

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN TRANSLATING  
IDIOMS FROM ENGLISH TO INDONESIA**

**BY:**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

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**AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN TRANSLATING  
IDIOMS FROM ENGLISH TO INDONESIA**

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana  
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***AssalamualaikumWr.Wb.***

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Sudah kami setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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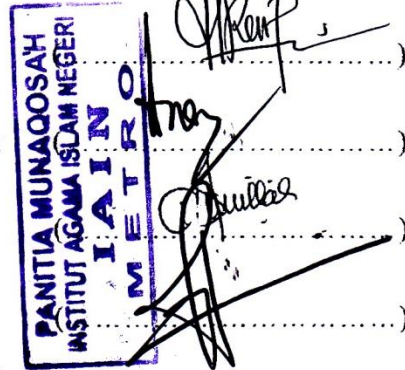
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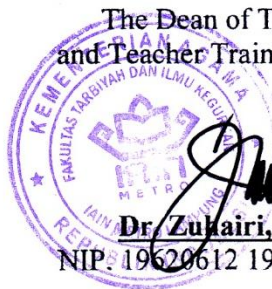
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# AN ANALYSIS OF STUDENT DIFFICULTIES IN TRANSLATING IDIOM FROM ENGLISH TO INDONESIA

## ABSTRACT

By:  
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*The purpose of this study is to find out the difficulties or obstacles faced by students in translating English idioms into Indonesian. Idioms are often found in the text they have to translate, and often do not understand idioms that have very different meanings from the original word. The methodology used is qualitative research. Source data is divided into two parts, namely primary data and secondary data. As for the results of the author's analysis, the difficulties found by the students were as follows: Difficulty in capturing the meaning of idioms, most of them did not understand the theory of idiom translation, did not have an adequate dictionary, lacked insight into the history or culture of the source language.*

**Keywords:** *Translation, Idiom, and difficulty in translating in translating idioms.*

# **ANALISIS KESULITAN MAHASISWA DALAM MENERJEMAHKAN IDIOM DARI BAHASA INGGRIS KE INDONESIA**

## **ABSTRAK**

Oleh:  
Rima Iklyma

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan atau kendala yang di hadapi mahasiswa dalam menerjemahkan idiom bahasa inggris kedalam bahasa Indonesia.. Idiom sering ditemukan dalam teks yang harus mereka terjemahkan, dan seringkali tidak memahami idiom yang memiliki makna yang sangat berbeda dari kata aslinya. Metodologi yang digunakan adalah kualitatif research. Data sumber dibagi atas dua bagian yaitu data primer dan data skunder. Adapun hasil dari analisis penulis, kesulitan kesulitan mahasiswa yang ditemukan adalah sebagai berikut: Kesulitan menangkap makna idiom, kebanyakan dari mereka kurang memahami teori penerjemahan idiom, tidak memiliki kamus yang memadai, kurangnya wawasan tentang sejarah atau budaya bahasa sumber.

**Kata Kunci :** *Translation, Idiom, and difficulty in translating idioms.*

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Metro, 08 Desember 2021

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 08 Desember 2021

Penulis



**Rima Iklyma**

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## MOTTO

..... وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا ۚ وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ  
وَمَنْ يَتَوَكَّلْ عَلَى اللَّهِ فَهُوَ حَسْبُهُ ۗ إِنَّ اللَّهَ بَلِغُ أَمْرِهِ ۗ قَدْ جَعَلَ اللَّهُ لِكُلِّ شَيْءٍ  
قَدْرًا ۝ ٣

“...dan barang siapa yang bertakwa kepada Allah (dengan mengerjakan perintah-Nya dan meninggalkan larangan-Nya), niscaya Allah akan mengadakan baginya jalan keluar (dari segala perkara yang menyusahkannya) (2) Serta memberinya rezeki dari jalan yang tidak diduga-duga (terlintas di hatinya).” (Qs. At – Tholaq: 2-3)

## **DEDICATION PAGE**

This Undergraduate Thesis specially dedicated to:

1. My parents, Mr. Uci Sanusi and Mrs. Nunung Suryani. The ones who teach me about life and has given me everything.
2. My brothers; Riyan Nurdiyansyah, Muhammad Musa Ramadhani, and Abdul Azis. My sisters Anisa Rahma and Robihah Sarah Husna. My friends; sister Mudliah, Wulansari, Laily, Indah, Qinta, Yuli, Alfi . Thanks for the support ! And Mrs. Syahreni Siregar, the lecturer who has guided me.
3. And my almamater of State Institute of Islamic Studies Metro.



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Bismillah, Thanks to Allah Subhana wa Ta'ala, who has been giving me easy of all this step and finally the researcher can complete this Undergraduate Thesis. The researcher can reach this step because Allah always help and parent of the reseacher always sent du'a. Shalawat and Salam also deliver to our Prophet, the man who bring us from the darkness until the lightness, he is Muhammad bin Abdullah. Our Prophet Muhammad Sallalah Alaihi Salam.

This Undergraduate Thesis entitled is "An Analysis Of The Students Difficulties In Translating Idioms From English To Indonesia". The reseacher surely can not be succesful without help, guidance, advice, support, and encouragement. Thanks to :

1. Dr.Hj. Siti Nurjanah, M.Ag., as the Rector of the Metro State Islamic Institute (IAIN).
2. Dr. Zuhairi, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd, the Head of English Study Program of IAIN Metro
4. Syahreni Siregar, M.Hum. my Sponsor of this reseach. Thanks for your advice and your help.
5. All lecturers and all staff in English Education Department, thanks a million for your knowledge about teaching, English, and anything.

As far as I know about reseach, this research too far from perfecct. But I try my best for working my an undergraduate thesis.

Metro, 08 December 2021  
The Researcher,



**Rima Iklyma**  
NPM. 1701070045

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is the most widely spoken language in the world. It will likely become a first or second language in many countries. To understand English and its culture, one must master idioms or expressions. Because of that, idioms emerged from language and cultural differences. Chaer revealed that the idiom is a language that has its own rules in terms of meaning. The purpose of the standard is in accordance with the agreement that has been determined by the user of the language.

English education students at IAIN Metro still have difficulty translating idioms from English into Indonesian. Idioms are often found in the texts they have to translate, and often they do not understand an idiom that has a very different meaning from the original word. A translation error will have a fatal impact on the final result, that is a misunderstanding of the translation result. As stated by Snell Hornby, who emphasized that because language is an important part of a culture, translators must know and understand the culture as well. In line with Hornby, Machali also explained that translating idioms requires a special technique that can produce translations that are functional and easy to understand and do not deviate from the source language.

Translation also has an important role for students of English education study program due to the fact that the translation is a particular requirement. Before knowing the appropriate strategy in translation, students are required to know specifically the difficulties in translating idioms. Which idioms here often appear in the reading books they study. After conducting a pre-survey at the interview via whatsapp. most students still have difficulty in translating some of the idioms given by the author during the interview, as shown in the following table:

**Table 2.1**  
**Table of Data Pre-survey**

Source Language (SL)	Target Language
Mr. Dursley <b>stood rooted to the spot</b> . He had been hugged by a complete stranger. <sup>1</sup>	Mr. Dursley <b>berdiri terpaku di tempatnya</b> . Dia baru saja dipeluk oleh orang yang sama sekali asing. <sup>2</sup>
Harry took out his wand in case malfoy leapt in and started at once. The minutes crept by. "He's late maybe he's <b>chickned out</b> ," Ron whispered. <sup>3</sup>	Harry mengeluarkan tongkatnya siapa tahu malfoy melompat masuk dan langsung menyerang. "Dia terlambat, mungkin <b>tidak berani datang</b> " bisik Ron. <sup>4</sup>

<sup>1</sup> J.K. Rowling, *Harry Potter and The Sorcerer's Stone*. New York: Scholastic Press, 1998, 157

<sup>2</sup> J.K. Rowling, *Harry Potter dan Batu Bertuah*. Terj. ListianaSrisanti. Jakarta: PT Gramedia Pustaka Utama, Cet. Ke-8, 2013, 197

<sup>3</sup>J.K. Rowling, *Harry Potter and The Sorcerer's Stone*. New York: Scholastic Press, 1998, 5

<sup>4</sup> J.K. Rowling, *Harry Potter dan Batu Bertuah*. Terj. ListianaSrisanti. Jakarta: PT Gramedia Pustaka Utama, Cet. Ke-8, 2013, 12



Referring to the problem above, In the first idiom most students can still answer it because it is still equivalent to the source language. It is written “stood rooted to the spot” and means to stand firmly in its place, both in terms of meaning as well as lexical meaning. And the second idiom, most students could not answer it, that is, of the five students interviewed only one could correctly answer this second idiom, namely "chicken out" which means "don't dare to come" requires a cultural approach and special strategies to translate it.

From the pre-survey, the writer finds that most of the students based on the sample taken by the writer during the pre-survey are that most students have difficulty in translating idioms whose culture they do not understand.

This study seeks to reveal the types of difficulties faced by English education students in translating idioms from English into Indonesian for English students. Thus, this research is expected to find factors that make it difficult for them when translating idioms from English into Indonesian.

## **B. Focus of the Research**

Based on background of study, Students of TBI IAIN Metro still have difficulty in translating idioms. This study seeks to reveal what are the obstacles or difficulties faced by TBI IAIN Metro students in translating English idioms into Indonesian. So hopefully there will be a way out of these difficulties in the future.

### **C. Research Question**

1. What are difficulties in translating idioms from English to Indonesia of the Students of IAIN Metro?
2. How to solve the Students difficulties in translating idiom from English to Indonesia of the Students of IAIN Metro?

### **D. Objectives of the Study**

The objectives of the research can be identified as follows:

1. To figure out what are the Students difficulties in translating idioms from English to Indonesia of the Students of IAIN Metro.
2. Solving the Students difficulties in translating idiom from English to Indonesia of the Students of IAIN Metro.

### **E. Benefits of the Study**

Commonly, this research is aimed to be information in developing the quality of the beginner translator or students' translating skill. Specifically, it is expected that the result of this research have benefit as follows:

#### **1. For the Students**

As additional reference for the reader, especially for the students of English department who have the same interest in translation and for the teaching problem in translation class. It can be used as material of teaching translation especially for idiom. After knowing the difficulties experienced about translating idiom specifically, expected to if possible to find a way

out of these difficulties can minimize the risk of errors in translating idioms in the future.

## **2. For the Lecturer**

Increase the ability to understand reading texts. After knowing the difficulties experienced about translating idiom specifically, it is hoped that it will make easier for to find a suitable strategy when translating idioms in the text.

## **F. Prior Research**

This research was conducted based on the consideration of several previous studies. The first research was conducted by Rizky Febriawan Saputro with the research title *Idioms and Translation Strategies in Bloomsbury's Harry Potter and the Deathly Hallows* and idiom translation strategies adopted from Baker. This study uses a qualitative method, regarding translation strategies in translating idiomatic expressions contained in *Harry Potter and The Deathly Hallows*. The results of this study indicate that several translation strategies are applied, including idioms that have the same meaning and form, the use of idioms that have different meanings and forms, translation by paraphrasing, and translation by omission.<sup>5</sup>

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<sup>5</sup> Rizky Febriawan Saputro, "Idioms and Strategies of Translation in *Harry Potter and the Deathly Hallows*" *Anglicist Journal* volume 01, Number 02, August 2012.

