

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE STUDENTS' ABILITY IN TRANSLATING  
IDIOMATIC EXPRESSION AT THE THIRD SEMESTER OF  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
IN ACADEMIC YEAR 2020/2021**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2021 M**

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in English Education Department

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*Assalamu'alaikum, Wr, Wb*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.  
*Wassalmu'alaikum Wr.Wb*

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The Undergraduate Thesis entitled: AN ANALYSIS OF THE STUDENTS' ABILITY IN TRANSLATING IDIOMATIC EXPRESSION AT THE THIRD SEMESTER OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO IN ACADEMIC YEAR 2020/2021 written by: EVA NURUL FADILAH, Student Number 1601070086, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, May 04, 2021 at 08.00-10.00 a.m.

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
IN ACADEMIC YEAR 2020/2021**

**ABSTRACT**

By: Eva Nurul Fadilah

The purpose of this study is to analyze the students' ability in translating idiomatic expressions by students in the English Education Department at the third semester of the State Institute for Islamic Studies (IAIN) of Metro in academic year 2020/2021. The research wants to discuss about the students' difficulties and the factors of the students' difficulties in translating idiomatic expressions. The problems which found were explained in the background of the study.

This study was conducted based on qualitative analysis. The data collected through documentation and interview. The researcher took fourteen students' documents in translating idiomatic expressions in the English Education Department at the third semester of IAIN Metro.

The result of the analyzed data explained that there were two categories of students' difficulties in translating idiomatic expressions, the students are difficult to find the equivalent words in the target language (82%), and the students are difficult to interpret the idiomatic expressions (18%). Most of the students' difficulties were caused by the students did not really understand about the theory of translation, the students have a limited knowledge especially about the culture of the source language, and the students have a limited number of idiomatic expressions dictionaries. Therefore, the students are difficult to find the equivalent words in the target language and the students are difficult to interpret the idiomatic expressions. Based on the result of this study, the students' ability in translating idiomatic expressions in the English Education Department at the third semester of IAIN Metro was low. The students need more knowledge about idiomatic expressions. The ways to solve are the students should read the idiomatic expressions dictionaries, and do exercise in translating idiomatic expressions to increase their ability.

*Keywords: English Education, Idiomatic Expressions, Source Language, Target Language, Translation*

**SEBUAH ANALISIS MENGENAI KEMAMPUAN MAHASISWA DALAM  
MENERJEMAHKAN UNGKAPAN IDIOMATIK DI SEMESTER TIGA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO TAHUN  
AKADEMIK 2020/2021**

**ABSTRAK**

Oleh: Eva Nurul Fadilah

Tujuan dari penelitian ini adalah untuk menganalisa kemampuan mahasiswa dalam menerjemahkan ungkapan idiomatik oleh mahasiswa di Jurusan Pendidikan Bahasa Inggris pada semester tiga Institut Agama Islam Negeri (IAIN) Metro pada tahun akademik 2020/2021. Peneliti ingin membahas tentang kesulitan-kesulitan mahasiswa dan faktor-faktor kesulitan mahasiswa dalam menerjemahkan ungkapan idiomatik. Masalah yang ditemukan dijelaskan pada latar belakang penelitian.

Penelitian ini dilakukan berdasarkan analisis kualitatif. Data dikumpulkan melalui dokumentasi dan wawancara. Peneliti mengambil empat belas dokumen mahasiswa dalam menerjemahkan ungkapan idiomatik di Jurusan Pendidikan Bahasa Inggris di semester tiga IAIN Metro.

Hasil dari data yang dianalisis menjelaskan bahwa terdapat dua kesulitan mahasiswa dalam menerjemahkan ungkapan idiomatik, para mahasiswa sulit menemukan kata-kata yang setara dalam bahasa target (82%), dan mahasiswa sulit menafsirkan ungkapan idiomatik (18%). Sebagian besar kesulitan mahasiswa disebabkan oleh mahasiswa tidak benar-benar memahami tentang teori terjemahan, para mahasiswa memiliki pengetahuan yang terbatas terutama tentang budaya bahasa sumber, dan para mahasiswa memiliki kamus ungkapan idiomatik yang terbatas. Oleh karena itu, mahasiswa sulit menemukan kata-kata yang setara dalam bahasa target dan mahasiswa sulit menafsirkan ungkapan idiomatik. Berdasarkan hasil penelitian ini, kemampuan mahasiswa dalam menerjemahkan ungkapan idiomatik di Jurusan Pendidikan Bahasa Inggris pada semester tiga IAIN Metro rendah. Cara-cara untuk mengatasinya adalah mahasiswa harus banyak membaca kamus ungkapan idiomatik, dan melakukan latihan dalam menerjemahkan ungkapan idiomatik untuk meningkatkan kemampuan mereka.

*Kata Kunci: Bahasa Inggris, Ungkapan Idiomatik, Bahasa Sumber, Bahasa Sasaran, Penerjemahan*

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

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Metro, 4 Mei 2021

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## MOTTOS

وَأَطِيعُوا اللَّهَ وَرَسُولَهُ وَلَا تَنْزِعُوا فَأْتَفْشَلُوا وَتَذْهَبَ رِيحُكُمْ وَأَصْبِرُوا إِنَّ  
اللَّهَ مَعَ الصَّابِرِينَ ﴿٤٦﴾

*And obey Allah and His messenger and do not be a odds, which causes you to be  
trembling and your strength is gone and patient. Really, Allah with patience.*

*(Al-Anfal: 46)*

*“Trust yourself that all our dreams will come true.”*

*(Eva Nurul Fadilah)*

## **DEDICATION PAGE**

*This undergraduate thesis would highly be dedicated to:*

- 1. My beloved parents Mr. Edi Winarno and Mrs. Indra Sulistia Ningsih who always pray, give financial and spritual support for me.*
- 2. My sisters Evi Nur Janah and Olivia Nur Khasanah, and my brother Muhammad Yusuf.*
- 3. My beloved almamater State Institue for Islamic Studies of Metro.*

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The researcher apologizes for any errors in this undergraduate thesis. The researcher knows this undergraduate thesis is not perfect. Hopefully, this research would be beneficial for the readers.

Metro, May 4, 2021  
The Researcher,



**Eva Nurul Fadilah**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

There are reasons God created people. One of the reasons is to know each other. People can interact easily if known each other, so people can feel peaceful with other creatures. People need a tool to communicate with others. Language can be a tool to communicate with others. The language is created because of the culture inherent in a particular societies environment.

There are kinds of language in this world. Each language has a different background. People who master language will experience ease in interaction with other people. Especially in the modern era, language can be a tool to communicate with others who has a different background. Based on the different background was made a decision which states that English is International language. Therefore, English becomes a language that is used to communicate with other people from different countries. The role of English is very important to be a communication medium between various countries.

Indonesia is a country that uses English as a foreign language. Some people think that English is a hard language to be mastered. English is a language that very important to control by all students both from elementary school to the college.

Some materials are not easy to be translated word by word. The reason is already patented by the source language, like idiom.

The meaning of an idiom is difficult to translate. The reason is a source language that has been set. The source language will be translated according to the culture or context of the target language. In an idiom and idiomatic expression dictionary whose contents are a special collection of idiomatic words along with examples. Then, people who want to translate idiom, they need the idioms and idiomatic expressions dictionary, therefore it will help to find the suitable meaning.

An idiom is a part of the materials on the translation subject. The lecturer often gives a sentence and even a text to students to translate, both of English to Indonesian or Indonesian to English. However, some students do not understand English very well. It made the students have difficulties in translating phrases, sentences or paragraphs. Therefore, translation is an important subject for the students in the English Education Department.

After the researcher conducted a pre-survey on December 24, 2019, the researcher obtained data from the Translation Lecturer of State Institute for Islamic Studies of Metro. The researcher obtained the data from C class at the third semester with thirty seven students as the samples. The students conducted a test from the lecturer aimed to know the specific problems faced by the students in translating idiomatic expressions. Based on the data that the researcher obtained from pre-survey, the students have difficulties in translating idiomatic expressions in translation. Those are example of a sentence which cannot translate well by the students:

Source Language : The plane accident happened **at the break of day**.

Target Language : *Kecelakaan pesawat terjadi ketika hari libur.*

Students 1 : *Kecelakaan pesawat terjadi pada dini hari.*

Students 2 : *Kecelakaan pesawat terjadi di malam hari.*

The data above explained that source language is “The plane accident happened **at the break of day**.” Then, target language is “*Kecelakaan pesawat terjadi ketika hari libur.*” However, the students 1 have translated that idiom into “*pada dini hari.*” Then, the students 2 have translated that idiom into “*di malam hari.*” It means that “**at the break of day**” is an idiom that the meaning cannot be predicted by the students. Therefore, there is no equivalent between source language and target language based on the students translating. It inferred is that the students got the difficulties in translating idiomatic expression from the source language into the target language.

Based on the data of pre-survey, the researcher found the problems faced by the students in translating idiomatic expressions. The first problem was the students could not find out equivalent words in both of source language and target language. This is very crucial because the students have difficulties in determining the meaning of each vocabulary in the text being translated. The second problem faced by the students where they translate idiomatic expression for the first time, it made the students have a lacked background knowledge about the idiomatic expressions. Based on the data

that the researcher conducted, the students were bad to translate idiomatic expressions.

Regarding to all the explanation above, the researcher was analyzed the students' ability in translating idiomatic expressions. The researcher conducted this research in entitled "An Analysis of the Students' Ability in Translating Idiomatic Expression at the Third Semester of State Institute for Islamic Studies of Metro in Academic Year 2020/2021."

## **B. Research Questions**

Based on the above background the researcher formulated two research questions:

1. What are the students' difficulties in translating idiomatic expressions at the Third Semester of State Institute for Islamic Studies of Metro in Academic Year 2020/2021?
2. What are the factors of the students' difficulties in translating idiomatic expressions at the Third Semester of State Institute for Islamic Studies of Metro in Academic Year 2020/2021?

## **C. Objectives and Benefits of the Study**

1. Objectives of the Study
  - a. To know the students' difficulties in translating idiomatic expressions at the Third Semester of State Institute for Islamic Studies of Metro in Academic Year 2020/2021.

- b. To know the factors of the students' difficulties in translating idiomatic expressions at the Third Semester of State Institute for Islamic Studies of Metro in Academic Year 2020/2021.

## 2. Benefits of the Study

This study is beneficial as for:

### a. Students

A contribution to the students' problem in translating idiomatic expressions at the Third Semester of State Institute for Islamic Studies of Metro in Academic year 2020/2021.

### b. Lecturer

- 1) The first benefit is to help the lecturer develop theory of translation.
- 2) The second benefit is to help the lecturer applies strategies in learning translation process. Then, it will help the students understand easily the idiomatic expressions in Translation subject.

### c. Researcher

This study will help the researcher developing knowledge in translating idiomatic expressions.

### d. Next Researcher

A contribution of the researcher and the next researcher in their learn process.

