as follows :

1. The students need to increase the awareness of checking the words in the dictionary and understanding about how to translate a different style of language

2. The institution holds the translating and writing competition, especially in English department so that the student's quality in writing can be appeared.

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APPENDICES

UNDERSTANDING OF IDIOM

* Wajib

Terjemahkan idiom berikut ke dalam bahasa Inggris (Semampu kalian saja). 1. Kalau sampai waktu ku. 2. Ku tak ingin seorang pun merayu. 3. Jauh di mata dekat di hati. 4. Ada udang di balik batu. 5. Sedikit bicara banyak bekerja *

1) If my time is over 2) I won't nobody disturb me 3) Far in eyes but close in heart 4) There is a mission 5) less talk, much work

Terjemahkan idiom berikut ke dalam bahasa Indonesia (Semampu kalian saja). 1. I am at six and seven 2. That's easy pie 3. Cat bites your tounge? 4. You're like a slice of potato 5. It's raining cat and dog? *

Terjemahkan idiom berikut ke dalam bahasa Inggris (Semampu kalian saja). 1. Kalau sampai waktu ku. 2. Ku tak ingin seorang pun merayu. 3. Jauh di mata dekat di hati. 4. Ada udang di balik batu. 5. Sedikit bicara banyak bekerja

13 tanggapan

1) If my time is over 2) I won't nobody disturb me 3) Far in eyes but close in heart 4) There is a mission 5) less talk, much work

1. When the time ia mine
2. I want no one attempt
3. Far in eyes, near in heart
4. There ia a shirmp beside a stone
5. Talk less do more

1. If my time come
2. I don't want anyone to persuade
3. Far to sight, near to heart
4. To have an axe to grind
5. Talk less do more

1. When my time comes 2.i don't want anyone flirt 3.out of sight near by heart 4. To have an axe to grind 5.talk less do more

Terjemahkan idiom berikut ke dalam bahasa Inggris (Semampu kalian saja). 1. Kalau sampai waktu ku. 2. Ku tak ingin seorang pun merayu. 3. Jauh di mata dekat di hati. 4. Ada udang di balik batu. 5. Sedikit bicara banyak bekerja

13 tanggapan

1. Until my time.
2. I don't need a fake face.
3. Far to the eyes close to the heart.
4. There is shrimp behind the stone.
5. Talk less do more.

1. When will watch me 2.i don't will people persuade 3.far in eye near in heart 4. There is shrimp in return stone 5. A little speak many work

1. when I get my time
2. none want to touched
3. apple in my eyes
4. there is money beside heart
5. talk less do more

1. If my time is over
2. I don't want nobody to seduce
3. Deep in the eyes close to the words

Terjemahkan idiom berikut ke dalam bahasa Inggris (Semampu kalian saja). 1. Kalau sampai waktu ku. 2. Ku tak ingin seorang pun merayu. 3. Jauh di mata dekat di hati. 4. Ada udang di balik batu. 5. Sedikit bicara banyak bekerja

13 tanggapan

1. If my time come
2. I don't want anyone to persuade
3. Far to sight, near to heart
4. To have an axe to grind
5. Talk less do more

1. When my time comes 2.i don't want anyone flirt 3.out of sight near by heart 4. To have an axe to grind 5.talk less do more

5. Talk less do more

1. Until the end
2. I wan't all the persuade
3. I have you
4. What are you hidding
5. The weighted person

1. Until my time.
2. I don't need a fake face

Terjemahkan idiom berikut ke dalam bahasa Inggris (Semampu kalian saja). 1. Kalau sampai waktu ku. 2. Ku tak ingin seorang pun merayu. 3. Jauh di mata dekat di hati. 4. Ada udang di balik batu. 5. Sedikit bicara banyak bekerja

13 tanggapan

---

1. If my time is over
2. I don't want nobody to seduce
3. Deep in the eyes close to the words
4. A prawn behind the rock
5. Talk less do more

---

1. If i get my time 2. I dont want somebody to bother me 3. Out of sight out of mind 4. There something fishy 5. A little talk a lot of work

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5. Small talk a lot of work

---

1. If its my time
2. I don't want nobody to seduce
3. Far from the eyes, close to the heart
4. There ia shrimp behind the stone
5. Less talk, do work

Terjemahkan idiom berikut ke dalam bahasa Indonesia (Semampu kalian saja). 1. I am at six and seven 2. That's easy pie 3. Cat bites your tounge? 4. You're like a slice of potato 5. It's raining cat and dog?