Further research was carried out by Liony Fatma Marthafian with the title *Analysis of Idiom Translation Strategies in Emma Jane Austen*. This research method is descriptive qualitative research with analysis. The research data are idioms contained in the novel entitled *Emma* and its translation in Indonesian "*Emma*". Here the researcher is the research instrument. Then, the data is collected by reading the novel in English and Indonesian versions. The list of all idioms is analyzed based on Palmer's theory and data on idiom translation strategies proposed by Baker's theory.<sup>6</sup>

The results of this study found that fifty idioms were analyzed. The type of idiom that most often appears in the novel is a partial idiom which consists of twenty-nine idioms. Other types that appear are phrasal verbs and prepositional verbs. So the strategy that is most often used in translating English idioms is translation using the same meaning and similar form. And some other strategies are translation using idioms with the same meaning but different forms, translation by paraphrasing and translation by omitting.

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<sup>6</sup>Liony Fatma Marthafian, "An Analysis On Idiom Translation Strategies in Jane Austen's *Emma*": Sastra Inggris, Universitas 17 Agustus 1945 Surabaya, 7.

Indah Lestari's third research entitled *Improving Students' Ability in Understanding Idioms Through Reading Texts*. The sample of this study consisted of 20 respondents who were 7th semester students of English Literature at Hasanuddin University. The analytical method used is a quantitative method through pre-experimental techniques by conducting pre-test and post-test in the form of a questionnaire. The results show that there is a significant increase from pre-test to post-test. and Based on the results of the questionnaire, students generally prefer to learn idioms with text. The conclusion of this research is that there is a positive relationship between idiom understanding and reading text comprehension ability, that is, students with idiom skills have good reading comprehension.<sup>7</sup>

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<sup>7</sup> Inda Lestari, "Improving Student's Ability In understanding Idiom Trough Reading Text" :skripsi, Hasanuddin University, Makassar, 2018, 52.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Translation

According to Machali translation is changing most items in the source text into the new equivalent items in target language.<sup>8</sup> Whereas Mustonen maintains that protecting the sense and content from the original language is more important than just change the text into another language.<sup>9</sup> It can be seen if the translator does not have sense of language as the way of understanding both SL and TL. In other words, the act of changing a text without considering the language structure will lead to an unpleasant translation product. Yet, by using sense of language, the translator can manage the problem of different structure and will be able to achieve a suitable text.

However, to produce a suitable target language, protecting the sense and content itself are more important than just changing the text into another language. Masrukhi also suggest that every translation result is the combination of transferring writing and getting the equivalent in another language.<sup>10</sup>

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<sup>8</sup>RochayahMachali, *Pedoman Bagi Penerjemah*. (Jakarta: Grasindo. 2000), 5

<sup>9</sup> Sannah Mustonen, "Translation Idiom: A case study on Donna Tart's *The Secret History* and its Finnish translation." *universitas of jyvaskyla Department of Languages English* (2010), 11

<sup>10</sup> M. Masrukhi, "Javanese Phrase Construction In Classical Books Translation." *Register* 3 (2010), 121

Meanwhile, Pawlak pointed out that in translating, translator cannot find a suitable target language form the shape of the source language in all things, and translator must give the priority to the similarity in the most important viewpoint in translation.<sup>11</sup> What we constantly experience in translation are difficulties in finding exact equivalents of the source text form in the target language, i.e, expressions that would match them in all the functional and formal characteristics.

As Bell states, the content and style of the original text (SLT) should be protected as far as possible in the target text (TLT) thus is a condition of the translation.<sup>12</sup> The translator cannot just ignore the viewpoint of the original text when they translate it in the target language. Translation has to be able to say the expression from the target language as well as it is said in the source language. The translated language version should give the same meaning on the target language when it is compares to the source language.

Adeline stated that idioms are linguistic expressions of specific material life to a given culture.<sup>13</sup> Due to every language, they have their own syntactic structure, lexical, morpheme, and culture. Those distinctions of system and culture force the difficulty in translating an idiom. Adeline Therefore, we need some strategies of translation to get an acceptable meaning from the source language.

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<sup>11</sup> Mirosław Pawlak, *New Perspectives in Language, Discourse and Translation Studies*. (New York: Springer, 2011), 221.

<sup>12</sup> Roger Bell T, *Translation and Translating: Theory and Practice*. (New York: Longman, 1991), 12.

<sup>13</sup> Amineh Adeinia, And Vahid D. Hossein, "Translation of Idioms, A Hard Task for translators". *Theory and Practice in Language Studies*, 2011, 879.

## **B. The Difference of Translation and Interpretation**

Translation and interpreting are often confused, but they are different jobs. As asserted by Nababan, Translators work with the written word, while interpreters with the spoken word.<sup>14</sup> At the theory of translation, the term translation and interpretation use in a different contexts although two of them concentrated on transferring the source language into target language. This term aimed at written and oral message.

As James Nolan suggested 'assigning thoughtful known as interpretation that helpful when the speaker's meaning is better spoken in his native tongue but more understood by the listeners language.<sup>15</sup> Afterwards, James adding that translation study reproduces the target language in a written form. It can distinguish the actual characteristic between interpretation (oral) and translation (written).

### **1. Method of Translation**

Newmark lists the following translation methods, which essentially fall along a continuum of center, one extreme being total focuses on the source language and the other extreme being total focuses on the target language:<sup>16</sup>

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<sup>14</sup> M. Rudolf Nababan, *Teari Meneterjemah Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2008), 18.

<sup>15</sup> James Nolan, *Interpretation Techniques and Exercises* (British: Multilingual Matters Ltd. 2005), 2

<sup>16</sup> Peter Newmark, *a Textbook of Translation* Prentice Hall International, (1988), 45



a. Word-for-word translation

Word-for-word translation is usually shown as words that inserted between the lines of a text with the source language is following exactly the same as the target language words. Usually word-for-word translation is used to translate culture words.

b. Literal translation

The source language grammatical constructions are converted to their nearest target language equivalents but the lexical words are again translated singly, out of context.

c. Faithful translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

d. Semantic translation

Semantic translation is more emphasis on naturalness than in faithful translation, and translation of certain cultural words into neutral equivalents in the TL

e. Communicative translation

Communicative translation aims at reproducing the exact message of the source text content-wise and context-wise but with emphasis on naturalness and acceptability or comprehensiveness to the target text readership.

f. Idiomatic Translation

Idiomatic translation makes use of idioms and colloquialisms that are not presented in the source text.

g. Free Translation

Free translation is translating source language without any regulation terms of the translator but the ideas from source language are still the same.

h. Adaptation

The process of adaption translation is the source language which is translated into target language by adopting the culture of target language. This kind of translation usually used in plays. Only the text written is translated, but the character, plot and the theme are as same as the original plays.

From this research of analyzing the translation strategies in idiomatic expression from the novel, the method of translation that are used it related to the translator to translate the idiom in novel "Harry Potter and the Sorcerer's Stone".

## **2. Process of Translation**

The process of translating should be taken by a translator so that a meaning expressed in the target language can be classified as accurate, easy to understand and natural because they are highly associated with a translation activity. More extremely, it cannot be separated from a translation field. F.X Nandar argued that generally, transferring some

thought from SL into TL called translation process.<sup>17</sup> Therefore, according to Zhao to make an exact translation of the sentence direct translation of word is not enough, the meaning of word are complex and there is no dictionary that has unlimited meaning of a word.<sup>18</sup> It can be said that a word in different contexts and cultural backgrounds can have completely different meaning. The analysis of meaning, the discovery of meaning, the transfer of meaning, and the re-expression of meaning of the source into the target are important for the translator to transfer the source into the target language. Nababan mentions that there are some processes in translation, it consist of three stages; 1) the analysis of the source language, 2) transferring information, 3) restructuring. The three stage of translation have described as chart bellow:<sup>19</sup>

Indirectly, it is intended to examine a translator's competencies in transferring the meaning of the source language's text in the target language. Masaru also state that translation saperated into three stages, namely pre-transfer (start-up), transfer/drafting (writing phase), and post-transfer (revision phase).<sup>20</sup> The first step refers to equip the object, before reading the text, specialized term of key words at the source text, etc. The second, the important activity is "transfer' or 'drafting'. The third,

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<sup>17</sup> Nadar. F. X. "Ihwal Meneterjemahkan: Proposisi Teoretis cakupan pengkajian dan penelitian." *Humaniora* 17, 2005, 278.

<sup>18</sup> Changhua Zhao, "Analysis of Mongolian Students' Common Translation Errors and Its Solutions." *Canadian Center of Science and Education* 6, 2013, 79.

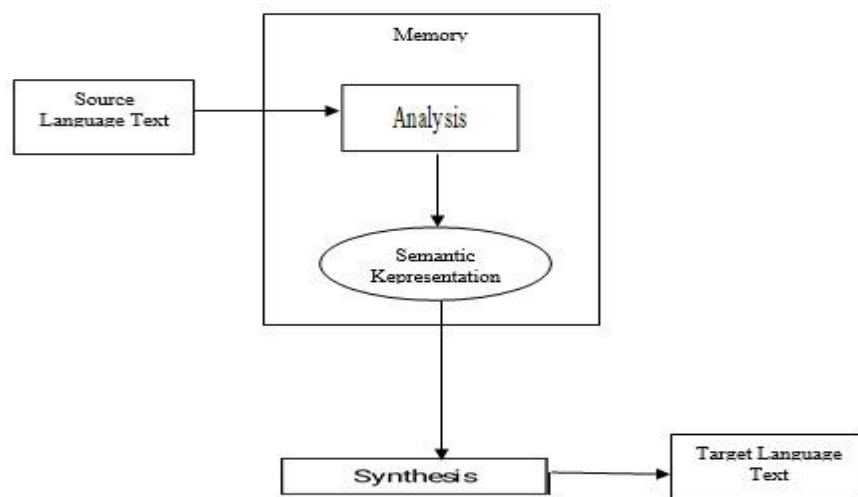
<sup>19</sup> M. Rudolf Nababan., 25

<sup>20</sup> Yamada Masaru."A Study of the Translation Process through Translators' Interim Products," *Interpreting and Translation Studies*. No.9, 2009, 161.

connected to restriction and corection review phase that must be done to fill the client'sclass qualifications.

According to Bell The model show, in extremely simplified form, the transformation of a source language text into a target language text by means of processes which take place within memory:

- 1) The analysis of one language -specific text (the source language text, the SLT) into a universal (non-language-specific) semantic representation and
- 2) The synthesis of that semantic representation into a second language-specific text (the target language text, the TLT).<sup>21</sup>



Picture 2.1 Figure Translation Process

### 3. Translation Strategies

The term strategy is often said similar to the term technique. In some ways it can be called similar because some experts use these terms

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<sup>21</sup> Roger Bell T., 20.

with the same purpose. For example, Mona Baker says that she proposes some strategies to translate idiomatic expressions, whereas Andre's Weisberg proposes some techniques to translate idiomatic expressions. Both expressions aim at the same point.

According to Oxford Advanced Learner's Dictionary, technique is a method of doing or performing something whereas strategy is a plan to accomplish a specific goal. This research will use the term strategy related to Mona Baker's theory of strategies to translate idiomatic translation. Mona Baker's view of translation strategies are applied when a translation difficulty occurs and the translator wishes to solve the problem and produce a good translation. Thus, translation strategies are means which considers to be the best in order to reach the goals.