## **D. Prior Studies**

There has been a study that analysis about the students' ability in translating idiomatic expressions. The first prior research was conducted by



Gathigia and Njoroge as the corresponding author on April 2016 in Australia.<sup>1</sup> The study described about the learners of English as a Second Language (ESL) not mastered yet of idiomatic expression. The learners are expected to be able to master idiomatic expression to apply in their writing. Therefore, the study concluded that sought to assess the teaching English idiomatic expressions in Kenyan Secondary Schools, with the purpose to develop the teacher's ability in teaching the expressions and use the effective strategies that can be applied for effective teaching of English idioms to English as Second Language speakers.

The second prior research was done by Souzaei and Jabbari on 2017 in Iran.<sup>2</sup> They described the study about there was a significant difference in learning the meaning idioms using context clues in the result of pre test and post test. The result of this study was supported the concept that context has a significant effect on learning idiomatic expressions. It also reveals the role of context in understanding idiomatic expressions.

The third prior research was done by Rini on 2007 in Indonesia.<sup>3</sup> She described the study about the students have difficulties to translate the message and the meaning of the English source text in the Indonesian target text. The researcher used humorous text to motivate students in doing

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<sup>1</sup> Moses Gatambuki G. and Martin C. Njoroge, "The Teaching of English Idioms in Kenyan Secondary Schools: Difficulties and Effective Strategies", Australia: Australian International Academic Centre, Vol. 7 No. 2 (2016): 33.

<sup>2</sup> Fahimeh Raeisi S. and Ali Akbar Jabbari, "The Effect of Context on Learning Idioms By Iranian EFL Learners", Iran: IOSR Journal Of Humanities And Social Science, Vol. 22, Issue 4, Ver. III (2017): 29.

<sup>3</sup> Julia Eka Rini, "Difficulties in Translating Texts for Beginner Translator Students", Surabaya: English Department Faculty of Letters Petra Christian University, Vol. 9 No. 2 (2007): 169.

translation cause the text was funny. The purpose was the students read the humorous text and they could laugh. It can be concluded that the students were understanding about the text and the meaning of the text. If not, it means that there were mistakes in transferring the meaning.

The fourth prior research was done by Ismed on 2017 in Indonesia.<sup>4</sup> He described the study about idiom has become a big problem in understanding textbook. Therefore, the researcher described about students' ability in using an idiomatic expression in reading a case of the study at Third Semester Students of English Department in Mataram University in Academic Year 2016/2017.

Based on the above prior research, the researcher finds the similarity and the differences with this research. This research has similarity with the research from Gathigia and Njoroge, Souzaei and Jabbari, and Ismed, that researchs have discussed about using an idiomatic expression. Then, Rini discussed about the difficulties in translating texts for beginner translator students. Meanwhile, the difference between this research is the focus of the study in translating idiomatic expression. The first research discussed about the effective strategies that can be applied for effective teaching of English idioms in English as Second Language speakers. The second research discussed about the concept has a significant effect on learning idiomatic expressions. The third prior research discussed about the students has

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<sup>4</sup> Ismed, Undergraduate Thesis: An Analysis of Students' Ability in Using Idiomatic Expression in Reading. A Case Study at Third Semester Students of English Department in Mataram University in Academic Year 2016/2017, (Mataram: English Education Program Language and Art Department Faculty of Teacher Training and Education, 2017), 3.

difficulties to translate the message and the meaning of English source text into Indonesian target text. The last prior research discussed about using an idiomatic expression in reading. Meanwhile, this research was focus on transalating idiomatic expressions.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concepts of Translation

##### 1. The Definition of Translation

There are definitions of translation by experts based on their own opinion. According to Nida and Taber, translating a source language into the target language, and found the closest natural equivalence in terms of meaning and style of the source language.<sup>5</sup> It means that, translation is a process of transferring the message from the source language into the target language. In other word, translating is a process of producing a source language into the target language based on the meaning and the style.

Then, Wills stated that the translation is a procedure from a source language into target language which require the syntactic, semantic, stylistic, and text pragmatic comprehension by the original text translator.<sup>6</sup> Therefore, the translators need an understanding about the the syntactic, semantic, stylistic, and text pragmatic comprehension in the text that they translated. It will make the translators have no trouble in translating a text from the source language. Hence, translation is an activity of translating a text into the target language as intended by the author.

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<sup>5</sup> Aan E. Fardhani and Langgeng Budianto, *A Practical Guide for Translation Skill* (Malang: UIN Maliki Press, 2010), 1.

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

Meanwhile, according to Larson, translation is a study about lexicon, grammatical structure, communication situation, and cultural context of the source language. It means that to determine the meaning, then reconstructing this same meaning by using the lexicon and grammatical structure based on receptor language and cultural context.<sup>7</sup> Therefore, in translation the lexical, grammatical structure, communication situation, and cultural context of a source language will be replaced by the target language which is suitable with the meaning of the target language.

In addition, Hatim and Munday also defined about translation, they said that translation is transferring a source language to target language, in a specific sociocultural context.<sup>8</sup> Therefore, the translators translate a text into the target language by paying attention to cultural aspects. It makes the translated text suitable with the source language without changing the meaning of the source language.

Based on all the expert's explanation above, the researcher concluded that translation is a process to deliver messages from source language to target language. The translator should find out the equivalent both of source language and target language. Therefore, the meaning of the target language will be suitable with the source language based on the culture. However, in translating a text into the target language must pay attention to the grammatical structure of the translated text.

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<sup>7</sup> Mildred L. Larson, *Meaning-Based Translation: A Guide to Cross-Language Equivalence* (New York: University Press of America, 1998), 3.

<sup>8</sup> Jeremy Munday, *The Routledge Companion to Translation Studies* (New York: Taylor & Francis e-Library, 2009), 7.

## 2. Methods of Translation

According to Oxford Dictionary, method is a process to do something.<sup>9</sup> Machali defined method is a process to do something, in this context are the steps to translate a text. The method related to the translation plan.<sup>10</sup> It means that the methods of translation are important. The methods of translation are planned and organized. Therefore, it will help the translator to translate a text.

Newmark defined two methods of translation, that are focus on the source language and the order extreme being total focus on the target language. The methods of translation that focus on the source language are as follows:<sup>11</sup>

### a. Word-for-word Translation

This method focus on translating a text word for word. When use word for word translation, the translators defend word order of source language. The words usually contain cultural of source language are preserved without replacing the words into the target language. Word-for-word translation usually used in specific uses and purposes. However, in Indonesia, this method is not used in general translation.

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<sup>9</sup> Victoria Bull, *Oxford: Learner's Pocket Dictionary*, ed. 4 (United Kingdom: Oxford University Press, 2011), 277.

<sup>10</sup> Rochayah Machali, *Pedoman Bagi Penerjemah* (Jakarta: PT Grasindo, 2000), 51.

<sup>11</sup> Peter Newmark, *A Text Book of Translation* (New Delhi: Shanghai Foreign Language Education Press, 1988), 45.

The example of Word-for-word Translation:

Source Language : This oil contains low fats but high calories.

Target Language : *Ini minyak mengandung rendah lemak tetapi tinggi kalori.*<sup>12</sup>

Based on the above example, the target language's sentence becomes confused because the meaning is less. The better meaning should "*Minyak ini mengandung kadar lemak yang rendah tetapi berkalori tinggi.*"

#### b. Literal Translation

The literal translation suitable with the first step of diversion. As the first step in translation, this method will help the translator to solve problems in a text. The source language will be translated into an equivalent language to the closest target language.

The example of Literal Translation:

Source Language : It's raining cats and dogs.

Target Language : *Hujan kucing dan anjing.*<sup>13</sup>

However, this translation is out of context. It means that it does not produce meaningful of target language. The better meaning should be "*Hujan yang sangat deras.*"

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<sup>12</sup> Rudi Hartono, *Pengantar Ilmu Penerjemah*, (Semarang: Cipta Prima Nusantara, 2017), 16.

<sup>13</sup> *Ibid.*, 18.

### c. Faithful Translation

The faithful translation produces the contextual meaning related to the grammatical of target language. This method focus on the purposes of source language, therefore a text becomes rigid and foreign.

The example of Faithful Translation:

Source Language : Jack is too well aware that he is naughty.

Target Language : *Jack menyadari terlalu baik bahwa ia nakal.*<sup>14</sup>

Based on the above example, it means that the translator defends a phrase “too well aware” translate into “*menyadari terlalu baik*”. The better meaning should “*Jack sangat sadar bahwa ia nakal.*”

### d. Semantic Translation

The semantic translation is different between faithful translation. Semantic translation is more flexibel with target language compared to faithful translation. The semantic translation retains the original elements of the source language.

The example of Semantic Translation:

Source Language : He is wearing a heavy jacket.

Target Language : *Dia memakai sebuah jaket tebal.*<sup>15</sup>

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<sup>14</sup> *Ibid.*, 19.

<sup>15</sup> *Ibid.*, 21.



The translator translated the above sentence based on structural, semantic, syntactic and style of source language text. The word “heavy” means “*berat*” however the translator translated it becomes “*tebal*”.

The fourth methods of translation above are the methods that focus on source language. Meanwhile, Newmark also defined fourth methods of translation that focus on the target language are as follows:<sup>16</sup>

a. Adaptation

Adaptation is the freest form of translation. The source text adapted into the target text. This type usually uses for translate a poetry or drama. Therefore, the translator should preserved the themes, characters, plots of source text.

The example of Adaptation:

Source Language : Hey Jude, don't make it bad.

Take a sad song and make it better.

Remember to let her into your heart.

Then you can start to make it better.

Target Language : *Kasih, dimanakah*

*Mengapa kau tinggalkan aku*

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<sup>16</sup> Peter Newmark, *A Text Book.*, 46.

*Ingatlah-ingatlah kau padaku*

*Janji setiamu tak kan kulupa*<sup>17</sup>

Based on the text above, the translator translated the source text into the target text freely. The phrase of source text “Hey Jude” translates become “*Kasih*” without regard on structure or grammar, however focus on meaning. The translator translated the source text freely and find the equivalent word based on their own interpretation. The sentence “Don’t make it bad” translates become “*Dimanakah*”. Then, the sentence “Take a sad song and make it” translated become “*Mengapa kau tinggalkan aku*”. Next, “Remember to let her into your heart” translates become “*Ingat-ingatlah kau padaku*”. Then, the last sentence “Then you can start to make it better” translated become “*Janji setiamu tak kan kulupa*”. Therefore, it can be concluded that the translator translated based on their own interpretation, without pay attention on the structure or syntactic however focus into the meanings.

#### b. Free Translation

This type focuses on the meanings, however the free translation changes the source language forms. The result usually longer than the original text. Therefore, this type has a specific purpose in employing.

The example of the Free Translation:

Source Language : The flowers in the garden.

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<sup>17</sup> Rudi Hartono, *Pengantar Ilmu*, 22.

Target Language : *Bunga-bunga yang tumbuh di kebun.*<sup>18</sup>

Based on the text above, it means that the translator translated the source text into natural of the target text. The translator pay attention on the structure of sentences and the word orders.

#### c. Idiomatic Translation

This type usually called the natural translation. The idiomatic translation uses natural form in the target language text based on the grammatical structure of the text.