13 tanggapan

1) Saya ragu ragu/ antara ya dan tidak 2) Itu hal yang mudah 3) Apakah ada yang salah dengan telingamu? 4) Kamu menyenangkan 5) Sedang hujan deras

1. Saya sangat sibuk
2. Sangat mudah
3. Kucing menggigit lidahmu
4. Kamu sangat rapuh
5. Hujan deras

1. Saya sedang kebingungan
2. Mudah banget
3. Kok diem aja?
4. Kamu terlihat buruk
5. Lagi hujan deras?

1.bingung/bimbang2.itu mudah sekali 3.hati-hati dalam berbicara 4.payah 5.hujan deras

Terjemahkan idiom berikut ke dalam bahasa Indonesia (Semampu kalian saja). 1. I am at six and seven 2. That's easy pie 3. Cat bites your tounge? 4. You're like a slice of potato 5. It's raining cat and dog?

13 tanggapan

5. Apakah ini hujan lebat

1. Saya sedang bingung
2. Ini mudah sekali
3. Jaga bicaramu
4. Kamu menyebalkan
5. Hujannya deras

1. Saya ragu.
2. Itu sangat mudah.
3. Kok diam saja.
4. Kamu gemuk.
5. Hujan deras sekali.

1.saya enam dan tujuh 2. Sebegitu mudahnya 3.kucing menggigit lidah mu 4.kami suka iris kentang 5.menghujani kucing dan anjing

Terjemahkan idiom berikut ke dalam bahasa Indonesia (Semampu kalian saja). 1. I am at six and seven 2. That's easy pie 3. Cat bites your tounge? 4. You're like a slice of potato 5. It's raining cat and dog?

13 tanggapan

1. aku dilema
2. hal yang gampang
3. jangan banyak bicara
4. kamu baik hati
5. jangan berisik

1. Antara iya dan tidak
2. Sangat mudah
3. Mulutmu Harimaumu
4. Kamu lembek/ tidak tegas
5. Gerimis

1. Saya sedang bingung 2. Itu mudah sekali 3. Diem loe 4. Kamu seperti malas sekali 5. Hujan deras

1. Bimbang 2. Mudah banget 3.ngapa? Kok tiba tiba diam. 5. Hujan lebat

of potato 5. It's raining cat and dog?

13 tanggapan

1) Saya ragu ragu/ antara ya dan tidak 2) Itu hal yang mudah 3) Apakah ada yang salah dengan telingamu? 4) Kamu menyenangkan 5) Sedang hujan deras

1. Saya sangat sibuk
2. Sangat mudah
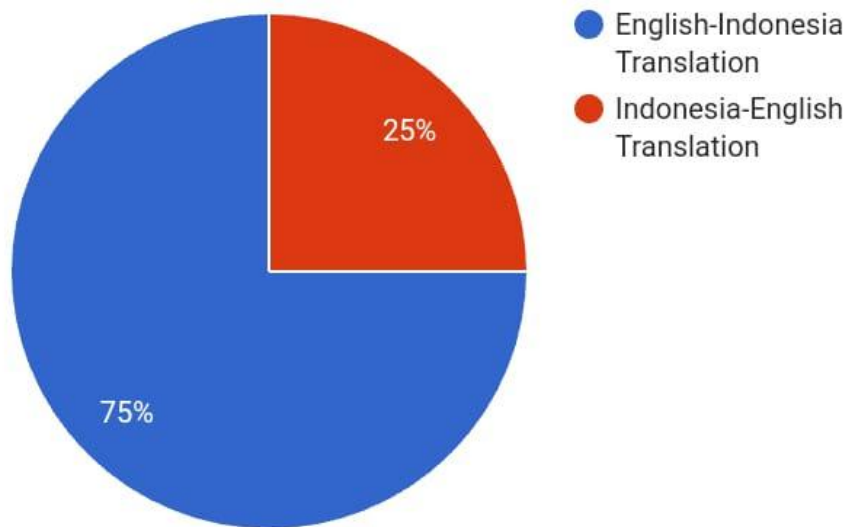3. Kucing menggigit lidahmu
4. Kamu sangat rapuh
5. Hujan deras