Sadeghpour state that an idiomatic translation is usually considered the best kind of translation as, if done properly, it comes across as the way 16 a native speaker would talk or write. <sup>22</sup>Therefore, according to Straksiene Translating idiomatic expressions from English into another language translator usually meet some difficulties that are hard to overcome.<sup>23</sup>

Translating idioms is one of the most difficult tasks for translators. Since idioms are frozen chunks of words whose overall meaning differ from the meanings of the words involved. Translator needs some suitable

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<sup>22</sup> RouhollahSadeghpour, "To Translate Idioms: Posing DifficultieAnd Challenges For Translators." Dacoromania, 2007, 269.

<sup>23</sup> Margarita Straksiene, "Analysis of Idiom Translation Strategies from English into Lithuanian." Srudies About Language, 2009, 15.

strategies for translate idioms. There are many strategies for translate but it is not easy to find an acceptable strategies to translate idioms.

As Straksiene argues that idioms are unique language and culture that require the best strategies to obtain the costumes of the target language.<sup>24</sup> However, Baker believes that idioms and fixed expressions which contain culture-specific items are not necessarily untranslatable. It is not the specific items an expression contains which can make it untranslatable or difficult to translate. Baker presents four strategies for translating idioms:<sup>25</sup>

a. Using an Idiom of Similar Meaning and Form

By using this strategy, the translator attempt to find an idiom in the target language which is equivalent to the source language both in terms of meaning as well as lexical items. The example is given as follows.

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

TL : Mr.Dursleyberdiriterpaku di tempatnya. Diabarusajadipeluk oleh orang yang sama sekaliasing.

b. Using an Idiom of Similar Meaning but Dissimilar Form

In this case the meaning of idiom in a target language commonly same as the original idiom but the lexical items are different. The example is presented below.

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<sup>24</sup> Margarita Starksiene,"Analysis of Idiom Translation Strategies from English in to Russian." *StudyAbout Languages* 2010, 33.

<sup>25</sup> Mona Baker., 72-77

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

TL : Tapi itu bukan alasan bagi kita untuk lupa diri.

c. Translation by Paraphrase

This strategy is most commonly used in the process of translating idioms in the cases that the translator cannot find any equivalents for the source idiom. Below is the example of the paraphrase strategy.

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

TL : Harry mengeluarkan tongkatnya, siapa tahu Malfoy melompat masuk dan langsung menyerang. "Dia terlambat, mungkin tidak berani datang" bisik Ron.

d. Translation by Omission

The time that there is no close match between the languages' items or the time that the translator cannot find any equivalents, this strategy is used to completely omit the idiom from the target text. The example is presented below.

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

TL : Tapi aku harus bertanya pada mereka nama negeri ini.

## C. The Concept of Idiom

### 1. Definition of Idiom

One of the most important aspects of language is idioms. They are frequently used in a wide variety of situations, from friendly conversations to more formal conversations and written contexts. Hornby mentions that an idiom is a group of words whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit.<sup>26</sup> It states that idiom cannot be changed easily by the translator because idioms are a stiff form of language and it cannot be deduced from the literal meanings of the words which make them up. Accordingly, an idiom is learned and used as a single unit. It is unchangeable and always carries figurative meaning. They are frequently used in a wide variety of situations, from friendly conversations to more formal conversations and written contexts.

Sannah also mentions that idioms described as particular expressions of language that consist of non-literal meaning and commonly has different with the literal meaning.<sup>27</sup> There are a large number of idioms which can be modified in various ways. They show certain degree of flexibility in sound, sense, and structure. Idioms can occur at any language level from very formal downwards.

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<sup>26</sup> A. S. Hornby, Oxford Advanced Learner's Dictionary (Oxford University Press: 2010), 744.

<sup>27</sup> Mustonen, Sannah., 28



An idiom allows no variation in form under normal circumstances. Unless the speaker is consciously making a joke or attempting a play on words. Baker identifies the grammatical and syntactic restrictions of idioms.<sup>28</sup> A speaker or writer cannot normally do any of the following with an idiom.

- a. Addition: adding any word to an idiomatic expressions would alter its meaning. remove its idiomatic sense. Thus, adding the adverb very to the adjective 'red' in 'red herring' (very red herring) affects the figurativeness of its meaning completely.
- b. Deletion: deleting the adjective 'sweet" and the article "the' from the expressions 'have a sweet thooth' and spill the beans' would totally change their meanings. Hence, (have a tooth) and (spill beans) have no idiomatic sense.
- c. Substitution: idioms accept no replacement of words even if those words are synonyms. For example, the long and short of it' means the basic facts of a situation. The adjective 'long' cannot be substituted by another adjective, like tall, despite they have nearly the same meaning.
- d. Changing the words order: any changing in the order of the words of an idiom leads to the destruction of the idiom's meaning. For instance, the order of the words in the expression the long and the short of it cannot be changed into the short and the long of it'.

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<sup>28</sup> Mona Baker., 63

- e. Changing the grammatical structure structure: the passive form 'some beans were spilled' has different meaning from its active form they spilled the beans' meaning "they reveal a secret".

Translating idioms is one of the most difficult tasks for translators. It involves far more than the replacement of lexical and grammatical items between languages, and it may involve discarding the basic linguistic elements of the SL text. According to Baker, the first difficulty that a translator comes across, while translating idioms, is the ability to recognize and distinguish idiomatic from nonidiomatic usage.<sup>29</sup> Recognition is difficult, and sometimes impossible, since many idioms can be slightly modified, while others can be discontinuously spread over a clause.

From the definitions above it can be concluded that an idiomatic expression or an idiom is an expression (i.e. term or phrase) whose meaning cannot be deduced from the literal definition and the arrangement of its parts. An idiom can be in the form of phrase, clause or sentence. In addition, the source and the target cultures have a great influence on the comprehensibility as well as the translatability of idioms. Hence, better understanding and using idioms needs both knowing their historical background and familiarity with both the source and the target cultures, and having a clear idea about their different situational context.

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<sup>29</sup> Ibid., 65

## 2. Type of Idiom

Adenia mention that idioms can be grouped into five categories; colloquialisms, proverbs, slang allusions and phrasal verbs.<sup>30</sup>

- a. Colloquialisms are used in every day speaking. They are merely suitable for casual, ordinary, familiar, or informal chat instead of formal language.

Example : Go nuts - be very angry

Look blue -look sad

Buzz off - go away.

- b. Proverbs can be used for telling the information more dependable, light, easy, and also can be provide more feel and magnificence for our verbal communication.

Example:

Actions speak louder than words - What people do shows more about them than what they just say.

Blood is thicker than water - Family relationship is stronger than others.

- c. Slang is an informal speech and language that are regarded like non standard use of language. Usually, slang is used for uttering inappropriate words.

Example:

Flop - a planned event does not happen.

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<sup>30</sup>Amineh Adeinia, And vahid D. Hossein., 880

Hater - someone who is jealous or angry towards another person because of their success.

- d. Allusions are used in event, literary work, myth, or works of art as their orientation.

Example:

I was surprised his nose was not growing like Pinocchio's - the story of Pinocchio, where his nose grew whenever he told a lie.

This place is like a Garden of Eden - The Garden of Eden was the paradise God made for Adam and Eve.

- e. Phrasal Verb is used in a casual conversation and the sense is unlike from the original verb. Therefore, phrasal verb is the combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition.

Example:

To get = to obtain – I need to get a new battery for my camera

To get together = to meet – why don't we all get together for lunch one day?

### 3. Identification of the Idiom

In every language development, new idioms appear continuously. Continuously, some idioms only appear once or twice and then disappear, while others survived. This shows that we have to determine a limitation because one of the words cannot be registered in the idiom under study. According to Boatner and Gates in *A Dictionary of American Idioms*, idioms are divided into 4 types, namely:

#### a. Verbal Idioms

Verbal idioms are idioms that contain the meaning of a verb.

The example, such as:

- Turned out (berubah)

#### b. Nominal Idioms

Nominal idioms are idioms that contain the meaning of a noun.

The example, such as:

- Book Worm (kutu buku)

#### c. Adjective Idioms

Adjective idioms are idioms that contain an adjective meaning.

in the film *The Godfather* there are several idioms that are adjectives,

such as:

- Go on (cepat)

#### d. Adverbial Idioms

Adverbial idioms are idioms that contain the meaning of the word information. In the film *The Godfather* there are several idioms containing the word information, such as:

- Many years (*bertahun-tahun*)

### D. The Concept of Translating Idiom

#### 1. Definition of Translating Idiom

Crystal defines idiom as "an expression consisting of two or more words whose meaning cannot be interpreted from its constituent elements, syntactically has a fixed form".<sup>31</sup> The above definition is not much different from the definition of idiom by Dixon, Larson, Palmer and Seidi & McMordie and Kridalaksana which mentions that an idiom is a construction that has a different combined meaning from the meaning of its constituent elements.<sup>32</sup> On the other hand, Cruse who argues that the definition is still traditional, has its own definition of a more modern idiom, namely "an idiom is an expression whose meaning cannot be accounted for as a compositional function of the meaning its parts. have when they are not parts of idioms".

The definition is then adapted in the view of idioms according to namely language units (in the form of words, phrases, and sentences) whose meaning cannot be "predicted" from the lexical meaning of the

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<sup>31</sup>Wijana, I Dewa Putu. "Relasi Bahasa dan Budaya serta Berbagai Permasalahannya". dalam jurnal *Semiotika* Vol. 5, No. 2, Juli 2004.109

<sup>32</sup>Kridalaksana, Harimurti. 2008. *Kamus Linguistik*. Jakarta: PT. Gramedia Pustaka Utama. 90

elements and the grammatical meaning of these elements. In other words, idioms tend to the formation of new meanings from the meanings of the previous elements in forming new meanings, Palmer divides idioms into 2 types, namely full idioms and partial idioms. Chaer and Suwandi as their followers explain that full idioms are idioms in which all of its elements have "deviated" from the lexical and grammatical meanings of its constituents or its meaning cannot be seen at all from its constituent elements, while some idioms are idioms that still have their own lexical meaning or one of the elements shows the true meaning (lexical meaning). Full idioms in English can be found in the expressions a piece of cake 'very easy', feeding frenzy 'aggressive attack on someone', and he lost his head 'very angry'. Furthermore, partial idioms in English can be seen in the expression blacklist 'black list/suspect/guilty person' which shows the lexical meaning of 'list'.

On the list element, cup of joe 'a cup of coffee' which shows the lexical meaning of 'cup' in the cup element, etc. Apart from its shape, idioms and their translation are still interesting to discuss.

## **2. Idiom Translation Technique**

Based on the basic theory of translation, Catford defines translation as the transfer of textual material in one language (source language) with equivalent textual material in another language (target language). In line with Catford's view, Bell defines translation as the process of producing a product called translation. The process must pay attention to the content

and style of the source language or focus on equivalence. Furthermore, Nida and Taber add that translation is an attempt to recreate the message in the source language into the target language with the closest possible equivalent, in terms of meaning and style. Based on the definitions above, there are several important points that always exist in translation as underlined by Syafei, namely something that will be translated into the target language (meaning), transfer or re-creation, and equivalence.<sup>33</sup> These three things are the main components in terms of translation. There are two main aspects in translation, namely meaning and form or style of language (Nida and Taber, Tytler through Hanafi, Larson, These two aspects then developed into two types of translation, namely meaning based translation which prioritizes meaning or message and form based translation which prioritizes structure or form Larson. Argues that the main goal (goal) in translation is to reach the level of idiomatic translation. Based on the main objective (goal) of the translation and the basic type of translation, the results of the translation are then divided into seven types, namely very literal translations, literal translations, modified literals, and inconsistent mixtures. mixture), semi idiomatic (near idiomatic), idiomatic (idiomatic), and too free (unduly free).