The example of the Idiomatic Translation:

Source Language : You're cherry mood.

Target Language : *Kamu kelihatan ceria.*<sup>19</sup>

A phrase "cherry mood" means "*suasana hati yang ceria*" or "*riang gembira*" however the translator translate based idiomatic into "*kelihatan ceria*" or "*tampak riang gembira*".

#### d. Communicative Translation

Communicative translation focuses on contextual meanings. Therefore, this type help the readers to understand the text. There are principles of this method, they are the readers and a goal of translation. As the example, a word "Spine" in a phrase "Thorns spines in old reef sadiments" translates become "*Istilah teknis Latin*".<sup>20</sup> However, when the phrase translated into the general readers the phrase becomes "*Duri*".

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<sup>18</sup> *Ibid.*, 23.

<sup>19</sup> *Ibid.*, 25.

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

Based on the eight methods of translation above, there are generally and specifically. The general methods consists of semantic translation and communicative translation. The semantic translation focuses on the source language text, however, communicative translation focuses on the target language text. Therefore, all of the methods have functional to help the translators in translating source language text into target language text.

## **B. The Concepts of Idiomatic Expressions**

### **1. The Definition of Idiomatic Expressions**

According to Oxford Dictionary, an idiom is a group of words whose meaning is different from the meaning of all the individual words.<sup>21</sup> It means that an idiom can be defined as a group of words that have a different meaning from the meaning of each individual word. Then, idiomatic consists of natural expression of the native speaker language. Hence, the idiomatic expressions are important. People need to learn some idiomatic expressions to use correctly.

In addition, O'Dell and McCarthy stated that the fixed combinations of words whose meanings are difficult to predict from the meaning of the individual word is namely idiom.<sup>22</sup> Then, in another book O'Dell and McCarthy defined that idioms are expressions that the meaning

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<sup>21</sup> Victoria Bull, *Oxford: Learner's Pocket Dictionary*, ed. 4 (London: Oxford University Press, 2011), 219.

<sup>22</sup> Michael McCarthy and Felicity O'dell, *English Idioms in Use: Advanced* (London: Cambridge University Press, 2010), 6.

is dissimilar from the individual words.<sup>23</sup> Therefore, idioms are expressions whose meanings are unpredictable from the individual words. The words and word order of idioms cannot change because they are fixed combinations of words. It means that the meaning of idiomatic expressions are unclear meaning.

Then, Wyatt also gave an explanation about idiomatic expression. He stated that an idiom is an expression has the different meaning from the individual word meanings.<sup>24</sup> It means that idiomatic expressions are difficult to translate correctly. People should learn about idioms in order to translate idiomatic expressions. Therefore, the idiomatic expressions are difficult to translate because the idiomatic expressions have different meanings with to the each word. The idiomatic expressions are candidates whose meanings cannot be translated word for word.

Then, Richards and Schmidt defined that idiom is an expression whose meaning cannot be predicted from its individual parts.<sup>25</sup> It is inferred that the meaning of idiomatic expressions cannot be translated correctly when the translator translates word for word, it does the idiomatic expressions have no the correct meaning.

Based on the above explanation, the researcher concluded that idiom is a word or phrase that the meaning cannot be predicted. The idiom

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<sup>23</sup> Michael McCarthy and Felicity O'dell, *English Idioms in Use: Intermediate* (London: Cambridge University Press, 2017), 6.

<sup>24</sup> Rawdon Wyatt, *Phrasal Verbs and Idioms* (London: Great Britain, 2006), 4.

<sup>25</sup> Mohammad Jaffar, "Idiomatic Expressions in Translation", *Kohgiluyeh and Boyerahmad: Journal of Advances in Humanities*, Vol. 4 No. 3 (2016): 507.

cannot be translated word for word. The idioms can be found in speaking like in conversation or writing like in a journal. In addition, the meaning of idiomatic expressions cannot be detected because their meaning has no rules. People should learn about the idiomatic expressions then the people can understand about the idiomatic expressions and their meaning. Therefore, the people can apply the idiomatic expressions naturally like the native speakers.

## 2. The Types of Idioms

There are several types of idioms based on McCarthy and O'dell, as follows:<sup>26</sup>

### 1) Verb + Object or Complement (and/or adverbial)

This idiom is an idiom which consists of verb and object or complement.

The example:

a) Idiom : Kill two birds with one stone.

Meaning : Produce two useful results by just doing one action.

### 2) Prepositional Phrase

This idiom made from prepositional phrase.

The example:

a) Idiom : In the blink of an eye

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<sup>26</sup> Michael McCarthy and Felicity O'dell, *English Idioms.*, 6.

Meaning : In an extremely short time

### 3) Compound

An idiom that consists of two or more phrases.

The example:

a) Idiom : A bone of contention

Meaning : Something which people argue and disagree over

### 4) Simile (as + adjective + as, or like + noun)

Simile idiom is an idiom made by using adjective and simile words.

The example:

a) Idiom : As dry as a bone

Meaning : Very dry Indeed

### 5) Binomial (word + and + word)

Binomial idiom is an idiom that consists of two words.

The example:

a) Idiom : Rough and ready

Meaning : Crude and lacking sophistication

### 6) Trinomial (word + word + and + word)

Trinomial idiom is an idiom that consists of three words.

The example:

a) Idiom : Cool, calm and collected

Meaning : Relaxed, in control, not nervous

## 7) Whole clause or sentence

An idiom which the meaning from the whole clause or sentence which makes the idiom.

The example:

a) Idiom : To cut a long story short

Meaning : To tell the main points, but not all the fine details

### 3. The Fixed Aspect of Idioms

Most idioms are fixed in their form, and cannot be changed or varied. Sometimes, the grammar or the vocabulary can be varied slightly.<sup>27</sup>

It means that idioms have some fixed forms and meanings.

Here some slight variation of fixed aspect of idioms:<sup>28</sup>

a. Occasionally an idiom in the active voice can be used in the passive

It is inferred that an idiom in the active voice can be used in the passive voice.

The example:

1) Active Voice : Government ministers always **pass the bucket**, if they are challenged about poverty.

(Blame someone else or refuse to accept

responsibility).

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<sup>27</sup> *Ibid.*

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



2) Passive Voice : **The bucket has been passed** from minister to minister.

(No one seems prepared to accept the responsibility.)

b. Some verb-verb based idioms also have noun-compound forms

There are several verb-verb based idioms have noun-compoun forms.

The example:

1) There is too much **buck-passing** in government nowadays.

(No one accepts the blame for anything.)

c. One or more words in the idiom can be varied

In idioms, one or more words can be varied.

The example:

1) Stop acting the fool or goat.

(Stop acting stupid.)

### C. The Students' Difficulties in Translating Idiomatic Expressions

All of translator has a problem about the difficulties in translating idioms and idiomatic expressions. Translating idiomatic expression is one of the most difficult tasks for novice translators or professional ones. Meanwhile, Baker said that the first difficulty while translating the idiom is being able to recognize an idiomatic expression.<sup>29</sup> It means that the translators should recognize and be able to distinguish the idiomatic expressions. When the translators found the difficulties in translating idiomatic expressions, they

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<sup>29</sup> Mona Baker, *In Other Words: A Coursebook on Translation* (New York: Taylor & Francis e-Library, 2001), 65.

called that was the idiomatic expressions. There were various types of idioms or idiomatic expressions. However, some idiomatic expressions more easily recognizable than others.

Based on the explanation, the researcher concluded that an idiomatic expression was an expression whose meaning cannot be deduced from the literal definition and the arrangement of its parts. The translators should know their background and familiarity with both the source and the target culture.

Meanwhile, Baker classified into four main categories of difficulties in translating idiomatic expression, as follows:<sup>30</sup>

#### 1. Difficult to Find the Equivalent Words in the Target Language

The various meanings of idiomatic expressions cannot be predicted by a translator. There were some idiomatic expressions which may have no equivalent word in the target language. Therefore, that it made it difficult for a translator translated the idiomatic expressions that match the target language without lose the real meaning of the idiomatic expression.

Baker explained that the idiomatic expressions contain culture-specific items were difficult to translate. The thing made it difficult was the meaning it conveys and its association with the culture-specific items. These idiomatic expressions have similar meaning:

For example :

English idiomatic expression : To carry coals to Newcastle.

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<sup>30</sup> Mona Baker, *In Other Words.*, 68.

German idiomatic expression : To carry owls to Athens.

French idiomatic expression : To carry water to the river.

Furthermore, the idiomatic expressions are closely related to the culture of the source language. This made the students got the difficulties in translating idiomatic expressions was causing the students did not know about culture in either source language or target language. In addition, some idiomatic expressions have no equivalent words in the target language. The students should find equivalent words, therefore the original meaning is not lost.

The idiomatic expression should be translated into idiomatic expression as well. When the students could not translate the idiomatic expression correctly, the students should find the equivalent words in the target language. The meaning contained in idiomatic expressions should be maintained, therefore, that it did not change the message the writer wanted to convey.

## 2. Difficult to Distinguish the Context

The idiomatic expressions have equivalent words in another language, however the context in which it as used may be different. In other words, two expressions which have the same meaning, however have different connotations. It can be concluded that the students are difficult to distinguish the context of use in both the source language and target language. In this study, the students did not translate the idiomatic

expressions with another language, the students only focussed on an English-Indonesian translation.

Here, the example:

In an English idiomatic expression : To skate on thin ice, which means to act unwisely or court danger voluntarily.

In a Serbian idiomatic expression : *Navuci nekoga na tanak led*, which means to pull someone onto the thin ice.

The Serbian idiomatic expression differs from the English idiomatic expression. The two expressions above similar in meaning, however the context in which the two idiomatic expressions could be used were clearly different. In this study, the researcher did not discuss this difficulty because the source language in this study was Indonesian. Indonesian idioms rarely have equivalent to English idioms.

### 3. Difficult to Interpret the Idiomatic Expressions

Some of idiomatic expressions are misleading. The idiomatic expressions seem transparent. The idiomatic expressions offered a reasonable literal and idiomatic meaning interpretation at the same time. A translator who did not familiar with some idiomatic expressions would easily accept a literal interpretation of idiomatic expressions.

The example:

Egypt's Commander-in-Chief, Field Marshal Amin, was horrified to see President Nasser ordering a tattoo artist to print on his right arm the names of all the territories seized by Israel like Sinai, Gaza, Sharm al-Shaykh, Jerusalem, the Golan Heights.

“Why are you doing this?”

“Lest I should forget them.”

“But why tattooed? What will you do if we get them back?”

“If we get them back **I will cut off my right arm.**”<sup>31</sup>

The text above is Arabic Political Humor written by Kishtainy in 1985. The text is part of a book originally written in English, however the author cited Arabic jokes and anecdotes. In this case, English is a target language. The jokes started with the defeat of Arab troops in 1967. At that time, there was an Israel took Arab territory by force.