1. Saya sedang kebingungan
2. Mudah banget
3. Kok diem aja?
4. Kamu terlihat buruk
5. Lagi hujan deras?

1.bingung/bimbang2.itu mudah sekali 3.hati-hati dalam berbicara 4.payah 5.hujan deras
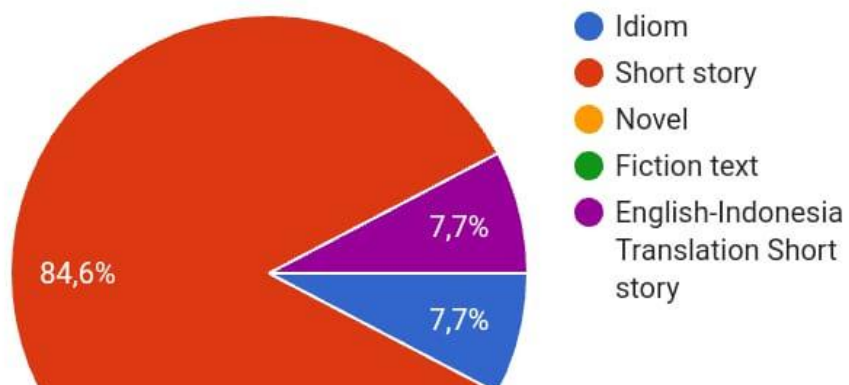
Mana yang paling mudah menurut
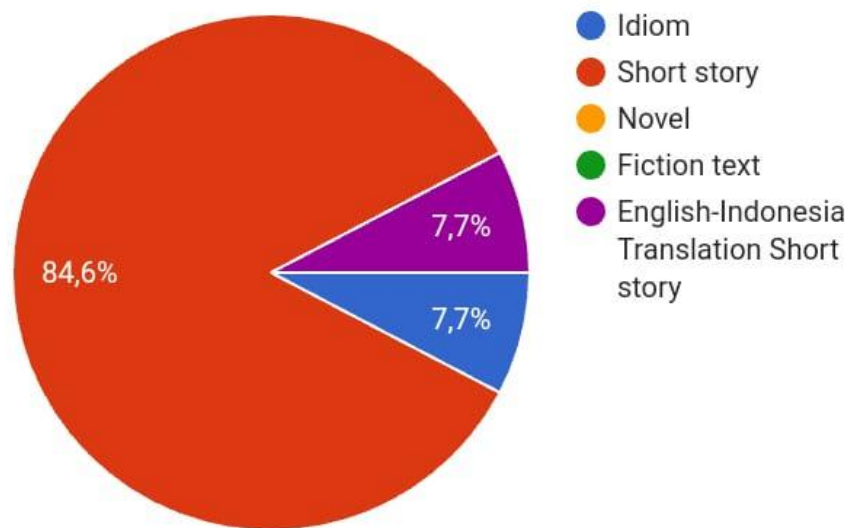
Mana yang paling mudah menurut anda?

12 tanggapan

- English-Indonesia Translation
- Indonesia-English Translation

25%

75%

Penerjemahan apa yang paling mudah menurut anda?

13 tanggapan

- Idiom
- Short story
- Novel
- Fiction text
- English-Indonesia Translation Short story

84,6%

7,7%

7,7%

Penerjemahan apa yang paling mudah menurut anda?

13 tanggapan

- Idiom
- Short story
- Novel
- Fiction text
- English-Indonesia Translation Short story

84,6%

7,7%

7,7%

Nama/NPM

13 tanggapan

May Sarah/1701070119

Ahmad Syukron Tamim/1801070066

Novita Maharani/1801072025

Laras Diana (1801070038)

Nama/NPM

13 tanggapan

May Sarah/1701070119

Ahmad Syukron Tamim/1801070066

Novita Maharani/1801072025

Laras Diana (1801070038)

Rahmah safitri

Khoirrotun Nissa/1701070180

Wulan Hasanatun Cahya Adi/1801071064

Mega kusuma dewi/1501070190

Eti Renisa/1501070058

Apa hal tersulit dari menerjemah (Translation?)

13 tanggapan

Apa hal tersulit dari menerjemah (Translation?)

13 tanggapan

> Tidak semua kata dalam bahasa inggris atau sebenernya bisa diterjemahkan secara gamblang

> Menerjemahkan teks bahasa Indonesia

> Menerjemahkan idiom

> Memilih kosa kata yang tepat

> Kadang kosakata yang kita punya ga sesuai sama yang mau kita terjemahin.

> Artinya terkadang ambigu dengan maknanya jadi harus benar-benar mengerti makna dari teks tersebut

> Menggunakan grammar yang tepat dan

Motto

12 tanggapan

Apa hal tersulit dari menerjemah (Translation?)