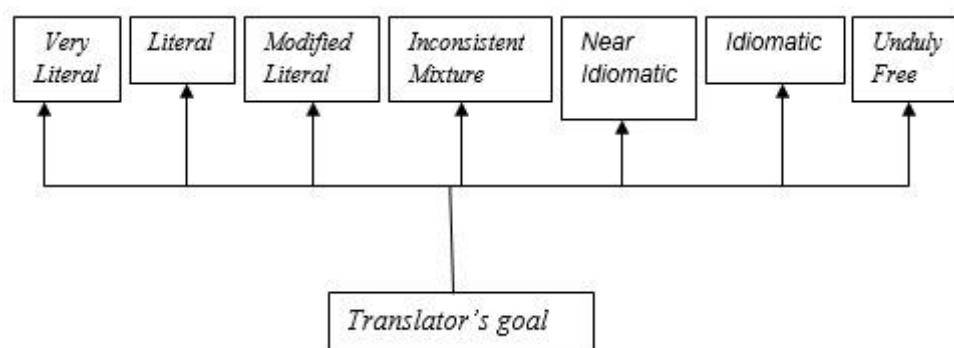
The seven types of translation were developed by Larson by making a continuum scale as can be seen in the explanation and chart below.

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<sup>33</sup>Syafei, An Fauzia. 2007. *Translation*. Padang: State University of Padang.1



“Translation then falls on a continuum from very literal to literal, to modified literal, to near idiomatic, to idiomatic, and may fall, even more on the unduly free as displayed below”



Picture 2. 2 Figure Translation Process from Larson.

Form-based translation or word-for-word type translation can be seen in modified very literal, literal, and literal translation types or translations that still have rigidity in the structure and meaning of the translation.<sup>34</sup> The rigidity is more pronounced when the source language and the target language have different syntactic structures. According to Larson, literal translation is a translation that is difficult to understand and less communicative. Based on its characteristics, the very literal translation is the most rigid and less acceptable translation, while the literal translation makes a little more sense, although the structure still feels stiff. The modified literal translation already has an acceptable word order and structure, although the meaning is still less natural.

On the other hand, meaning-based translation is divided into idiomatic and semi-idiomatic translations. Judging from its characteristics,

<sup>34</sup>Soesilo, Daud H. “Aneka Pendekatan di dalam Penerjemahan: Sebuah Tinjauan”. dalam *PELLBA 3* disunting oleh Bambang Kaswanti Purwo. Yogyakarta: Kanisius. 1990.

idiomatic translation is a translation that feels so natural by using the same equivalent in the target language. This type of translation is the best translation and is used as the achievement of the highest type of translation or the main goal of translation because this translation sounds just as natural when it has been translated into the target language, as Larson argues below.

“Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and the choice of lexical items. A truly idiomatic translation does not sound like translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his goal.”<sup>35</sup>

In addition to idiomatic translations, there are also translations that are close to this type of translation, namely semi-idiomatic translations. Semi-idiomatic translation can be said to be an acceptable translation and is structurally good, but this translation has not used the equivalent of an idiomatic translation or natural equivalence.

Among the types of literal and idiomatic translations, there are also mixed translations that are inconsistent and translations that are too loose. Inconsistent mixed translation is a translation where some of the results are literal translations and some are idiomatic. This type of translation is an inconsistent translation and mixes aspects of meaning and form in literal and idiomatic translations. Furthermore, too free translation is an

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<sup>35</sup> Larson, Mildred L. 1998. *Meaning Based Translation: A Guide to Cross-Language Equivalence (Second Edition)*. New York: University Press of America.18-19

unacceptable translation because this translation changes the meaning of the source language, adds information that is not in the source language, includes elements that are not appropriate, and distorts the historical and cultural setting of the source language.

#### **E. Solving the Students Difficulties in Translating Idiom English to Indonesia.**

Based on research conducted by rifqa annisa, the solutions to overcome these problems in translation are;

1. Vocabulary improvement,
2. Ask or learn from friends,
3. More practice,
4. Ask the lecturer and
5. Find other sources of translation.

At the end of this research, he suggested to students to find their own problems and find ways to solve them. And also have to improve their vocabulary in order to become good at translating texts. In addition, lecturers must provide more training and create creative teaching methods to increase students' motivation and enthusiasm in studying translation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study uses an analytical method which is carried out in several stages. The first stage is in the form of questions that are shared through a google form consisting of ten sentences, which contain various kinds of idioms distributed to students. Through the google form they were also given a questionnaire to fill out and which the researcher would analyze. The idioms chosen are idioms that appear in everyday texts with consideration of the analysis of students' real abilities. Idioms that often appear in the text or that have been heard frequently, such as look for, a pain the ass, were not chosen because it was feared that students would not show their ability to analyze text and translate it. Questionnaires were given to support translation so that apart from the translation results, the research could see and analyze students' personal opinions.

The second stage, the researcher processes the data by classifying the translation results into four categories. The translation using idioms or the closest equivalent (including the same image as the simile), literal translation, free translation, and translation errors. The third stage, namely the results of the stages above are combined with the answers to questions. This is done to find answers to problems and see some possibilities to overcome these difficulties.

**B. Data Source**

The primary data sources are students majoring in English who have taken translation courses, which are ten people as samples. The advantage of primary data is that the data reflects the truth more based on what the researcher has seen and heard directly so that elements of lies from phenomenal sources can be avoided.

Researchers also use secondary data sources. secondary source data is a source of research data obtained through intermediaries or indirectly. such as books, records, existing evidence, or archives, whether published or not publicly published.

### **C. Data Collection Method**

The student is given several English sentences containing idioms and must be translated into Indonesian via the google form. then the researcher analyzed it. The researcher's consideration is choosing TBI students who have taken translation courses because they have studied the material in translation, namely translation theory, so they are expected to understand the basics of translation theory. In this study, researchers used documentation, questionnaires via google forms and interviews via whatsapp to collect data. There are several ways that researchers must do, as follows:

The researcher made questionnaire in google form with approximately ten people as samples from TBI IAIN Metro students who had taken translation courses. Here, the researcher asks in general about the difficulty of translating idioms from English into Indonesian.

1. The researcher distributed questions and questionnaires through the google form and shared the google form link through the whatsapp group. In the google form, the answers from students who have filled in are already stored.
2. The author analyzes data from questions that have been filled in by students via google form.
3. The researcher began to identify the data.
4. The researcher classified the data based on the type of student difficulties in translating idioms from English into Indonesian.

## **D. Research Instruments**

Instruments Used Research instruments are tools used by researchers to collect research data. The existence of research instruments is one of the conditions for the formation of quality research. The instruments used in this research are:<sup>36</sup>

### **1. Interview**

Interviews are a form of qualitative research instrument where researchers ask for data by conducting online questions and answers via WhatsApp with informants or data sources. Interviews were conducted to obtain data about what are the difficulties for students in translating English novels. The distribution of questions in the form of a google form link is also carried out through the WhatsApp application.

### **2. Documentation**

Documentation is carried out to collect data sourced from archives and documents in the form of books such as assessment of test results, texts that become translation materials.

### **3. Source of Data or Population and Sample**

The source of this research uses primary data and secondary data.

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<sup>36</sup>Sugiyono, Metode Penelitian Kuantitatif, Kualitatif Dan R&D, Cetakan Ke-11 (Bandung: Alfabeta, 2010, 124

## **E. Data Analysis Technique**

Data Analysis Techniques Data analysis techniques are the most important step in a research because the function of data analysis is to conclude research results. Understanding data analysis techniques is a way or method in processing data into information so that the data can be understood easily and also useful in finding solutions to problems. To provide an overview of the data about the results of the study, what the authors do is as follows:

### **1. Data Reduction**

Reducing data means summarizing, looking at the main things, and focusing on the important things, with patterns and discarding the unnecessary. For this reason, the authors summarize the answers based on the questions and questionnaires that have been given and group them. With the aim of reducing the data, it will provide a clearer picture, and make it easier for researchers to collect further data and look for it when needed.

### **2. Data Presentation**

Presentation of data in qualitative research is a presentation that is done in the form of a brief description, chart or relationship or category. By presenting data, it will be easier to understand what happened, plan further work based on what has been understood.

### **3. Verify**



Verification is an increase in conclusions where the initial conclusions put forward are still temporary and will change if there is no strong evidence to support what is the next stage of data collection.<sup>37</sup>

## **F. Data Validity Technique**

The data analysis method used must be in accordance with the characteristics of qualitative research, namely inductive data analysis. Test the validity of the data used to ensure the correctness of the data obtained. The techniques used to test the validity of the data in this study are:

### **1. Persistence and Constancy of Observation**

Increasing persistence in interviews and observations so that data and sequences of events can be recorded with certainty and systematically. At this stage the authors conducted interviews and observations via online, namely whatsapp and google form.

### **2. Extended Participation**

In this extension of participation, researchers as a measuring tool in collecting data include observations and interviews in various settings and events via online. This is done in order to study the culture, meaning and interpretation of the existing problems by considering the time and opportunity of the object of research.

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<sup>37</sup>Sugiyono. Metode Penelitian Kuantitatif, Kualitatif Dan R&D, Cetakan Ke-11 p. 338

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

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

##### **1. The Historical Background of State Institute for Islamic Studies (IAIN) of Metro**

###### **a. The brief history of IAIN Metro**

IAIN Metro is a campus located in East Metro, Lampung. This campus is the only one State Institute for Islamic Studies in Metro city. Iain Metro divided into 2 areas, they are: campus 1 and campus 2. The campus 1 of IAIN Metro is located in St. Ki Hajar Dewantara No.15A, Iringmulyo, East Metro, Metro, Lampung. On the other hand, the campus 2 of IAIN Metro is located in Banjar Rejo, Batanghari, East Lampung Regency, Lampung.

The establishment of IAIN Metro is contained in Presidential Regulation No. 71 of 2016 signed by President Joko Widodo on August 1, 2016. This Presidential Regulation begins to be acted on August 3, 2016 by the minister of Law and Human rights Yasonna H. Looly. Historically, the establishment of IAIN Metro cannot be separated from the history of UIN Raden Inten Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties; Tarbiyah Faculty and Syariah Faculty, which were domiciled in Tanjung Karang. Referring to the

decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YKIL opened Ushuluddin Faculty that is domiciled in Tanjung Karang in 1965. Finally, it realized the dream of Lampung society to find IAIN Al Jami'ah based on the minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute of Raden Intan Tanjung Karang". In 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung, and now become UIN Raden Intan Lampung.

In 1967, the Tarbiyah and Syariah Faculty were established in Metro City based on the request of Metro society. Correspondingly, based on the handbill of director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history background of STAIN Jurai Siwo Metro. Now, STAIN Jurai Siwo Metro is changed to be IAIN Metro.

Currently, IAIN Metro has 4 faculties which are divided into two campuses. Campus 1 is the main campus which has a Rectorate Building, Postgraduate Building, and two faculties, namely: Faculty of Tarbiyah, Faculty of Adab and Da'wah (FUAD). The Faculty of Tarbiyah has 8 majors, namely; (1) Islamic Education Department

(PAI), Arabic Language Education (PBA), English Education Department (PBI), Elementary School Education Department (PGMI), Childhood Education Department (PIAUD), Mathematics Education Department (TMTK), Biology Education Department (TBIO ), and Social Education Department (TIPS). Da'wah and Communication Department has 4 programs; Language and Arabic Literature (BSA), Communication and Islamic Broadcasting (KPI), and Islamic Extension Guidance (BPI).