The translators have difficulty in appreciating the humour of the above passage. These idiomatic expressions depend on the manipulation of literal and idiomatic meanings. The meaning of “I will cut off my right arm” has similarity with “pigs might fly”. The meaning of the idiomatic expressions is something that impossible to happen. The above idiomatic expressions or others idiomatic expressions that have the same meaning

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<sup>31</sup> *Ibid.* 70.

cannot be replaced the above Arabic idiomatic expression. The literal of the Arabic idiomatic expression as important as the idiomatic meaning in this context.

#### 4. Difficult to be accurate and very sensitive to the rhetoric of the language

Translation is a demanding art. In this case, demands that a translator not only have an accurate attitude, however very sensitive nature of the rhetoric of the language. In addition, the convention on the used idiomatic expressions in written discourse, the contexts used and the frequency of their used that was different in the source language and the target language.

Furthermore, the use of idiomatic expression in press news reports is very limited. However, the idiomatic expressions can be seen in an English advertisement, promotial material, etc. Here, an example of a brochure from Austin Rover, which contains idiomatic expressions and illustrated the exaggerated used in idiomatic expressions. The passage was highly idiomatic and very informal in style. The idiomatic expressions are highlighted in bold:

#### METRO

Your own sense of style is all your own. Brilliant. Colourful. Original. With loads of **get up and go**.

There's a car **after your own heart**. The new 1989 Metro. Sporty new models which look great – and **don't hang around**. A

new range. With vivid new colours and trim. Full of fresh ideas. Luxurious. And wickedly stylish.

**Get going** in the new Metro GTa. Where else would you find 73PS performance, alloy wheels and looks like that – at such a price?

Or **show what you are made of** at the wheel of the new Metro Sport. It's got style. And a performance engine that says **it's a lot more than just a pretty face.**

Fancy something really special in the sports luxury department? With a sunroof, central locking, tinted glass and a lot more, the new Metro 1.3GS **is just the ticket.** And so is the price.<sup>32</sup>

In this study, the researcher only focuses on two categories of students' difficulties. It caused that the students did not translate the idiomatic expressions in a text. Therefore, the researcher did not discuss about the students are difficult to be accurate and difficult to be very sensitive to the rhetoric of the language.

As can be seen, the students thought that translated the idiomatic expression was a difficult activity. However, Sullivan and Podo created a dictionary of idioms and idiomatic expressions to help the students in learning about the idiomatic expressions. The following below is an example from the Sullivan and Podo's book, as follows:

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<sup>32</sup> *Ibid.*, 71.

The example:

Sentence : Let's pick up the things at the store on our way to the hotel. That way, we will **kill two birds with one stone**.

Meaning : *Marilah kita ambil barang-barang itu di toko dalam perjalanan kita ke hotel. Dengan begitu kita sambil menyelam minum air.*<sup>33</sup>

From the example above, it can be concluded that the idiomatic expression made the students confused. It happen was caused the meaning of idiomatic expression could not be predicted. The idiomatic expression “**kill two birds with one stone**” could be translated into “*Membunuh dua burung dengan satu batu*” however, it was different with the context of the text. Therefore, the right meaning based on the dictionary is “*Sambil menyelam minum air.*” However, the idiomatic expression “**kill two birds with one stone**” could be translated into “*mendapatkan dua keuntungan*”. The target language translated based on the context of the source language, therefore it was the right meaning.

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<sup>33</sup> Joseph J. Sullivan and Hadi Podo, *Kamus Ungkapan Inggris-Indonesia: Dictionary of Idioms and Idiomatic Expressions* (Jakarta: PT Gramedia Pustaka Utama, 2000), 162.



In addition, the researcher showed the idiomatic expressions and their meanings in the table below. The researcher found seven of idiomatic expressions and their meanings, as follows:

**Table 2.1**  
**The Idiomatic Expressions**

No.	Idiom	Astuti's Dictionary	Krisianto's Dictionary	Sullivan and Podo's Dictionary	Literal Translation
1.	Chew the fat	-	<i>Mengobrol dengan santai dan nyaman</i>	<i>Mengobrol</i>	<i>Mengunyah lemak</i>
2.	Every cloud has a silver lining	-	<i>Setiap kesulitan pasti mempunyai secercah harapan</i>	<i>Tiap kesulitan ada segi positifnya</i>	<i>Setiap awan memiliki sebuah lapisan perak</i>
3.	Don't go bananas!	<i>Jangan terlalu marah!</i>	<i>Jangan merasa sangat gembira sekaligus khawatir!</i>	-	<i>Jangan pergi pisang-pisang!</i>
4.	He left no stone unturned.	-	<i>Dia melakukan segala sesuatu untuk mencapai sesuatu</i>	<i>Berusaha mati-matian</i>	<i>Dia tidak meninggalkan</i>
5.	Lend an ear	-	<i>Mendengarkan perkataan seseorang</i>	-	<i>Meminjamkan sebuah telinga</i>
6.	Raining cat and dogs	<i>Hujan deras</i>	<i>Hujan dengan sangat lebat</i>	-	<i>Hujan kucing dan anjing</i>
7.	He is as brave as a lion.	-	-	-	<i>Dia seberani singa</i>

Source: Archives from students' in translating idiomatic expressions given by Translation lecturer on November 30, 2020.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter, the researcher discussed the research methodology, type and characteristics of the research, data resources, data collecting technique, and data analysis technique.

#### A. Type and Characteristics of Research

The type of this study was a qualitative research in the form of field qualitative. It was also depend on the purpose of this research. The purpose of this research has correlation with the background of the study. It was about the problem in translating idiomatic expression.

According to Ary, the qualitative research focused on social phenomena and used verbal descriptions of settings, situations, and participants. The approach is a number of different methods: ethnography, case study, observation, interviews, and historical studies.<sup>34</sup> It means that the qualitative research was a procedure that focuses on social phenomena. The qualitative research produced a descriptive data such as participants' opinions about something.

Then, qualitative research is analyzing concrete cases, start from people's expressions and activities.<sup>35</sup> Therefore, qualitative research was a natural case. Then, the researcher got a result, the result could be in written or oral.

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<sup>34</sup> Donal Ary et al., *Introduction to Research in Education eighth edition* (Canada: Wadsworth Cengage Learning, 2010), 39.

<sup>35</sup> Uwe Flick, *An Introduction to Qualitative Research Fourth Edition Sage* (New Delhi: Great Britian by Ashford Colour Press Ltd., 2009), 21.

Meanwhile, Creswell stated that qualitative research is an approach for understanding the individuals or groups based on social problems.<sup>36</sup> It means that the qualitative research made the researcher explore the social or human problem as the data. The data supported the researcher in their research.

As can be seen from the above explanation, it can be concluded that the qualitative research was a study that produced a descriptive data. The qualitative research be used in this study because the data that was conducted it explained descriptively. Then, the characteristic of this research was descriptive qualitative. The descriptive qualitative research made the researcher focused on the data, then the researcher made the conclusion. Therefore, the researcher considered using the descriptive qualitative research in order to describe the data.

## **B. Data Resources**

The researcher needed accurate data from qualified source to complete the data in this qualitative research. This research conducted at the State Institute for Islamic Studies (IAIN) of Metro. The researcher collected the data of this research was caused that the researcher needed accurate data source as well. There were two types of the data source namely primary source and secondary source. Therefore, the researcher offered data research gathering the data are as follows:

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<sup>36</sup> Jhon W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, ed. 4 (California: Sage Publications, Inc., 2014), 30.

## 1. Primary Resource

Primary resource were the original materials on which research was based. The primary of this research was documented such as students' documents. The students' documents were conducted by the students in one class in the third semester of the State Institute for Islamic Studies (IAIN) of Metro in Academic Year 2020/2021. Therefore, that data was data used as a solution to research questions.

## 2. Secondary Resource

The researcher used the secondary resource in this research. The secondary resource were interviewed and documentation. The interview was directed to ten students in one class in the third semester of the State Institute for Islamic Studies (IAIN) of Metro in Academic Year 2020/2021. Then, the documentation that related to this study that supported this research such as books, articles, journals, and some relevant documents supported to be the secondary resource of this research.

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

The researcher organized some designs of gathering data through several techniques were as follows:

#### a. Documentation

Based on Creswell, the researcher in their study should used public documents such as newspapers, official reports, and private documents such as personal journals, diaries, letters, e-mails and others that related to

the research.<sup>37</sup> Meanwhile, in this study, the researcher conducted the students' documents as the primary resource. The students' documents were from the Translation lecturer in D class at the third semester of IAIN Metro in academic year 2020/2021. Then, the researcher analyzed fourteen students' documents in translating idiomatic expressions. During the process of research, the researcher collected qualitative documents. The researcher got the data about the history of the State Institute for Islamic Studies (IAIN) of Metro, that were about the history of the campus, structure of the campus, the location map of the campus and others accurate data. Then, the researcher took pictures and videos to strength the data during the process collected the data.

#### b. Interview

The researcher called the participants by using Application that supported to Voice Call with the participants. The researcher gave four questions to ten students in D class. The students answered the questions one by one. Then, the researcher analyzed that data to be information to answer the research questions in this study, namely: the students' difficulties and the factors of the students' difficulties in translating idiomatic expression.

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<sup>37</sup> *Ibid.*, 240.

#### **D. Data Analysis Technique**

In this study, the researcher used some steps according to Creswell. He defined into six steps<sup>38</sup>, those are:

1. Organize and prepare the data for analysis

This step involved transcribing interviews, scanning material, wrote field notes, cataloging visual materials, and sorted and arranged all the data into different types depending on the information.

2. Read or look at all the data

In this step, the researcher was read all of the necessary data. Then, the researcher obtained a general information and overall meaning.

3. Start coding all of the data

This step the researcher started coding to represent the data. The researcher gave a label into those categories with a term.

4. Used the coding

The researcher used the coding process when described the setting, and people's categories. The description contained of information about people, places, or events in a setting.

5. Advanced description

The researcher gave the descriptive information about the finding of the research. The researcher also used tables and chart describing the finding of the research.

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<sup>38</sup> *Ibid.*, 246-249.

#### 6. Made interpretation

From all of the steps, there was a final step. The final step, the researcher made interpretations of the data that the researcher obtained. The researcher was finding the results of this research based on the researcher interpretation.

#### **E. Research Approach**

The researcher used a qualitative research. The characteristic of this research was descriptive qualitative. The researcher applied step by step procedures. In addition, the researcher analyzed the students' ability in translating idiomatic expression at the third semester of the State Institute for Islamic Studies (IAIN) of Metro in Academic Year 2020/2021.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

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

Based on Presidential Regulation No. 71 on August 1, 2016, status of STAIN Jurai Siwo Metro was officially changed into IAIN Metro. This transition became the spirit of the academic community to develop IAIN Metro according to the needs of people in education, adequate facilities and infrastructures to support the learning process, and made IAIN Metro be better. IAIN Metro was the located at Ki. Hajar Dewantara Campus 15 A, Iringmulyo, East Metro, Metro city, Lampung.

IAIN Metro has vision and mission. The vision was “Become an innovative Islamic Institute in Socio-Eco-Techno-preneurship synergy based on Islamic and Indonesian value”. Then, the missions were “Implementing Islamic value in education, research, and community services, Build the productive and innovative academic culture in resource management through scientific studies, learning models, and research, Grow Socio-Eco-Techno-preneurship of academicians in implementation of three pillars of university, and Implementing a professional and cultivated institutional management system based on information technology”.