13 tanggapan

Menggunakan grammar yang tepat dan benar.

Kata yg tidak faham

struktur dan grammar

Penyelarasan antara bahasa sumber dan bahasa target

Harus memperhatikan method translte dan kata*nya yang suka kebalik

Menarik kesimpulan dari text tersebut, apalagi klu tidak tau arti dari vocab tersebut.

Setiap kata yang di artikan tidak semuanya sama. Tergantung kondisi

Motto

12 tanggapan

Nama/NPM

13 tanggapan

May Sarah/1701070119

Ahmad Syukron Tamim/1801070066

Novita Maharani/1801072025

Laras Diana (1801070038)

Rahmah safitri

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Wulan Hasanatun Cahya Adi/1801071064

Mega kusuma dewi/1501070190

Eti Renisa/1501070058

Apa hal tersulit dari menerjemah (Translation?)

13 tanggapan

Menggunakan grammar yang tepat dan benar.

Kata yg tidak faham

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Harus memperhatikan method translte dan kata*nya yang suka kebalik

Menarik kesimpulan dari text tersebut, apalagi klu tidak tau arti dari vocab tersebut.

Setiap kata yang di artikan tidak semuanya sama. Tergantung kondisi

Motto

Motto

12 tanggapan

Saya cemerlang dalam proses semakin cemerlang

Better than yesterday

No pain, No gain

Semua ada porsinya masing², teruslah berjalan maju.

Trouble is your best friend. It makes you stronger and more understanding about life

Be strong for yourself. Because anything that happens, You're a queen, whether you have a king or not.

Jadilah diri sendiri

Motto

12 tanggapan

king or not.

Jadilah diri sendiri

"veryli every difficulties has a relief" (al insyirah:5)

Do what you love and Love what you do. Because you are a lover

Jadilah seseorang yang serendah rendahnya sampai dia bisa mencium bau wangimu sendiri

Selalu bersyukur dan terus berusaha untuk menjadi lebih baik

Sedikit bicara, banyak bekerja

🏠 🔒 docs.google.com/form 🔲 ⋮

▤ 🎨 ➤ ⋮ 👤

Formulir tanpa judul

Pertanyaan **Respons** 13

13 tanggapan ⊞ ⋮

Menerima tanggapan 🟣

Ringkasan Pertanyaan Individual

Terjemahkan idiom berikut ke dalam bahasa Inggris (Semampu kalian saja). 1. Kalau sampai waktu ku. 2. Ku tak ingin seorang pun merayu. 3. Jauh di mata dekat di hati. 4. Ada udang di balik batu. 5. Sedikit bicara banyak bekerja

13 tanggapan

1) If my time is over 2) I won't nobody disturb

1. Until my time. 2. I don't need a fake face. 3. Far to the eyes close to the heart. 4. There is shrimp behind the stone. 5. Talk less do more.

1 tanggapan

1. When will watch me 2.i don't will people persuade 3.far in eye near in heart 4. There is shrimp in return stone 5. A little speak many work

1 tanggapan

1. If my time is over 2. I don't want nobody to seduce 3. Deep in the eyes close to the words 4. A prawn behind the rock 5. Talk less do more

1 tanggapan

Terjemahkan idiom berikut ke dalam bahasa Inggris (Semampu kalian saja). 1. Kalau sampai waktu ku. 2. Ku tak ingin seorang pun merayu. 3. Jauh di mata dekat di hati. 4. Ada udang di balik batu. 5. Sedikit bicara banyak bekerja

1. If its my time 2. I don't want nobody to seduce 3. Far from the eyes, close to the heart 4. There ia shrimp behind the stone 5. Less talk, do work

1 tanggapan

1. Until my time. 2. I don't need a fake face. 3. Far to the eyes close to the heart. 4. There is shrimp behind the stone. 5. Talk less do more.