Campus two is a wide campus with two other faculties; namely the Faculty of Sharia. Faculty of Sharia has 3 majors; Islamic Law (US), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI). And the Faculty of Islamic Economics and Business (FEBI). This faculty has 5 majors; D-III Syariah Banking (D-III PBS), Syariah Economy (ESY), S-1 Syariah Banking (S-1 PBS), Islamic Accountant (AKS), and Pilgrimage Management (MHU). Not only has that, the two IAIN Metro campuses also recently operated the Al-Hikmah Library.

b. The facilities in IAIN Metro

In order to support lecturers and students in learning process, there are some facilities in IAIN Metro, namely:

- 1) Multimedia-based classroom laboratory equipped with Television and Pendrive, which makes it easier for teachers to deliver learning materials.



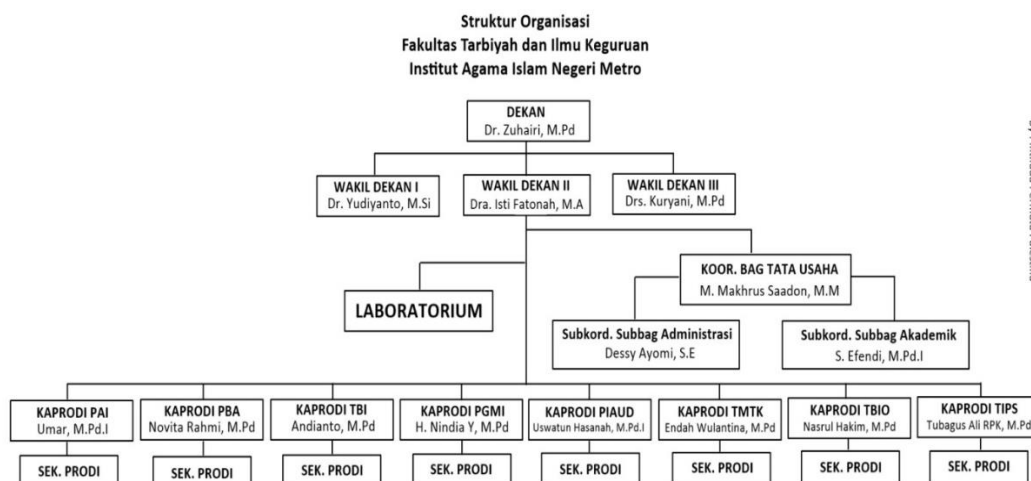
## d. The Population of Students in IAIN Metro

Table 4.1  
Population of Students in IAIN Metro

<b>Department</b>	<b>Program</b>	<b>Students</b>
Tarbiyah Department	Islamic Eduaction Department	1161
	Arabic Education Department	211
	English Education Department	722
	Islamic Elementary School Eduaction Department	518
	Islamic Childhood Education Education	216
	Mathematic Eduaction Department	245
	Biology Education Department	233
	Social Science Department	226
<b>Total</b>		<b>3.572</b>
<b>Department</b>	<b>Program</b>	<b>Students</b>
Syariah Department	Islamic Law	365
	Islamic Economy Law	471
	Islamic Constitutional Law	148
<b>Total</b>		<b>984</b>
<b>Department</b>	<b>Program</b>	<b>Students</b>
Da'wah and Communication Department	Language and Arabic Literature	78
	Communication and Islamic Broadcasting	378
	Islamic Extension Guidance	123
<b>Total</b>		<b>579</b>
<b>Department</b>	<b>Program</b>	<b>Students</b>
Islamic Economy Bussiness Department	D-III Syariah Banking	9
	Syariah Economy	1146
	S-1 Syariah Banking	865
	Islamic Accountant	328
	Pilgrimage Management	137
<b>Total</b>		<b>2.485</b>
<b>Total Students of IAIN Metro</b>		<b>7.620</b>

This data from Sistem Akademik (Sismik) IAIN Metro on access June 21<sup>th</sup>, 2021.

## 2. The Profile of Tarbiyah & Teacher Training Faculty(FTIK)



Picture 4.2 The Structural Organization of FTIK

## 3. The Profile of English Education Department (TBI)

English Education Department is a department with Starata-1 which was established in 2007. This department is an old department at IAIN Metro. Previously the English Education Department had a D-III status in 2002. Education in the English Tadris Department (PBI) aims to produce graduates who are knowledgeable, skilled, and qualified in teaching English and/or carrying out non-educational tasks, such as secretarial and banking to fulfill the world of work, both at the domestic and foreign levels. The Vision are Making English study programs highly qualified in educational insight and knowledge of English language and literature based on faith and ihsan as well as moral and ethical values of social and state life. And the Mission are Creating an English language education program that is not only of high quality but also beneficial for the Indonesian people to meet the needs of the real world of work, both in

the field of education and in non-educational fields at the national and international levels.

## B. General Description of Research Data

In this research the researcher classified the findings in to some points that consist of students' difficulties in translating idioms from english to Indonesia, the difficulties faced by students and the factors causing the students difficulties. The researcher gives some question that is some idiom from idiom dictionary for the student, than they translate it. After that the researcher gives questionnaire to know what their difficulties in translating idiom. Based on the answers given by students to the questions and questionnaires, the authors conducted an analysis.

**Table 4. 2**  
**List of the Respondent**

No	Respondent	Gender
1.	HSP	Female
2.	DK	Female
3.	DIS	Female
4.	SM	Female
5.	FR	Female
6.	SHN	Female
7.	LK	Female
8.	WS	Female
9.	LBP	Male
10.	AS	Male

## C. Discussion

To find out the difficulties of students in translating idioms. The researcher uses a questionnaire and evaluation questions on idiom translation in the form of essay questions. Here the author analyzes the results of



respondents' answers from the two research instruments, namely questionnaires and evaluation questions on idiom translation. And the results of the researcher's analysis are as follows:

### **1. Result of Questionnaire**

The result of and questionnaire about English idiom translation into Indonesia among students of English Education Department. The list of questionnaires is as follows:

- a. Do you know about translating English idioms?
- b. Can you translate English idioms into Indonesian?
- c. If you can translate an English idiom into Indonesian, what is the idiom that your translate is rational?
- d. Do you have difficulty in translating English idioms into Indonesian?
- e. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?
- f. Why do you think you have difficulty in translating English idioms into Indonesian?
- g. How do you overcome these difficulties?

The list above is a questionnaire that will be answered by the sample. The results of the questionnaire questions that the author shares via google form are:

- a. We can be concluded that all of the sample students who have taken their English Indonesian translation course already know what idiom translation is.

- b. As much as 80% of the sample said that they could translate idioms and 20% they could not translate them, in this case what was meant was translating idioms into Indonesian whether it was in the rational category or not.
- c. Of the 10 samples of students studied by the researcher, 90% of the answers to the questionnaire given to them had difficulties in translating English idioms into Indonesian, on average their answers in the questionnaire given were that they had difficulties in translating idioms.
- d. When they were asked at the time of translating. Namely whether the results of their translation can be considered rational or not. 50% of them answered yes to be rational and another 50% answered irrationally. It can be concluded that when translating the number of people who can translate idioms according to rationality in Indonesian with those who cannot, the number is balanced.
- e. And when they were asked about their difficulties in translating idioms. or what makes it difficult for them to translate idioms in English into Indonesian. Their answers are quite varied. Among their answers are the following:
  - 1) Because English idiom is a foreign language. Then when it is translated it is just translating, the meaning and results of the translation have different meanings.

- 2) Because when translating they use the word-for-word technique, so the translation results are not logical.
  - 3) Because translating idioms requires special skills, and it is quite difficult to translate idioms because they do not know these special skills.
  - 4) Sometimes do not understand the idiom that will be translated.
  - 5) There is a misunderstanding in understanding the meaning of the idiom.
  - 6) Lack of mastered vocabulary.
- f. When asked which of the seven newmark strategies was the most difficult. 70% answered strategy number 7. That is, combining idioms with sense. While each other answered number 4, namely translating idioms with similes and then given explanations. Number 5. Changing the idiom with its true meaning or sense. And number 2, namely, replacing the image contained in the source language with standard image in the target language.
- g. The ways that respondents usually find difficulties in translating English idioms into Indonesian are as follows:
- 1) Add references through other reading materials, then look for similarities in idioms in Indonesian, such as "like two peas in a pod" in English and in Indonesian, namely "like areca nut in two".
  - 2) Look at the previous sentence and see the culture. Then guess the meaning.

- 3) Look at google translate for meanings that are not known then look for suitable meanings.
- 4) Look at the previous word and guess the meaning of the next word.
- 5) Open the idiom dictionary.

## 2. Result Evaluation of Idiom Translation

Researchers also use essay questions in the form of idioms that will be translated by respondents. The following is a list of idioms that will be translated by respondents:

- a. I **work my fingers to the bone** to provide the best schools for my children.
- b. I like doing business with him because he always goes **the extra mile**.
- c. The two of them had been **fast friends** since college.
- d. I am good at keeping secrets, I will not **spill the beans**.
- e. The new book by JK Rowling sold **like hotcakes**.
- f. Just your presence and smile is worth **all the tea in china** to me.
- g. After sani betrayed him, he was **seeing red**.
- h. Please, go ahead. Take your time. **Age before beauty**.
- i. He is **as good as gold** in writing articles.
- j. I will talk to her if **the time is ripe**.

The result is the average answer of exercise about English idiom translation into Indonesia among students of English Education Department.

a. The results of the analysis of HSP respondents :

The following is the result of the author's analysis based on the respondents' answers in working on the questions. That is translating English idioms into Indonesian. Here are the results of the analysis:

- 1) In translating the idiom of question number one, namely “I **work my fingers to the bone** to provide the best schools for my children”. here the HSP respondent translates it into “aku memperkerjakan jariku sampai ke tulang untuk mendukung pendidikan terbaik anakku”. Here the respondent does not change the idiom word from the source language and is immediately translated into Indonesian so that the translation results sound ambiguous. So it can be concluded that in this number one idiom the respondent did not find the meaning that was in accordance with the target language or took a cultural approach to the target language, namely the idiom “work my fingers to the bone” should mean “bekerja keras” or “membanting tulang” in Indonesian idioms.
- 2) As for the idiom of question number 2, namely “I like doing business with him because he always goes **the extra mile**”. From this idiom the respondent gives an answer that is in accordance with the target language, namely “aku suka berbisnis dengannya karena dia selalu bekerja ekstra”. Working extra here is the same as working hard or diligently in the idiom dictionary so that the

answer to the number two idiom question of the respondent is considered to be able to translate it.

- 3) The third idiom is “The two of them had been **fast friends** since college”. Seen in the google form image, the answer from the respondent is “mereka sudah berteman sejak kuliah”. Here the respondent does not explain what friends are like even though it is based on the target language idiom dictionary from “fast friend” is “teman setia atau teman akrab”. So from these answers it can be concluded that the respondents did not find equivalent words and cultural approaches in the target language.
- 4) The respondent's answer in the 4th idiom is “saya baik dalam menjaga rahasia, saya tidak akan membocorkannya”. The respondent's answer is in accordance with the target language, that is “tidak akan membocorkannya”. So it can be concluded that in idiom number 4, the respondent has no difficulty in answering it.
- 5) Respondent's answer to idiom question number 5 “buku baru JK. Rowling terjual habis seperti kue panas”. According to the English idiom dictionary the word “hotcakes” here is “sangat cepat” or “laris”. The possibility is that if you want to make an equivalent of an idiom in Indonesian, the respondent should write the word “laris manis” or sentence “terjual sangat cepat” if you don't want to use a cultural approach. It can be concluded from this answer,

respondents still have not found the right equivalent or the right cultural approach.