In addition, the English Education Department was one of the majors in Tarbiyah and Teacher Training Faculty. English Education Department has a vision and missions. The vision was “Creating professional students in the



English Education Department who can integrate Islamic value and academic dimensions”. Then, the missions are “Build and develop humanist, democratic, and modern academic atmosphere, Grow professionalism ethic through theoretical knowledge basic mastery, As a source of quality education services to produce smart and skillful educators who also have good attitudes, and Implementing an integrated education system that can provide input for educational development”. Meanwhile, IAIN Metro not only focussed on Islamic religious science however also focused on general science. In addition, the English Education Department has facilities and infrastructures that consist of the lecturer’s room, language laboratory unit, classrooms, and the student’s creativity board.

## **B. Students’ Difficulties in Translating Idiomatic Expressions**

The researcher collected the data from the students’ documents. The researcher obtained the data from Translation lecturer. In this study, the researcher analyzed students’ difficulties and factors of the students’ difficulties in translating idiomatic expressions. Based on the students’ documents, the students translated the idiomatic expressions from English into Indonesian. The participants of this research were as follows:

**Table 4.1**

### **The Participants of the Research**

Data No.	Students’ Initial
Data 1	AU
Data 2	AS

Data 3	CS
Data 4	DS
Data 5	EA
Data 6	FE
Data 7	FM
Data 8	HH
Data 9	HR
Data 10	MS
Data 11	RV
Data 12	RL
Data 13	SSH
Data 14	SM

In this study, the researcher analyzed the result of the students' translation, especially in translating idiomatic expressions. The data were the third semester students of IAIN Metro. The data were about fourteen students' documents.

Furthermore, the previous chapter was explained that Baker explained four difficulties in translating idiomatic expressions. However, in this chapter the researcher would only focus on two difficulties of students in translating idiomatic expressions. It caused that two of the four difficulties did not use written discourse in this study. It therefore that there is no difficulty in that category. The following table illustrated the students' difficulties in translating idiomatic expressions.

**Table 4.2****The Students' Difficulties in Translating Idiomatic Expressions**

No.	Students' Inisial	The Categories of Students' Difficulties		Total Difficulties
		The Students are Difficult to Find the Equivalent Words in the Target Language	The Students are Difficult to Interpret the Idiomatic Expressions	
1.	AU	√	-	1
2.	AS	√	-	1
3.	CS	-	√	1
4.	DS	-	√	1
5.	EA	√	-	1
6.	FE	√	-	1
7.	FM	-	-	-
8.	HH	√	-	1
9.	HR	√	-	1
10.	MS	√	-	1
11.	RV	-	-	-
12.	RR	-	-	-
13.	SSH	√	-	1
14.	SM	√	-	1
	Total	9	2	11
	Percentage	82%	18%	100%

*Source: Archives from students' in translating idiomatic expressions given by Translation lecturer on November 30, 2020.*

Based on the table above, the students' ability in translating idiomatic expression is still low. The result above showed that there was 82% students are difficult to find the equivalent words in the target language. The students are difficult to interpret the idiomatic expressions as many as 18%. In addition, the followings are the description:

## 1. The Students are Difficult to Find the Equivalent Words in the Target Language

A student may find idiomatic expressions equivalent to the target language as unrealistic. The cultural differences of both the source language and the target language made it difficult for students to find the right word equivalents. The students translated the idiomatic expressions from word for word. However, the meanings would be confusing and inappropriate.

Therefore, the students are difficult to find the equivalent words in the target language. It caused some idiomatic expressions have no equivalent in the target language. In addition, the target language in this context is Indonesia. The illustrations would describe below:

### a. Chew the fat

There are four students with AU, EA, FE, and HH code translated the idiomatic expression “Chew the fat” into “*Bergosip*”. Meanwhile, the students with HR code translated that idiomatic expression into “*Buang-buang waktu berbicara*”. Then, the students with RV code translated into “*Untuk membuang waktu berbicara atau mengobrol dengan iseng*”. Next, there one students with SM code translated into “*Bercakap-cakap*”. Based on the result of the students’ translation, all meanings were less appropriate to the idiomatic expression above. It can be concluded that the students were not looking for the equivalent meanings in the target language.

In addition, the meaning of the idiomatic expression based on Krisianto's Dictionary is "*Mengobrol atau Mengobrol dengan santai dan nyaman*". Then, based on Sullivan and Podo's Dictionary is "*Mengobrol*". This word equivalent is in accordance with the idiomatic expression.

b. Don't go bananas!

The student with MS code translated idiomatic expression "Don't go bananas!" into "*Liar dengan amarah, atau meledak dengan antusias dengan sorakan yang menyertainya*". Meanwhile, the student with FE code translated into "*Jangan membuat keributan!*". The meaning is less appropriate to the idiomatic expression above. The student should find the equivalent words from their interpretation. The meaning totally did not false, however the target language based on Astuti's Dictionary is "*Jangan terlalu marah!*". This meaning more effective than the students' translation.

c. He left no stone unturned

The students with AU, AS, CS, EA, FM, MS, and SSH code translated the idiomatic expression "He left no stone unturned." into "*Berusaha keras*". Student with DS code translated into "*Dia berusaha keras sekali*". The students translation is correct in meaning, however not exactly the meaning desired by the original author. The meaning

based on Krisianto's Dictionary is "*Dia melakukan segala sesuatu untuk mencapai sesuatu.*"

d. Lend an ear

There were two students with students' code AU and AS translated the idiomatic expression "Lend an ear" into "*Dengarkan*". Then, there are eight students with students' code DS, EA, FM, HH, MS, RL, SSH, and SM translated the idiomatic expression into "*Dengarkan hingga selesai, Mendengarkan sampai habis, Mendengarkan hingga selesai, and Mendengarkan*". The students translation has same meaning. However, the correct meaning based on target language is "*Mendengarkan perkataan seseorang*". This meaning based on Krisianto's Dictionary. The students translated the idiomatic expression without looking for the word equivalent that suitable with Indonesian language. In other word, the students translation is less appropriate.

As can be seen from some of the students' translation above, the researcher conclude that the students are difficult to find the equivalent words in the target language. The students translated based on their own interpretation. Actually, the students understand how to translate all of the idiomatic expression. However, the students could not find the equivalent words in the target language.

## 2. The Students are Difficult to Interpret the Idiomatic Expressions

The students interpreted the idiomatic expressions should be correct and in accordance with the source language to be translated. However, some idiomatic expressions were misleading. The idiomatic expressions could be translated literally or idiomatically. In other words, it was easier to translate idiomatic expressions into idiomatic expressions also in the target language.

Therefore, the third semester students of IAIN Metro are difficult to interpret the idiomatic expressions. The students misinterpreted the idiomatic expressions cause they did not match the meaning intended by the author or native speakers of the idiomatic expressions. The following are examples of the translation results of several students who have misinterpreted the meaning of idiomatic expressions:

### a. Chew the fat

The student with CS code translated the idiomatic expression “Chew the fat” into “*Mengunyah itu lemak*”. The student translated it into the basic word of the idiomatic expression. It means that the student translated it used word for word method of translation. This is a proof that the idiomatic expressions could mislead the translators.

Meanwhile, the idiomatic expressions contain literal and idiomatic meanings, which made the translator misinterpreted the meanings the author wants to convey. In addition, the target meaning based on

Krisianto's Dictionary is "*Mengobrol dengan santai dan nyaman*". Meanwhile, the target language based on Sullivan and Podo's Dictionary is "*Mengobrol*". Both of the two meanings above, are the meaning in accordance with the target language, namely Indonesian.

b. Every cloud has a silver lining

The students with CS and DS code translated the idiomatic expression "Every cloud has a silver lining" into "*Setiap awan memiliki sebuah lapisan perak*." As can be seen, the students translated that idiomatic expression by word for word. The students translated that idiomatic expression based on their own interpretation. In addition, the target language based on Krisianto's Dictionary is "*Setiap kesulitan pasti mempunyai secercah harapan*." Meanwhile, based on Sullivan and Podo's Dictionary is "*Tiap kesulitan ada segi positifnya*." Both of the meanings above, are in accordance with the target language.

c. Lend an ear

Then, the student with CS code translated the idiomatic expression "Lend an ear" into "*Meminjamkan sebuah telinga*". It can be concluded that the student could not translated the idiomatic expressions into the idiomatic expressions too. The idiomatic expressions were misleading, then the student translated word for word. Therefore, it made the students could not translated the idiomatic expression correctly.



Based on Krisianto's Dictionary, the meaning is "*Mendengarkan perkataan seseorang*". This meaning is in accordance with the target language. The meaning focused on the idiomatic meaning, therefore the meaning the author wants to convey could reach the readers.

### **C. The Factors of the Students' Difficulties in Translating Idiomatic Expressions**

In this study, the researcher wanted to know the factors of the students' difficulties in translating idiomatic expressions. Then, to obtain supporting data in this study, the researcher used interview methods that could support other data. The researcher conducted interviews with ten students, in which they were given five questions in accordance with the translation subject.

The researcher conducted interviews on December 1, 2020, for third semester students in English Education Department at IAIN Metro. In this study, the researcher used the WhatsApp Voice Call application to collect the desired data. In addition, the researcher conducted interviews using in-depth questions that had been prepared in advance. Then, the researcher would categorize these factors into three categories. Meanwhile, the students' code are, as follows:

R : Respondens

R1 : Responden 1

In addition, the following below is the explanation:

1. The students did not really understand about the theory of translation

a. Researcher : Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!

R1 : Many types of idiomatic expressions make me confused.

R2 : Yes. Difficult to understand the context of the idiomatic expressions.

R3 : This is not an easy subject. And also there is no connection between students and lecturer cause in pandemic era.

R4 : I cannot understand a shift in meaning of idiomatic expressions.

R5 : I have low knowledge about idiomatic expression, it makes me do not understand it.

R6 : Yes, I do. First, I cannot understand the material of translation. I have difficulties in translating idiomatic expressions cause idiomatic expression is very difficult.

R7 : Yes, I do. I found the difficulties cause I have a lack of understanding the theory.

R8 : I found the difficulties when I am translating idiomatic expressions. The meaning of idiomatic expressions cannot be translated one by one.

R9 : I do not understand about the theory of translation.

R10 : Yes, I do. When I translate idiomatic expression word for word, I confused cause meaning is unsuitable.

Based on the result above, all the students did not understand yet more about the theory of idiomatic expressions. The researcher believed that the main factors of students' difficulties in translating idiomatic expressions was due to their lack of understanding of translation theory, especially idiomatic expressions. There were six students who stated that they did not understand translation theory. In translating idiomatic expressions, the students were more concerned with feelings to produce the accuracy of the translation results. There were some students who expressed confusion when translating idiomatic expressions, cause the students thought the expression was difficult to translate.

It can be concluded that the third semester students are difficult to find the equivalents words in the target language. The reason was that the students did not understand the theory of translation properly and correctly. Searched for the right word equivalents in the target language would make it easier for the students to translate the idiomatic expressions.