1. If i get my time 2. I dont want somebody to bother me 3. Out of sight out of mind 4. There something fishy 5. A little talk a lot of work

1 tanggapan

1. When the time ia mine 2. I want no one attempt 3. Far in eyes, near in heart 4. There ia a shirmp beside a stone 5. Talk less do more

1 tanggapan

1. If my time come 2. I don't want anyone to persuade 3. Far to sight, near to heart 4. To have an axe to grind 5. Talk less do more

1 tanggapan

1) If my time is over 2) I won't nobody disturb

1) If my time is over 2) I won't nobody disturb me 3) Far in eyes but close in heart 4) There is a mission 5) less talk, much work

1 tanggapan

1. When my time comes 2.i don't want anyone flirt 3.out of sight near by heart 4. To have an axe to grind 5.talk less do more

1 tanggapan

1. when I get my time 2. none want to touched 3. apple in my eyes 4. there is money beside heart 5. talk less do more

1 tanggapan

KEMENTERIAN AGAMA
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled AN AMBIGUITY ANALYSIS OF IDIOMATIC

UNDERSTANDING ON INDONESIA ENGLISH TRANSLATION AT THE FIFTH

SEMESTERS OF IAIN METRO. Written by: BUNGA DWI PUSPITA SARI, Student

Number 1501070031, English Education Department, had been examined (Proposal

Seminar) in Tarbiyah and Teacher Training Faculty on Tuesday, October 29th 2019 at

09.30 – 11.00 p.m.

BOARD OF EXAMINERS

Chair person	: Drs. Kuryani, M.Pd	(............................)
Examiner I	: Dr. Umi Yawisah, M.Hum	(............................)
Examiner II	: Trisna Dinillah Harya, M.Pd	(............................)
Secretary	: Linda Septiyana, M.Pd	(............................)

Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 0141

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B-1122/In.28/D.1/TL.00/06/2020
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1121/In.28/D.1/TL.01/06/2020, tanggal 04 Juni 2020 atas nama saudara:

Nama	:	**BUNGA DWI PUSPITA SARI**
NPM	:	1501070031
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN AMBIGUITY ANALYSIS OF IDIOMATIC UNDERSTANDING ON INDONESIA ENGLISH TRANSLATION AMONG THE FOURTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT THE STATE OF ISLAMIC INSTUTE (IAIN) METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Juni 2020
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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S U R A T   T U G A S
Nomor: B-1121/In.28/D.1/TL.01/06/2020

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**BUNGA DWI PUSPITA SARI**
NPM	:	1501070031
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN AMBIGUITY ANALYSIS OF IDIOMATIC UNDERSTANDING ON INDONESIA ENGLISH TRANSLATION AMONG THE FOURTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT THE STATE OF ISLAMIC INSTUTE (IAIN) METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 Juni 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Ahmad Subhan Roza, M.Pd
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : BUNGA DWI PUSPITA SARI   Fakultas/Jurusan : FTIK/TBI

NPM : 1501070031   Semester   : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 17/12-19		✓	Revise grammar.	
	Selasa 31/12-19		✓	Revise IPD	
	Selasa 7/1-20		✓	Acc c IPD	

Mengetahui :
Ketua Jurusan TBI

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : BUNGA DWI PUSPITA SARI

NPM : 1501070031

Fakultas/Jurusan : FTIK/TBI

Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	9/01/2020	✓		- Daftar Pengumen. 1Va AT - Interview guidance Acc 1 PD	
2	13/01 2020	✓			

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : BUNGA DWI PUSPITA SARI Fakultas/Jurusan : FTIK/TBI

NPM : 1501070031 Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin/ 20 April 2020		✓	Acc ch. IV. V	

Mengetahui :
Ketua Jurusan TBI

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Dosen Pembimbing II

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IAIN METRO

Nama : BUNGA DWI PUSPITA SARI   Fakultas/Jurusan : FTIK/TBI

NPM : 1501070031   Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	RAbu / 29 APRIL 2020	✓		1. Dijelaskan dan diuraikan 2. Hasil analisisnya mana?	
2	RAbu / 6 Mei 2020	✓		1. Mana tabel datanya? 2. Mana hasil Pembahasannya? what why house	
3	RAbu/13 Mei 2020	✓		Belum diperbaiki sesuai saran, silakan baca dan pelajari saran sebelumnya	
4	Senin / 18 Mei 2020	✓		ACC Skripsi Silakan daftar Munaqosyah	

Mengetahui :
Ketua Jurusan TBI

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CURRICULUM VITAE

Bunga Dwi Puspita Sari was born in Metro on April 21th, 1997. She is the second child of Mr. Falmoniko and Mrs. Sri Suprihatin.

She took her elementary school at SD Negeri 1 Metro Pusat and then she took her junior high school at SMP Negeri 6 Metro Utara. Having graduated from junior high school, she continued her study on senior high school level at SMA Negeri 3 Metro Utara and finished in 2015. After graduating from senior high school, she decided to have lecture in English Education Department at IAIN Metro.