- 6) “All the tea in china”the meaning of this idiom in the target language or Indonesian is priceless. The answers from respondents in this idiom are “semua teh dari cina”. From these answers, it can be seen that the respondents still wrote the translation according to the source language, and did not use another word approach in the target language.
- 7) In idiom number 7, the respondent's answer is still the same as the source language. that is, simply translating it into the target language, namely Indonesian. and do not use equivalent words or meanings expected in the target language, namely what is intended. word “seeing red” here based on the English dictionary meaning idioms “terlihat marah”.
- 8) In this 8th idiom the respondent gives the answer “silahkan, ambil waktumu, kecantikan sebelum umur”. This answer is quite far from the expected meaning in the target language. The meaning in the target language is “Silahkan, maju saja dulu, pelan pelan saja. Yang tua lebih dulu”. sentence “Age before beauty” mean “yang lebih tua lebih dulu”.
- 9) In question number 9, the respondent gives the answer “Dia emas yang baik dalam menulis article”. We can see here the answer still sounds ambiguous. even though the expected answer is in the

target language of the sentence “**as good as gold**” means very good or very good. So the author concludes that respondents do not pay attention that gold is something valuable or good (that is, a sense approach) so that they do not write down the meaning according to the target language.

10) The respondent's answer in idiom number 10 is “aku akan bicara padanya sesudah waktunya matang”. Even this idiom still sounds ambiguous, namely that the respondent does not try to match the sentence in the target language. Here the respondent just translates it. Meaning of “if the time is ripe” in target language is “ jika waktunya sudah tepat”.

The difficulty found by researchers in analyzing HSP respondents are : Difficulty capturing the meaning of idioms, which are contained in the numbers 1, 7 and 8 which in both idioms the translation is very ambiguous. And it cannot be attributed at all in the sense of Indonesian as in problem number 2. In idiom number 2, although adapting from the source language that is in the word "go the extra mile" this word is still familiar in Indonesian.

There is still a lack of insight into the history or culture of the source language. Because the respondent's answer to idioms that are not similar to the target language of translation is still very ambiguous. That is in idioms number 1, 7 and 8.



Lacking understanding of the appropriate word equivalent in the target language or Indonesian, it can be ascertained that respondents do not use idiom dictionary. This is evident in idioms numbers 3, 5 and 7. Although it can still be linked or still similar to the meaning in the target language. But in Indonesian idiom it's still not right

b. The results of the analysis of the respondents DK

- 1) In the first idiom question, namely “work my fingers to the bone”. Respondent answered “bekerja membanting tulang”. This answer is compatible with the target language is “bekerja keras” or the equivalent in the target language idiom, namely “membanting tulang”. With a good answer here, the researcher concludes that the respondent is able to translate the number one idiom well, namely by using a sense and a cultural approach. It can be seen here that respondents can find out the similarities in meaning in the target language idioms.
- 2) On the second question the respondent answered “orang yang bersedia untuk berusaha lebih” on the word “he always goes the extra mile” Here the respondent has found the right word equivalent. Where in the dictionary the idiom extramile means “dia selalu berusaha lebih”. the writer concludes that the respondents are able to translate this idiom.

- 3) In the third idiom, respondents are also able to answer in the target language according to the target language. Respondents can find the right word equivalent.
- 4) Even this number 4 respondents were able to answer well, namely finding the right meaning and equivalent of words according to the target language.
- 5) In idiom number 5 points is answered according to the target language correctly.
- 6) 6) and in idiom number six, the respondent succeeded in finding the meaning of the source language. And managed to answer correctly.
- 7) "he was seeing red" here means "dia terlihat marah" Here the respondent is still wrong in estimating the meaning. Where the respondent answered with this answer "dia selalu waspada".
- 8) In this idiom, the respondent has answered correctly according to the meaning expected by the source language, namely the purpose of age before beauty is to prioritize older people.
- 9) In idiom number nine respondents can answer it well.
- 10) Even this number the respondent can answer correctly. In accordance with the target language contained in the idiom dictionary.

The author speculates that this DK respondent does not have enough difficulty in translating the idiom terms given because almost

all of the answers are correct. Respondents can find the correct equivalent. And in the number one idiom the respondent can find the equivalent of the idiom in the target language.

The author speculates that the respondents of this DK are not quite difficult in translating the isiom idiom question given to see almost all the answers are correct. Respondents can find the correct equivalent of the word. And in idiom number one respondents can find idiom equivalents in the target language.

c. The results of the analysis of DIS respondents

1. The analysis of answer number atu found that the respondent had found the equivalent of the word in the target language.
2. From the analysis of the researcher, the respondents can understand the meaning of the source language so that they can answer correctly, namely finding equivalent words that are quite in accordance with the target language.
3. In this idiom number 3 the respondent managed to find the equivalent of the word in the target language where in the idiom dictionary idiom number 3 means “teman setia” the respondent answered it with the equivalent word “bersahabat”.
4. Number 4 was answered correctly and succeeded in finding the meaning of the source language.
5. On the answer to number 5 the respondent can answer this idiom number five well. Besides being able to find the meaning of the

source language, respondents can also find equivalent idioms in the target language or in Indonesian. That is “terjual sangat cepat” number 4 was answered correctly and succeeded in finding the meaning of the source language. On the answer to number 5 the respondent can answer this idiom number five well. Besides being able to find the meaning of the source language, respondents can also find equivalent idioms in the target language or in Indonesian. That is “laris manis”.

6. Here the researcher finds that the respondents have understood that “all the tea in china” is a word used to symbolize something of value. So that the respondent's answer answered “senyum mu lebih berharga”. It can be seen that respondents still have difficulty in finding the equivalent of words in the target language and also have difficulty in finding the equivalent of idioms or their culture.
7. Here the respondent has succeeded in finding the equivalent of the word in the target language.
8. At this number the respondent seems to still have difficulty understanding the meaning of the target language, where the respondent answers “usia sebelu kecantikan” Based on these answers, the researcher concludes that respondents still have difficulty in understanding the meaning of the actual source language. So you can't find the right word.

9. From this answer, the researcher found that the respondent had found that the meaning of the word gold was something valuable, so keep writing it down. And can't find a more appropriate equivalent.

10. Respondents can answer correctly idiom number 10.

The difficulties experienced by these respondents in answering questions that have been given according to the researcher's analysis are as follows: 1. Still lacking in insight into the history or culture of the source language. It is seen that in familiar idioms respondents can guess the translation. While the translation results in idiom number 8 is still very ambiguous even far from the target language.

Although it can translate it, and its meaning is still related to the target language. Or it can be said that respondents know the meaning but have not found the right equivalent in Indonesian. It is certain that respondents do not use idiom dictionary in translating this idiom.

d. Analysis results SM respondent

- 1) The respondent has answered correctly according to the target language.
- 2) In idiom number 2, the respondent has also succeeded in answering with equivalent words according to the target language.
- 3) In this third idiom, the respondent answers according to the target language. and have used the choice of words or diction from the

target language. Namely "fast friends" which means "teman setia" to "teman akrab".

- 4) In the answer to idiom number 4, the respondent shows that he knows the meaning intended by the source language, and answers quite according to the target language, although without using cultural elements or other equivalent idioms.
- 5) In idiom number 5, the respondent has succeeded in answering according to the target language and using other equivalent words in the target language, and finding other idioms in the target language.
- 6) According to the speculation of the researcher, the respondent already knows the meaning of all the tea in china, which means something valuable or exalted. However, respondents do not know the equivalent words or idiom equivalents in the target language, namely Indonesian.
- 7) Seeing the answers from respondents in idiom number 7, the researcher speculates that the respondents do not understand the equivalent words. So that the respondents only wrote the translation of the words without writing the meaning of the source language into the target language.
- 8) In idiom number 8, the respondent is still wrong in understanding the meaning of the source language. Yes, the respondent is still

wrong in translating or understanding the meaning of this idiom, thus giving an answer that is quite far from the target language.

9) Idiom number 9 respondents can find meaning and have not found the right fit in the target language. Although it still uses the source language but its meaning can still be accepted.

10) In this tenth idiom the respondent has understood the meaning of the idiom, with the answer given by the respondent, yes, I will talk to him when the time is ripe. This has been accepted by listeners, even though the choice of words used adapts the source language.

The researchers concluded that these respondents had difficulty: In understanding the equivalent of the word in Indonesian, although still adapting the source language, the translation can still be rhyma. Example in idiom number 9 "He is as good as gold in writing articles" here respondents answer it "he is like gold in translating idioms" this can already be accepted by our hearing because gold is something superior to the intent in the target. But the right answer according to the idiom dictionary is "he is an accomplished writer in writing articles". Difficulty understanding meaning. As in idiom number 8, the translation is very far from the target.

e. Evaluation analysis results FR respondent.

- 1) From the respondent's answer, it can be seen that the respondent translates only by translating without understanding the meaning of the source language.
- 2) From these answers, respondents already know the meaning of the source language. Although still adapting from the source language, the meaning of the idiom has been conveyed and is suitable for the target language.
- 3) The respondent in answering this 3rd idiom is correct in translating it into the target language. However, because the understanding of friends is not written as to what is meant. Respondents still do not know the meaning of the idiom "Fast Friend" which is actually the friend in question is "teman setia".
- 4) In answering idiom number 4, the respondent already understands the meaning intended by the source language into the target language. Based on the answers that have been given by the respondents, that is "saya tidak akan menyebarkannya".
- 5) Based on the answer given by the respondent in idiom number 5, it shows that the respondent already knows the expected meaning of the source language. However, the respondents did not know the correct equivalent in the target language.
- 6) In giving the answer to the idiom in number 6, the respondent seems to have observed the context of the previous sentence, so



that he has found the equivalent of the word in the target language so that the intended message is in accordance with what is expected in the target language. What is meant by "all the tea in China" means something very valuable.

- 7) Idiom number 7 has been translated according to the target language. Respondents' answers here are in accordance with the idiom dictionary.
- 8) Respondents in translating the idioms here use good observations based on the words in the translation and estimate the possible meaning of the idioms. However, respondents are still lacking in a cultural approach. so that the meaning intended by the source language is still quite far from the expected target language. In the word age before beauty, respondents have a misunderstanding in translating it, namely to become "selagi belum tua" even though what is meant by the source language is "yang tua lebih dulu".
- 9) It has been seen from the previous idioms that in translating the idioms of this FR respondent, he has good observations in the text. Where in translating idiom number 9, the respondent can translate it well, although still adapting the source language.
- 10) Because respondents only rely on text observations without taking a cultural approach so that misunderstandings occur quite fatally. For example, the word "I will talk to her if the time is ripe" the respondent translates it into "saya akan berbicara dengannya jika

sempat”, even though the expected meaning is “Saya akan berbicara dengannya jika waktunya sudah tepat”.

The difficulties experienced by fr respondents include: Difficulty finding meaning. Where respondents in answering idioms number one and 8 are still very ambiguous. Because it appears that the respondent translated it just translating.

Difficulty in finding the appropriate equivalent in the target language, such as the example in idiom number 2, in the extra word, respondents are still adapting the source language. In fact, if you use the word as in the idiom dictionary, namely "work more" or "diligently".