2. The students have limited knowledge, especially about culture of the source language

a. Researcher : What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!

R1 : I am not understanding the theory of translation.

R2 : Difficult to understand the meaning.

R3 : The situation and condition are not effective because pandemic era. Then, I cannot understand the theory of

translation.

- R4 : I do not understand the lecturer's explanation.
- R5 : The learning process is online. It makes me feel confused with the theory of translation.
- R6 : I do not know about the culture of the source language.
- R7 : I have trouble in translating idiomatic expressions so I always use Google Translate.
- R8 : The difference of culture, so make it difficult to translate.
- R9 : I am difficult to find the equivalent words.
- R10 : I do not understand about idiomatic expressions.

Based on the answers to the students above, it can be concluded that the students find problems in translating idiomatic expression, namely cultural differences inherent in a country both source language and target language.

### 3. The students have a limited number of Idiomatic Expressions dictionaries

- a. Researcher : What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
- R1 : I think the statement is correct. But it will better if we translate idiomatic expressions without the dictionaries. Then, we should learn about idiomatic expressions used some books or journals.
- R2 : I think it will helpful.
- R3 : Right. Maybe we should learn about how to identify word for word.
- R4 : Yes, right. My opinion is do exercise in translating idiomatic expressions.

- R5 : Yes, right. It will help because to know the meaning of the idiomatic expressions.
- R6 : Yes, it will help the students. I think I should learn about translating idiomatic expressions.
- R7 : Yes. I think we can use an electronic dictionary.
- R8 : Yes, I agree with this statement because an idiom dictionary will help the students in translating idiomatic expressions.
- R9 : I agree with this statement. But when translating idiomatic expression we have to re-analyze what the idiom means.
- R10 : Yes. I think we should love the theory of translation first especially idiomatic expressions, then we should read some books or dictionary of idioms.

Based on the answers to the students above, the researcher conclude that the dictionaries of idiomatic expression would help the students in translating idiomatic expressions. In addition, read several books and journal of idiomatic expressions, and tried to translate idiomatic expressions without dictionary.

Then, the researcher gave questions to the students about “Which one is easy to translate? Idioms, Short story, Poems, Novel, English-Indonesian Text, Indonesian English Text?” Then, the most of students answered the easier are English-Indonesian text, Short story, and Indonesian-English text than Idioms and Idiomatic expressions. Therefore, the students are difficult in learning and translating the idiomatic expressions.

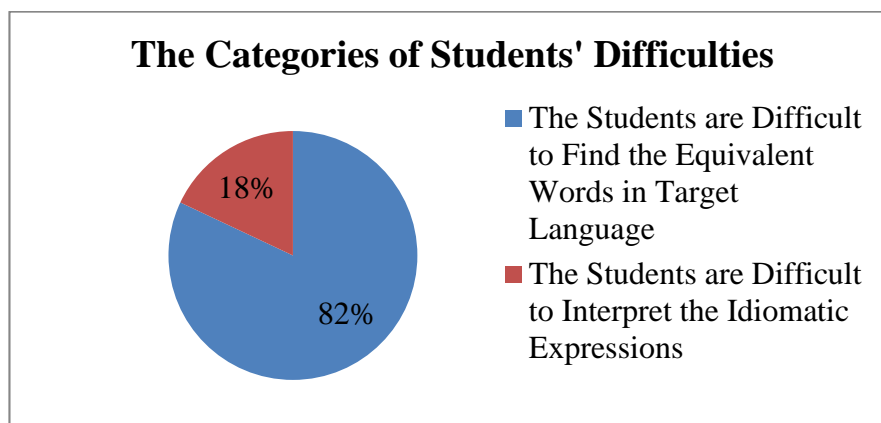
Based on the interview above, it can be indicated that the students were faced difficulties and some factors of their difficulties in translating idiomatic expressions, both in recognizing and interpreting the idiomatic expressions. Therefore, the students need more knowledge to overcome their difficulties in translating idiomatic expressions. All of their difficulties and the factors of the difficulties may have ways to overcome them. Based on analysis, the researcher would give summarized about the solutions to overcome the students difficulties, namely: Paraphrase the idioms, therefore the original meaning do not lose, translate idiomatic expressions into idiomatic expressions too, try to recognize the idiomatic expressions, try to interpret the idiomatic expressions correctly with analysis the idiomatic expressions correctly.

#### **D. Discussion**

This study was conducted in the third semester at IAIN Metro in academic year 2020/2021. The lecturer has taught the students about the idiomatic expressions. The lecturer also gave the students assignment such as a text to translate, the text is related to the idiomatic expressions. Based on the data analysis, the students have difficulties that the percentage can be seen in the figure below:

**Figure 4.1**

**The Percentage of the Result of the Students' Difficulties in Translating  
Idiomatic Expressions**



The diagram pie above showed there are the students' difficulties in translating idiomatic expressions. There are two categories of the students' difficulties: the students are difficult to find the equivalent words in target language 82%, and the students are difficult to interpret the idiomatic expressions 18%.

In addition, the students' responses of interview were supported the findings. The students faced the difficulties in translating idiomatic expressions cause some factors. There are three factors of the students' difficulties, namely: the students did not really understand about the theory of translation, the students have a limited knowledge especially about culture of the source language, and the students have a limited number of idiomatic expressions dictionaries.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the data analysis, the researcher concludes as follows:

1. According to the data analysis, the researcher found some of students' difficulties in translating idiomatic expressions. There were two categories of students' difficulties in translating idiomatic expressions, the students are difficult to find the equivalent words in the target language (82%), and the students are difficult to interpret the idiomatic expressions (18%).
2. According to the interview analysis, most of the students' difficulties were caused by the students did not really understand about the theory of translation, the students have a limited knowledge especially about the culture of the source language, and the students have a limited number of idiomatic expressions dictionaries.

#### **B. Suggestions**

According to the conclusion above, the researcher gives suggestions. The suggestions are as follows:

1. For Students

From this study, the researcher suggests the students to learn more about translating idiomatic expressions. Then, the students should overcome



their difficulties as good as possible. The students should read related books or journal of translation, have Idiomatic Expressions dictionaries, and do exercise to add their ability in translating idiomatic expressions.

## 2. For Lecturer

The researcher suggests to the lecturer to take this study to do evaluating in teaching translation, especially about translating idiomatic expressions. The lecturer also suggested to the lecturer to give more knowledge and exercises that related to the idiomatic expressions.

## 3. For the Next Researcher

This study did not perfect, however, the next reseachers can use this study as their reference to increase the students' ability in translating idiomatic expressions.

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# **APPENDICES**



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No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	01/07/2020	✓		Insert some relevant Books 1. Rohayah Maeni 2. Roby Irawan 3. Hadi Poto Bl. Scot Turnbury.	
2.	08/07 2020	✓		Ac@ for proposal Seminar	

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	23/09/2020	✓		<p>Evaluasi Judul</p> <p>Revisi menjadi</p> <p>"An Analysis of the Students' Ability in Translating Idiomatik Expression....."</p> <hr/> <p>Research Instrument</p> <ul style="list-style-type: none"><li>→ source text (used by the lecturer.</li><li>→ field notes</li><li>→ Interview guide</li></ul>	

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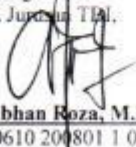
KARTU KONSULTASI BIMBINGAN SKRIPSI  
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		I	II		
2	29/09/2020	✓		Resensi kejuruan Ade	Eva

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No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	9/2020 /12	✓		Chapter IV should provide answers for the research problems A. research subty B. The students' difficulties ✓ C. Why student is The factors of the student difficulties D. Discussion	

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
2.	15 Dec 2020	✓		Please Revise accordingly - Abstract - Chapter III → Change sub part 1-5 - Mechanical aspects (, etc) - References (city not Country)	

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Eva Nurul Fadilah  
NPM : 1601070086

Jurusan : TBI  
Semester : XI

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3.	17/12/2020	✓		App for Munasoroh - has been revised accordingly - has been tested individually.	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M. Hum**  
NIP.19791223 200604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmutyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Eva Nurul Fadilah  
NPM : 1601070086

Jurusan : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	11/2019 11		✓	Look for Research Related your proposal journal : 3.	
2.	4/11/2019		✓	Revisi Chapter Jurnal 3 journal.	
3.	28/11/19	→		Revisi Chapter I Propose Chapter II.	
4.	13/12/2019	→		Revisi Chapter II Add your own point. Propose Chapter III	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andhanto, M.Pd.  
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507 Fax. (0725) 47296 website: www.netrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL  
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Eva Nurul Fadilah  
NPM : 1601070086

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
5.	8/20 /6		✓	Ready to Seminar	

Mengetahui  
Ketua Jurusan TBI,

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

Dosen Pembimbing II

Andianto, M.Pd.  
NIP. 19871702 201503 1 004



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; email: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Eva Nurul Fadilah  
NPM : 1601070086

Jurusan : TBI  
Semester : IX/2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	4/9/20		✓	Review your instrument	
2.	14/9/20		✓	Meet with 1st advisor related to the instrument	
3.	25/9/20		✓	Review instrument	
4.	6/10/20		✓	1st Advisor	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andiarto, M.Pd  
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA RI  
INSITUT AGAMA ISLAM NEGERI (IAIN) METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax (0725) 47296, Email : iainmetro@metroniv.ac.id Website : www.metroniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Eva Nurul Fadilah Jurusan : TBI  
NPM : 1601070086 Semester : IX

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	6/12 <sup>20</sup>		✓	Make a good classification of Philante' diffinition	
2.	4/2021 /01		✓	look for the source of idiom :	
3.	21/1 <sup>2021</sup>		✓	Ade to 1st Aduro to gen Soeni Sugelwo	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Andianto, M. Pd**  
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

KARTU KONSULTASI BIMBINGAN SKRIPSI  
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Eva Nurul Fadilah  
NPM : 1601070086

Jurusan : TBI  
Semester : X/2021

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
4.	1/4		✓	<i>See Munggi</i> <i>[Signature]</i>	<i>Eva Nurul Fadilah</i>

Mengetahui  
Ketua Jurusan TBI,

*[Signature]*  
**Ahmad Subhan Reza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

*[Signature]*  
**Andianto, M. Pd**  
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Ingguliyu Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1508/In.28.1/J/TL.00/05/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
DEKAN FTIK IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **EVA NURUL FADILAH**  
NPM : 1601070086  
Semester : 6 (Enam)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS' ABILITY OF USING IDIOMATIC  
EXPRESSION IN TRANSLATION AT THIRD GRADE STATE  
INSTITUTE FOR ISLAMIC STUDIES OF METRO IN ACADEMIC  
YEAR 2019/2020

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Mei 2019  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 1950610 200801 1 014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail:  
iain@metrouniv.ac.id

---

Nomor : B-3603/in.28.1/J/TL.00/11/2019  
Lampiran : -  
Perihal : **BALASAN IZIN PRA-SURVEY**

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini Kepala Jurusan Tadris Bahasa Inggris menyatakan:

Nama : EVA NURUL FADILAH  
NPM : 1601070086  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS' ABILITY OF USING IDIOMATIC  
EXPRESSION IN TRANSLATION AT THIRD GRADE STATE  
INSTITUTE FOR ISLAMIC STUDIES OF METRO IN ACADEMIC  
YEAR 2019/2020

Berdasarkan surat nomor B-1506/in.28.1/J/TL.00/05/2019 tentang Izin Pra-Survey di FTIK IAIN METRO.