Lack of knowledge of history or insight about when idioms should be used, seen when answering idiom number 8 respondents did not manage to fit well where hail a very ambiguous translation on the word "age before beauty" this idiom is used when waiting in line and asking older people to come forward first. Because they do not know this, the respondent replied with "before old age".

f. Results evaluationan alysis of the respondents SHN

- 1) In answering this number one idiom, the respondent already knows the meaning of the target language. Respondents have correctly answered the meaning of the source language into the target language, but have not used a cultural approach, namely the idioms contained in the target language, namely idioms in Indonesian,

such as the word “membanting tulang” for the word “bekerja keras”.

- 2) Respondents can also answer to idiom number 2. Even though the word “ekstra” adapted the source language, no confusion was found in the target language. The message has been delivered well.
- 3) In this 3rd idiom the respondent has answered well. In answering the question of idiom number 3, the respondent uses the choice of words “bersahabat”. This matches the target language in the idiom dictionary, namely "fast friend" or “teman setia”.
- 4) Look at the respondent's answer in idiom number 4. It can be seen that the respondents already know the meaning of the source language.
- 5) In this 5th idiom the respondent can answer well the meaning of the source language and succeed in finding the equivalent word or cultural approach through the target language idiom, namely the respondent answered this idiom number 5 with an answer “laris manis” to translate words “like hotcakes”.
- 6) From the respondent's answer in translating the idiom in number 6, it can be seen that the respondent already knows the meaning of “all the tea in china” which means something of value. However, the respondent's answer that still uses the source language in the word shows that the respondent still has not found the equivalent of a word or idiom in the target language, namely Indonesian.

- 7) It can be seen in number 7 that respondents do not know the equivalent words in the target language. So that the meaning of the translation results are still ambiguous.
- 8) It appears that respondents do not know the meaning and equivalent of words in the target language. Because the respondent even uses the meaning of the word in the source language, the translation results are ambiguous. It can be seen in the translation that the respondent only translates according to the meaning of the source language, but does not pay attention to the meaning, namely whether or not it is ambiguous in the target language.
- 9) The respondent has answered correctly this idiom number 9. Even if using the source language translation without replacing it with the equivalent word in the target language. The translation results are in accordance with the expected meaning in the target language.
- 10) In this tenth idiom the respondent answered correctly. It can be seen that the meaning of the source language is conveyed, although still using or adapting words from the source language.

The difficulties experienced by SHN in answering idioms are as follows: I don't know the equivalent in Indonesian. But already know the meaning of some idioms, we take the example of idiom number 1. In this number one idiom, respondents already know the intent of the target language. Respondents have been correct in

answering the intent of the source language into the target language, but do not yet know the equivalent of other idioms such as the word "slamming the bone" for the phrase "work hard".

Lack of insight into idioms especially in the eighth idiom. Where respondents do not know when the idiom is used so that the respondent only the origin of the translation and the translation results are very ambiguous.

g. The results evaluation analysis of LK respondent

- 1) In answering this number one idiom, the respondent can answer correctly. That is, the respondent can understand the intended meaning of the source language. And in answering this question, the respondent has not used the equivalent of other idioms in idiom number one, such as in the word "bekerja keras" replaced with "membanting tulang".
- 2) In the dictionary idiom extra mile means willing to give more. In answering idiom number 2, the respondent gives an answer like "bekerja dengan sungguh-sungguh". This answer is almost correct, but still a little inaccurate, because the meaning of this idiom is not only to mean it but to be willing to give more.
- 3) In translating idiom number 3, the respondent is still quite far from the target language. Where in the idiom dictionary the meaning in the target language is "teman setia". Here the respondent translates it is "mudah akrab". From this respondent's answer, the researcher

concluded that the respondent only guessed the answer through the instructions from the previous sentence.

- 4) In answering idiom number 4, the respondent managed to guess the meaning well.
- 5) In idiom number 5, the respondent has also answered according to the target language.
- 6) In answering idiom number 6, the respondent seems to have understood the meaning of the idiom.
- 7) Idiom number 7 is well answered.
- 8) In answering idiom number 8, it is seen that the translation result is quite far from the target language. Based on this, the researcher concluded that the respondents only guessed the meaning of the idiom. "Please, go ahead. Take your time. Age before beauty" respondents answered with "gunakan waktumu sebaik mungkin untuk berusaha yang terbaik". Whereas in the idiom dictionary "Silahkan, maju saja dulu, pelan pelan saja. Yang tua lebih dulu".
- 9) In answering this idiom the respondent has answered it well.
- 10) In understanding idiom number 10 the respondents have managed to answer well.

The problems or difficulties of LK respondents are almost the same as SHN respondents. That is: I don't know a more accurate equivalent in Indonesian. Like the idiom number one and other but number 8.

- 1) Lack of insight in the use of idioms. Here respondents do not know when idiom number 8 is used.

h. Result evaluation analysis of WS respondent

- 1) In translating the idiom, the respondent is able to capture the desired meaning in the target language.
- 2) In answering idiom number 2, it seems that the respondents do not have any problems because they can answer well.
- 3) Respondents have answered well on idiom number 3.
- 4) In translating this idiom, the respondent can answer well and succeed in finding other equivalent words.
- 5) Respondents can answer well. And based on these answers, it can be seen that the respondents can change them into idioms in the target language.
- 6) It can be seen that the meaning does not match the target language. That is quite far off the mark.
- 7) In idiom number 7, Ms. respondent has answered it well.
- 8) Seen in translating this number 8 idiom. The respondent is still wrong. Respondents translate sentences “please, go ahead. Take your time. Age before beauty” Become “tolong pergilah gunakan waktumu, sebelum tua”, even though in the dictionary idioms mean “Silahkan, maju saja dulu, pelan pelan saja. Yang tua lebih dulu”. From these answers, the researcher concludes that the respondents still do not know the cultural elements in the idiom so

that when translating the respondents are still guessing through the existing sentences, and this does not always produce a good translation. Because there are differences in cultural elements.

- 9) In answering idiom number 9, the respondent can answer well.
- 10) This idiom number 10 has also been successfully translated by the respondents.

The difficulties experienced by ws respondents are as follows: Still do not know the equivalent of a more fitting word in the idiom bahaa target. Although the average already knows its meaning. Just like the previous respondents, ws respondents did not know when idiom number 8 was used.

- i. Results evaluation analysis of LBP respondent.
  - 1) In answering this idiom the respondent has translated according to the target language.
  - 2) In translating idiom number 2, the respondent has also succeeded in answering well, although adapting the source language, the meaning of the target language is conveyed.
  - 3) In translating idiom number 2, the respondent is still not right. It can be seen that the respondents translated the idiom with words.
  - 4) It can be seen that the respondents have answered the idiom well.
  - 5) Even in idiom number 5, the respondent has translated it well.
  - 6) In answering this idiom, it appears that the respondent has understood the meaning of the idiom.



- 7) It can be seen in answering this idiom that the respondent guesses the meaning based on the clues from the previous sentence. Based on the idiom dictionary the meaning of the sentences “he was seeing red” is “dia terlihat marah”. While the respondents translate it into “kecewa”. From these answers, the researcher concludes that the respondents have good observation skills, but are still lacking in cultural knowledge of the source text.
- 8) In answering idiom number 8, it is very clear that the respondent does not know the equivalent of the source language and the target language.
- 9) A good assumption is found in the respondent's translation of idiom number 8.
- 10) In answering idiom number 10, it appears that the respondent has understood the meaning of the idiom.

As for the difficulties experienced by these AM respondents, it is still the same as the previous respondents. That is, the difficulty experienced is still a lack of insight into the equivalent of idioms in the target language. And there is still less insight into when the use of the idiom should be used.

j. Results evaluation analysis of AS respondent.

- 1) In answering this number one idiom, the respondent managed to answer well.

- 2) In translating idiom number 2, it is quite good. and already use equivalent words in the target language.
- 3) In translating this idiom, the respondent has also translated it well.
- 4) In answering this idiom, the respondent also answered quite well where the respondent gave an answer “saya tidak akan mebeberkannya” this is in accordance with the meaning in the idiom dictionary, become “saya tidak akan membocorkannya”.
- 5) In answering this idiom, the respondent has given the correct answer. It seems that the respondents have understood the meaning of the idiom.
- 6) In answering this idiom it appears that the respondent has understood its meaning.
- 7) It can be seen that the respondent knows the meaning of the idiom.
- 8) Seen in answering the idiom respondents can answer well.
- 9) It can be seen that the respondent has understood the meaning of the idiom, judging from the results of the translation which translates using other words that are also appropriate.
- 10) In answering this idiom the respondent has answered correctly.

Respondents can almost entirely translate well. There are only a few that have not been combined with Indonesian idioms or other idioms in Indonesian.

### 3. Result of Interview

Based on questionnaires and evaluation questions. Researchers cut the problem into five parts questions of interview. The five parts include:

a. Do you have difficulty understanding the meaning of idioms?

Six out of ten respondents have difficulty understanding the meaning of an idiom. For idioms that are easy or that they have heard often they can understand well. However, for difficult idioms like “age before beauty”, on average, they only knew it after the researcher gave it some time ago to a question. Another respondent said yes, I have difficulty understanding the meaning of an idiom because according to him it is due to cultural influences or because their habits there describe an intention with a word object that is different from ours. So that these respondents find it difficult to understand the meaning of idioms. Four out of ten respondents answered that they had no difficulty in understanding the meaning of idioms. and what they mean here are everyday idioms or those that sound familiar. There are also those who answered that it was quite easy to understand idioms using the U dictionary application, which is a digital dictionary application.

b. Have you not understood one or more idiom translation theories?

Nine out of ten respondents said that they do not understand how to translate idiom translation techniques. And do not understand the theory of idiom translation based on several expert theories

provided by the researcher. Some of them argue that the idiom can be easily understood if we already know how to use the idiom in the original country. One of them answered that it was not difficult because they used a digital dictionary.

- c. Do you think you still lack or do not have enough insight into the history or culture of the source language?

All respondents answered "yes" to this question, namely that they still lacked understanding of the cultural elements of the source language. There is a reason that they have never communicated directly with foreigners, namely the owner of the source language in depth to know the culture of an idiom from the source language. There are also those who give reasons they don't really like reading books in English

- d. What are the difficulties you are experiencing because you do not have an adequate idiom dictionary?

Nine out of ten respondents answered they were "yes", i.e. they did not have a dictionary of idioms. While one of the others answered because he had used a digital dictionary application he did not need another dictionary. Some of them thought that it might be easier to use a dictionary to translate idioms. Some say that hopefully in the future there will be a dictionary that explains in detail the meaning of the various kinds of idioms in English. so that they can learn idioms faster, without having to find out the culture or habits of using these

idioms in the source language. In addition to the English idiom dictionary, respondents also hope that there will be an Indonesian idiom dictionary as reference material.

#### **D. Limitation**

The purpose of the researcher using a questionnaire in this study was to obtain information about what difficulties they experienced based on their opinions or feelings in translating idioms. Like a question “ apakah anda mengetahui apa itu idiom?” for those who know of course they will answer with answers “yes”, If not, the respondent will answer this “no”. Then the purpose of the author using essay questions is to get more specific answers based on the translation made by the respondents. We take the example of the first idiom, "I work my fingers to the bone to provide the best schools for my children." From the first idiom, the average answer is close to or even right in accordance with the target language. However, there are still those who translate it based on words from the source language, that is, they do not see the cultural elements or the true intent of the source language into the target language. So the translation result is still ambiguous, for example “saya bekerja keras dengan jari jari untuk tulang (keras) untuk memberikan sekolah terbaik bagi anak saya”, “aku memperkerjakan jari jariku sampai ketulang untuk mendukung pendidikan terbaik anakku”. Though the expected target language is “Saya bekerja keras untuk menyediakan sekolah-sekolah terbaik untuk anak-anak saya.” Or if using a cultural approach like “saya bekerja keras membanting tulang untuk memberikan pendidikan terbaik bagi anak saya”.