Bahwa mahasiswa tersebut diatas telah melaksanakan Pra-Survey di FTIK IAIN METRO.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Metro, 04 November 2019  
Kepala Jurusan TBI  
  
**Ahmad Subhan Roza, M. Pd**  
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111  
Telp. (0725) 41607 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2729/In.28.1/J/TL.00/10/2020 Metro, 16 Oktober 2020  
Lampiran : -  
Perihal : BIMBINGAN SKRIPSI

Kepada Yth.,

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

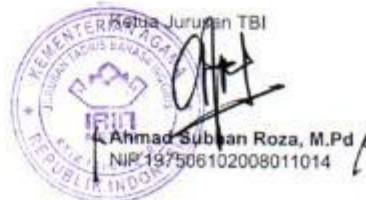
Nama : EVA NURUL FADILAH  
NPM : 1601070086  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : TBI  
Judul : AN ANALYSIS OF THE STUDENTS' ABILITY IN TRANSLATING  
IDIOMATIC EXPRESSION AT THE THIRD SEMESTER OF STATE  
INSTITUTE FOR ISLAMIC STUDIES OF METRO IN ACADEMIC YEAR  
2020/2021

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2797/In.28/D.1/TL.01/11/2020

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

Nama : EVA NURUL FADILAH  
NPM : 1601070086  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FAKULTAS TARBİYAH DAN ILMU KEGURUAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS' ABILITY IN TRANSLATING IDIOMATIC EXPRESSION AT THE THIRD SEMESTER OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO IN ACADEMIC YEAR 2020/2021".
  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 : 01 November 2020

Mengetahui,  
Pejabat Setempat  
  
Ahmad Sahlan Rosa, M.Pd  
NIP. 19750610 2008001 014

Wakil Dekan I,  
  
Dra. Isti Fatmah MA  
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmuyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2798/In.28/D.1/TL.00/11/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KAJUR TBI FAKULTAS TARBIYAH  
DAN ILMU KEGURUAN IAIN  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2797/In.28/D.1/TL.01/11/2020,  
tanggal 01 November 2020 atas nama saudara:

Nama : **EVA NURUL FADILAH**  
NPM : 1601070086  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS' ABILITY IN TRANSLATING IDIOMATIC EXPRESSION AT THE THIRD SEMESTER OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO IN ACADEMIC YEAR 2020/2021".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 01 November 2020  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A, Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail:  
iaim@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor: B-3338/In.28.1/J/PP.00.9/10/2020

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Ahmad Subhan Roza, M.Pd  
NIP : 197506102008011014  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Eva Nurul Fadilah  
NPM : 1601070086  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan Research dengan judul **"An Analysis of The Students' Ability in Translating Idiomatic Expression At The Third Semester of State Institute For Islamic Studies Of Metro In Academic Year 2020/2021"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

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

Wassalamualaikum Wr. Wb

Metro, 16 Desember 2020  
Ketua Jurusan TBI  
  
Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507, Faks (0725) 47296, Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id), [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-759/In.28/S/U.1/OT.01/09/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : EVA NURUL FADILAH  
NPM : 1601070086  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070086.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 September 2020  
Kepala Perpustakaan  
  
Drs. Mokhtarudin Sudin, M.Pd  
NIP.195808311981031001

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : EVA NURUL FADILAH

NPM : 1601070086

Fakultas : TARBİYAH DAN ILMU KEGURUAAN (FTIK)

Angkatan : 2016

Telah menyerahkan buku berjudul : WHO GOVERNS OUR SCHOOLS?

Metro, 15 Desember 2020

Ketua Jurusan TBI



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

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : EVA NURUL FADILAH

NPM : 1601070086

Fakultas : TARBİYAH DAN ILMU KEGURUAAN (FTIK)

Angkatan : 2016

Telah menyerahkan buku berjudul : WHO GOVERNS OUR SCHOOLS?

Metro, 15 Desember 2020

Ketua Jurusan TBI



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

## Documentation



The researcher met the translation lecturer



The researcher met the translation lecturer

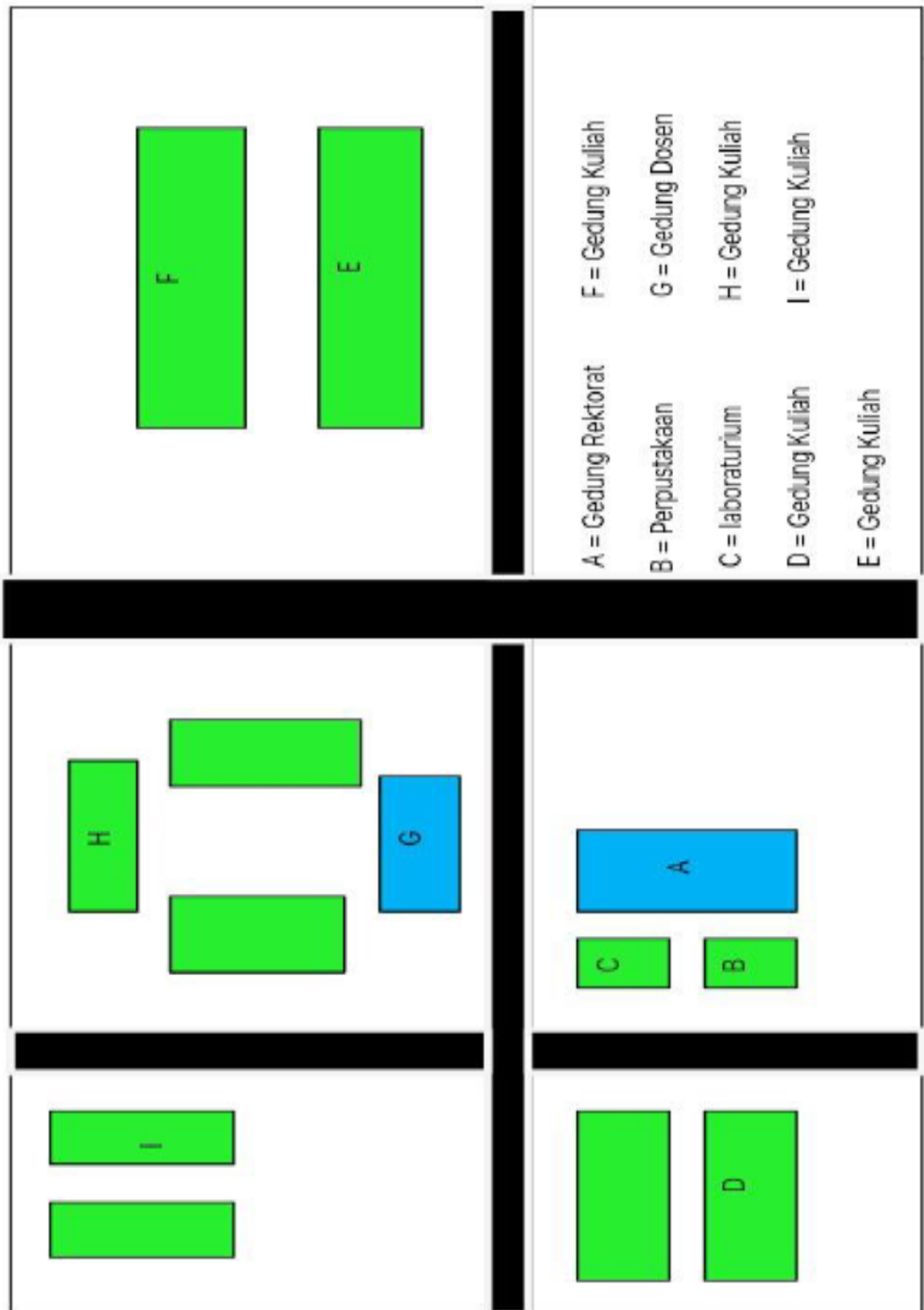


The researcher did voice call with the participants





The Location Sketch of IAIN Metro 2



The Location Sketch of IAIN Metro Campus 2

## **INTERVIEW GUIDANCE**

Name :

St. Number :

1. Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!

Answer:

2. What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!

Answer:

3. What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?

Answer:

## DOCUMENTATION GUIDANCE

No.	Documentation Point	Availability
1.	The Documentation of Students in Translating Idiomatic Expressions at the Third Semester Students of English Education Department of State Institute for Islamic Studies of Metro	

\*Note:

- (√) Tick for each positive availability!

Name : ANISA UFADILAH (1901051006)

Class : TBI D

**Assignment English-Indonesia Translation (IDIOM)**

1. Chew the fat : **Bergosip.**
2. Every cloud has a silver lining : **ada hikmah dibalik setiap masalah.**
3. Don't go bananas! : **jangan mudah marah/ kesal.**
4. He left no stone unturned : **dia berusaha keras.**
5. Lend an ear : **dengarkan.**
6. You are the sunshine of my life : **kamu adalah cahaya matahari dalam hidupku.**
7. He is a book-worm : **dia adalah orang yang banyak membaca (kutu buku).**
8. It's raining cats and dogs : **hujan yang teramat deras.**
9. She is my heart : **dia adalah jantungku**
10. He is as brave as a lion : **dia seberani singa.**

Nama : Ari Sanjaya  
NPM : 1901052006  
Kelas : TBI D

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cats and dogs
9. She is my heart
10. He is as brave as a lion

Artinya:

1. Mengobrol
2. Ada hikmah dibalik setiap masalah
3. Jangan bodoh !
4. Dia berusaha keras
5. Dengarkan
6. Kau adalah pelita hidupku
7. Dia seorang kutu buku.
8. Hujan lebat
9. Dia adalah hatiku
10. Dia berani seperti singa

**NAME :Cerly Saputri**

**CLASS : TBI D**

**NPM : 1901052008**

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cat and dogs
9. She is my heart
10. He is as brave as a lion

Answer :

1. Chew the fat artinya mengunyah itu lemak.
2. Every cloud has a silver lining artinya Setiap awan memiliki sebuah lapisan perak.
3. Don't go bananas! Artinya jangan marah!
4. He left no stone unturned artinya dia berusaha keras.
5. Lend an ear artinya meminjamkan sebuah telinga.
6. You are the sunshine of my life artinya kamu adalah itu sinar matahari dari saya kehidupan.
7. He is a book-worm artinya dia laki-laki adalah sebuah cacing buku.
8. It's raining cat and dogs artinya ini hujan lebat.
9. She is my heart artinya dia perempuan adalah saya perapian.
10. He is as brave as a lion artinya dia laki-laki adalah sebagai berani sebagai singa.

Nama : Dinda Solehah

NPM : 1901052011

Class : TBI D

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cats and dogs
9. She is my hearth
10. He is as brave as a lion

***Part 2***

1. Mengobrol
2. Setiap awan memiliki sebuah lapisan perak
3. Jangan pergi pisang!
4. Dia berusaha keras sekali
5. Dengarkan hingga selesai
6. Kau adalah pelita hidupku
7. Dia seorang kutu buku.
8. Hujan lebat
9. Dia belahan jantung hatiku
10. Dia seberani pendekar



Name : Eka Anggonowati

Npm : 1901050015

Class : TBI D

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cat and dogs
9. She is my hearth
10. He is as brave as a lion

### **Taraslate**

1. Bergosip
2. Ada hikmah dibalik setiap masalah
3. Jangan bodoh !
4. Dia berusaha keras
5. Dengarkan hingga selesai
6. Kau adalah sinar matahari dalam hidupku
7. Dia seorang kutu buku.
8. Hujan lebat
9. Dia belahan jantung hatiku
10. Dia seberani singa

Name : Fadiah Elbas

Npm : 1901051024

Class : TBI D

1. Chew the fat : Bergosip
2. Every cloud has a silver lining : Ada hikmah di balik setiap masalah.
3. Don't go bananas! : Jangan membuat keributan!
4. He left no stone : Ia mencoba semua hal yang bisa dilakukan.
5. Lend an ear : Mendengarkan dengan seksama.
6. You are the sunshine of my life : Kau adalah pelita hidupku.
7. He is a book-worm : Dia seorang kutu buku.
8. It's raining cats and dogs : Hujan lebat.
9. She is my heart : Dia adalah orang yang kucinta.
10. He is as brave as a lion : Dia seberani pendekar.

Name : Fitri Mawarni

Class : TBI D

Npm: 1901051026

1. Chew the fat artinya mengobrol dengan iseng.
2. Every cloud has a silver lining artinya selalu ada sesuatu yang baik bahkan dalam situasi yang tidak menyenangkan, sulit atau bahkan menyakitkan.
3. Don't go bananas! Artinya jangan pergi!
4. He left no stone unturned artinya dia berusaha keras
5. Lend an ear artinya mendengarkan sampai habis.
6. You are the sunshine of my life artinya kamu adalah itu sinar matahari dari saya kehidupan.
7. He is a book-worm artinya dia laki-laki adalah kutu buku.
8. It's raining cats and dogs artinya hujan lebat.
9. She is my heart artinya perempuan itu miliknya.
10. He is as brave as a lion artinya pria itu memiliki kekuatan fisik yang luar biasa.

**NAME : Hasbi Hisbullah**

**CLASS : TBI D**

**NPM : 1901052016**

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cat and dogs
9. She is my heart
10. He is as brave as a lion

Answer :

1. Menggosip.
2. Selalu ada sesuatu yang baik bahkan dalam situasi yang tidak menyenangkan, sulit atau bahkan menyakitkan.
3. Jangan bertindak bodoh!
4. Berusaha keras
5. Mendengarkan sampai habis.
6. Menjadi penerang kehidupan
7. Orang yang gemar membaca buku
8. Menggambarkan hujan lebat.
9. Dia adalah milikku.
10. Pria pemberani.

**Nama :Heni Rosyida 1901050018**

**Kelas/ semester : D/3**

Chew the fat artinya buang buang waktu berbicara

Every cloud has a silver lining artinya ada hikmah di balik setiap masalah

Don't go bananas! Artinya jangan menggila

He left no stone unturned artinya melakukan semua yang anda bisa untuk mencapai hasil yang baik terutama dalam hal mencari sesuatu.

Lend an ear artinya menjadi pendengar yang baik dengan rasa penuh simpati

You are the sunshine of my life artinya kamu adalah matahari dalam hidupku.

He is a book-worm. Artinya dia adalah seorang kutu buku

It's raining cats and dogs artinya hujanya sangat lebat.

She is my heart artinya dia adalah pemilik hatiku

He is as brave as a lion artinya dia memiliki keberanian yang besar.

**NAME : Merinda Sari**

**CLASS : TBI D**

**NPM : 1901050026**

**Part 1.**

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cats and dogs
9. She is my heart
  
10. He is as brave as a lion

Answer :

1. Chew the fat artinya mengobrol
2. Every cloud has a silver lining artinya selalu ada sesuatu yang baik bahkan dalam situasi yang tidak menyenangkan, sulit atau bahkan menyakitkan.
3. Don't go bananas! artinya liar dengan amarah, atau meledak dengan antusias dengan sorakan yang menyertainya.
4. He left no stone unturned artinya berusaha keras.
5. Lend an ear artinya mendengarkan sampai habis.
6. You are the sunshine of my life artinya menjadi penerang kehidupan, selalu ada solusi di kehidupan saya.
7. He is a book-worm artinya ungkapan untuk orang yang gemar membaca buku
8. It's raining cats and dogs artinya yang digunakan untuk menggambarkan hujan lebat.
9. She is my heart artinya perempuan itu miliknya.
10. He is as brave as a lion artinya pria itu memiliki kekuatan fisik yang luar biasa.

Nama : Resti vionika

Npm : 1901050032

Tugas individu translate

1. Chew the fat artinya untuk membuang waktu berbicara atau mengobrol dengan iseng.
2. Every cloud has a silver lining artinya setiap kesulitan ada hikmahnya
3. Don't go bananas! Artinya jangan bodoh!
4. He left no stone unturned artinya dia kiri tidak batu terlewat.
5. Lend an ear artinya mendengarkan dengan baik.
6. You are the sunshine of my life artinya kamu adalah itu sinar matahari dari saya kehidupan.
7. He is a book-worm artinya orang yang gemar membaca buku.
8. It's raining cats and dogs artinya ini hujan lebat.
9. She is my heart artinya perempuan itu miliknya.
10. He is as brave as a lion artinya dia laki-laki adalah sebagai berani sebagai singa.

Name: Rosnalita  
Npm: 1901052028  
Class: Tbi D

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cat and dogs
9. She is my heart
10. He is as brave as a lion

Answers:

1. Mengobrol
2. Ada hikmah dibalik setiap masalah
3. Jangan bodoh !
4. Dia meninggalkan satu batu
5. Mendengarkan hingga selesai
6. Kau adalah pelita hidupku
7. Dia seorang kutu buku.
8. Hujan deras sekali
9. Dia belahan jantungku
10. Dia seberani pendekar



Nama : Salma Salsabila Hermayani

NPM : 1901050033

Kelas : TBI 19 D

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cat and dogs
9. She is my heart
10. He is as brave as a lion

Artinya:

1. Mengobrol
2. Ada hikmah dibalik setiap masalah
3. Jangan bodoh !
4. Dia berusaha keras
5. Dengarkan hingga selesai
6. Kau adalah sinar matahari dalam hidupku
7. Dia seorang kutu buku.
8. Hujan lebat
9. Dia belahan jantungku
10. Dia seberani pendekar

**Name : Syifa Mahmudah**

**NPM/Class: 1901052032/D**

1. Chew the fat
2. Every cloud has a silver lining
3. Don't go bananas!
4. He left no stone unturned
5. Lend an ear
6. You are the sunshine of my life.
7. He is a book-worm.
8. It's raining cats and dogs
9. She is my hearth
10. He is as brave as a lion

**Terjemahan**

1. Bercakap-cakap.
2. Ada hikmah di balik setiap masalah.
3. Jangan jadi pemalas!
4. Optimis
5. Mendengarkan
6. Kau adalah sinar matahari dalam hidupku
7. Dia adalah seorang kutu buku
8. Hujan deras
9. Jantung hatiku
10. Dia seberani pendekar

## INTERVIEW TRANSCRIPT

### Student 1 (AS)

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	Many types of idiomatic expressions make me confused.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	I am not understanding the theory of translation.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	I think the statement is correct. But it will better if we translate idiomatic expressions without the dictionaries. Then, we should learn about idiomatic expressions used some books or journals.

### Student 2 (CS)

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	Yes. Difficult to understand the context of the idiomatic expressions.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	Difficult to understand the meaning.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	I think it will helpful.

### Student 3 (DS)

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	This is not an easy subject. And also there is no connection between students and lecturer cause in pandemic era.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	The situation and condition are not effective because pandemic era. Then, I cannot understand the theory of translation.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	Right. Maybe we should learn about how to identify word for word.

### Student 4 (HH)

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	I cannot understand a shift in meaning of idiomatic expressions.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	I do not understand the lecturer's explanation.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	Yes, right. My opinion is do exercise in translating idiomatic expressions.

**Student 5 (FE)**

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	I have low knowledge about idiomatic expression, it makes me do not understand it.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	The learning process is online. It makes me feel confused with the theory of translation.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	Yes, right. It will help because to know the meaning of the idiomatic expressions.

**Student 6 (HR)**

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	Yes, I do. First, I cannot understand the material of translation. I have difficulties in translating idiomatic expressions cause idiomatic expression is very difficult.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	I do not know about the culture of the source language.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	Yes, it will help the students. I think I should learn about translating idiomatic expressions.

**Student 7 (SSH)**

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	Yes, I do. I found the difficulties cause I have a lack of understanding the theory.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	I have trouble in translating idiomatic expressions so I always use Google Translate.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	Yes. I think we can use an electronic dictionary.

**Student 8 (SM)**

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	I found the difficulties when I am translating idiomatic expressions. The meaning of idiomatic expressions cannot be translated one by one.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	The difference of culture, so make it difficult to translate.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	Yes, I agree with this statement because an idiom dictionary will help the students in translating idiomatic expressions.

**Student 9 (RR)**

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	I do not understand about the theory of translation.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	I am difficult to find the equivalent words.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	I agree with this statement. But when translating idiomatic expression we have to re-analyze what the idiom means.

**Student 10 (FM)**

No.	Subject	Interview
1.	Researcher	Do you have difficulties when translating idiomatic expressions? Please explain about these difficulties!
	Student	Yes, I do. When I translate idiomatic expression word for word, I confused cause meaning is unsuitable.
2.	Researcher	What are the factors that make it difficult for you to translate idiomatic expressions? Please explain based on your opinion!
	Student	I do not understand about idiomatic expressions.
3.	Researcher	What do you think about the statement that the idiomatic expression dictionaries can help the students in translating idiomatic expressions? Then, besides mastering idiomatic expression dictionaries, what should you do to solve your difficulties in translating idiomatic expressions?
	Student	Yes. I think we should love the theory of translation first especially idiomatic expressions, then we should read some books or dictionary of idioms.

## **CURRICULUM VITAE**



Eva Nurul Fadilah was born in Pagarwaja, September 5<sup>th</sup>, 1998. She is the first daughter of Mr. Edi Winarno and Mrs. Indra Sulistia Ningsih.

She was graduated from Elementary School at SDN 03 Buyut Iir in 2009. She continued her study in Junior High School 01 Punggur then graduated in 2012. Then, she graduated from Senior High School MA Ma' Arif 06 Seputih Raman in 2015. In different years, in 2016, she continued her study in the English Education Department of State Institute for Islamic Studies (IAIN) of Metro. Her dream is becoming a masteral degree student.