Learning English is closely related to translation, especially idiom translation. To understand a reading text, especially those that contain cultural elements, it cannot just translate like ordinary text. And in translating this idiom is not easy. This study focuses on the difficulties of students in translating idioms. What is expected after knowing about the difficulties experienced or felt by students in translating idioms, can make it easier for lecturers or students to determine suitable strategies in translating idioms later.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the answers given by the respondents, here the researcher draws conclusions based on the answers given by the respondents, namely if the respondent can answer correctly on the question, the researcher concludes that the respondent has no difficulty in translating the idiom. Then the researcher also observed whether the respondent really answered with the expected sentence in the target language or not. Using a cultural approach or not, there is still confusion or not. So if the respondent can answer an idiom correctly. for example as in the word “work my fingers to the bone” whose meaning in the target language is “bekerja keras”. If the respondent answers it with other idioms. That is using a cultural approach. so here respondents are considered more than just capable of translating idioms in the target language. Examples of idiom answers that use a cultural approach are like the word "toil".

The point is if the respondent is still wrong in answering the idiom in the questions that have been given. Respondents are considered to have difficulty in translating the idiom. And then the researcher saw what kinds of errors were found in the translated idioms. Is the idiom very ambiguous if it is in the target language. Then if the answer is correct, whether the respondent uses the equivalent of an idiom in the target language or not. If not, the



respondent is considered to still have difficulty finding the equivalent of the target language idiom in the idiom.

Based on the questionnaires and questions that have been given to the respondents, it can be concluded that as follows:

### **1. Difficulty Grasping the Meaning of Idioms**

The average sample of TBI students already knows what idioms are. And for the most part it catches some familiar idioms. While s others still have difficulty in capturing the meaning of the given idiom. For example in the idiom . “please, go ahead. Take your time. Age before beauty”. The average answer in the target language is very far from what is expected in the target language. The average answer answered use your time before you get old, take advantage of your youth, use your time well before you get old. Whereas the expected meaning in the target language is to allow the older ones to come forward first. idioms are usually used when in a queue.

### **2. Most of them lack understanding of idiom translation theory**

They do not analyze the text and do not apply the stages of translation. So it is not able to capture the message conveyed by the source language into the target language. Here, it can be seen that they do not understand the object, image, and sense part of the newmark translation theory. This should be mastered in idiom translation. "after sani betrayed him, he was seeing red" someone answered with “terlihat sedih” in this word it seems that the sense (nalar) of the word is enough, but it is still not

right in the image, that is (citra), where the expected image is angry not sad.

### **3. There is no adequate dictionary**

Especially the complete and up-to-date dictionary. in addition to the English idiom dictionary. It is also hoped that there will be a dictionary of Indonesian idioms as reference material.

### **4. Lack of Insight Into the History or Culture of the Source Language**

Some of the difficulties experienced by students that are quite important to note include the lack of student insight, especially about culture. this is due to their lack of reading material. The reading material referred to here is reading material that contains the history of the target language.

## **B. Suggestion**

To make it easier to translate idioms, it can be done by choosing a theory that is easy to apply, and it is hoped that someone can guide in using it. It is expected that students are given continuous practice before translating.

It is hoped that the library will add to its collection of books on translation theory. So that students increase their references and are not too dependent on lecturers. The diversity of translation theory will make students read as much as possible to understand translation theory.

The way that can be done to increase students' insight about idioms and their culture is to increase their reading materials. especially in reading

materials that contain history. So that students are expected to know the background of an incident before translating.

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# **APPENDICES**

## **APPENDICES**

**A. Procedure For Translation According To Newmark**

**B. English idiom Question and Answer Key**

**C. Questionnaire**

**D. Digital Idiom Dictionary**

**E. Google Forms**

**F. Data of Prasurvey with Respondent**

**G. Result Respondent Questionnaire**

**H. Result Respondent Evaluation of English Idiom**



## A. Procedure for translation according to Newmark

According to Newmark, there are seven idiom translation procedures that can be carried out by translators, the seven procedures are:

1. Looking for the same description in the target language,
2. Replacing the image contained in the source language with the standard image in the target language,
3. Translate idioms using similes,
4. Translating idioms with similes and then given explanations,
5. Changing the idiom with its true meaning or sense,
6. Delete some idioms that already have meaning,
7. Combining idioms with sense.

## B. Teks soal dan Kunci Jawaban

### 1. Soal

Translate the sentences containing the following idioms into Indonesian!

1. I **work my fingers to the bone** to provide the best schools for my children.
2. I like doing business with him because he always goes **the extra mile**.
3. The two of them had been **fast friends** since college.
4. I am good at keeping secrets, I will not **spill the beans**.
5. The new book by JK Rowling sold **like hotcakes**.
6. Just your presence and smile is worth **all the tea in china** to me.
7. After Sani betrayed him, he was **seeing red**.
8. Please, go ahead. Take your time. **Age before beauty**.
9. He is **as good as gold** in writing articles.

10. I will talk to her if **the time is ripe**.

## **2. Answer Key**

1. Saya bekerja keras untuk menyediakan sekolah-sekolah terbaik untuk anak-anak saya.
2. Saya suka bekerja sama dengan dia karena dia selalu berusaha lebih.
3. Mereka berdua telah menjadi teman setia sejak kuliah.
4. Saya sangat pandai dalam menyimpan rahasia. Saya tidak akan membocorkannya.
5. Buku baru jk rowling terjual dengan sangat cepat
6. Hanya kehadiran dan senyummu adalah sesuatu yang tak ternilai.
7. Setelah sani menghianatinya, dia terlihat marah.
8. Silahkan, maju saja dulu, pelan pelan saja. Yang tua lebih dulu.
9. Dia sangat bagus dalam menulis artikel-artikel
10. Saya akan berbicara dengannya jika waktunya sudah tepat.

### **Link of Form**

[https://docs.google.com/forms/d/e/1FAIpQLSe2bPok2apZjrI47QyqgotUkGk\\_STO61YKE9D7uJXGSgObT2w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSe2bPok2apZjrI47QyqgotUkGk_STO61YKE9D7uJXGSgObT2w/viewform?usp=sf_link)

## Sample Display Form and Answer of Evaluation:

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Jawaban tidak dapat diedit

### Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*

HELEN SEKAR PRALESTI

NPM \*

2001052005

1. I work my fingers to the bone to provide the best schools for my children.

Aku memperkerjakan jariku sampai ke tulang untuk mendukung pendidikan terbaik anakku

2. I like doing business with him because he always goes the extra mile. \*

Aku suka melakukan bisnis dengannya karena dia selalu bekerja ekstra

3. The two of them had been fast friends since college.

mereka berdua sudah berteman sejak kuliah

4. I am good at keeping secrets, I will not spill the beans.

Saya baik dalam menjaga rahasia, saya tidak akan membocorkannya

### **C. Questionnaire**

Answer the following questionnaire honestly!

1. Do you know about translating English idioms?
2. Can you translate English idioms into Indonesian?
3. If you can translate an English idiom into Indonesian, what is the idiom that your translate is rational?
4. Do you have difficulty in translating English idioms into Indonesian?
5. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?
6. Why do you think you have difficulty in translating English idioms into Indonesian?
7. How do you overcome these difficulties?

### Link of Google Form

**Questionnaire:** <https://docs.google.com/forms/d/e/1FAIpQLScU5qnfyr28b8OApUofftkkuq6Vep17qoug-m6XotLlwFgdig/viewform>

### Sample Display Form and Answer of Questionnaire:



Jawaban tidak dapat diedit

**questionnaire**

Please, answer the following questionnaire honestly!

\* Wajib

Name  
Fatikhatur Rohmah

NPM  
1801071019

1. Do you know about translating English idioms? \*

yes  
 No

### D. Idiom Dictionary Application

The idiom dictionary that is used as a reference is a digital idiom dictionary that the author downloaded through the play store application. The name of this app is English idiom. In this dictionary there are many English idioms and their translations into Indonesian. The author uses this dictionary as a reference source in this study. This dictionary the author uses to find the real meaning of English idioms when translated into Indonesian.



Picture 1

## E. Google Form

Due to the limitations caused by the current pandemic, namely social restrictions, the researchers distributed question sheets and questionnaires through the google form. to facilitate and maximize respondents in answering questions and existing questionnaires.

**Link of evaluation :** <https://forms.gle/3Nh6quZiEVRpF1ov8>

**Link of questionnaires :** <https://forms.gle/pSW6nKf4JChmzcGd9>

## F. Data Pre-survey

### 1. Idiom for Question In Interview

Source Language (SL)	Target Language
Mr. Dursley <b>stood rooted to the spot</b> . He had been hugged by a complete stranger.	Mr. Dursley <b>berdiri terpaku di tempatnya</b> . Diabarusajadipeluk oleh orang yang sama sekaliasing.
Harry took out his wand in case malfoy leapt in and started at once. The minutes crept by. "He's late maybe he's <b>chickned out</b> ," Ron whispered.	Harry mengeluarkan tongkatnyasiapatahumalfo ymelompatmasuk dan langsungmenyerang. "Diaterlambat, mungkin <b>tidak berani datang</b> " bisik Ron.

## 2. Result of Pre-survey

No	Name	Answer	True	False
	LBP	1. Berdiri di tempat.	v	
		2. Kabur, atau lari dari tanggung jawab.		v
	HSP	1. Diam ditempat	v	
		2. Ngelelet, lamban, atau orang yang malas		v
	AS	1. Berdiri tegak ,sigap di tempat, siap menyerang	v	
		2. Orang yang menunda nunda, karena malas.		v
	DK	1. Diam terpaku karena kaget.	v	
		2. Mental ayam, atau penakut.	v	
	LK	1. Ddiam saja tidak bergerak. Atau pasrah pasrah saja.		v
		3. Kabur, malas berdebat.		v

## G. Result Respondent Evaluation

### a. The results of the analysis of HSP respondents

Jawaban tidak dapat diedit

### Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*

HELEN SEKAR PRALESTI

NPM \*

2001052005

1. I work my fingers to the bone to provide the best schools for my children.  
Aku memperkerjakan jariku sampai ke tulang untuk mendukung pendidikan terbaik anakku

2. I like doing business with him because he always goes the extra mile. \*  
Aku suka melakukan bisnis dengannya karena dia selalu bekerja ekstra

3. The two of them had been fast friends since college.  
mereka berdua sudah berteman sejak kuliah

4. I am good at keeping secrets, I will not spill the beans.  
Saya baik dalam menjaga rahasia, saya tidak akan membocorkannya

5. The new book by JK Rowling sold like hotcakes. \*  
Buku baru dari JK Rowling terjual habis seperti kue panas

6. Just your presence and smile is worth all the tea in china to me.  
Hanya kehadiran dan senyummu yang mampu mengalahkan semua teh dari china bagiku

7. after sani betrayed him, he was seeing red.  
Setelah sani mengkhianatnya, dia terlihat merah

8. please, go ahead. Take your time. Age before beauty. \*  
Silahkan, ambil waktumu. Kecantikan sebelum umur

9. He is as good as gold in writing articles.  
Dia emas yang baik dalam menulis artikel

10. I will talk to her if the time is ripe.  
Aku akan bicara padanya setelah waktunya sudah matang

Opsi 1

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b. The results of the analysis of the respondents DK

Jawaban tidak dapat diedit

### Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*  
Divia Khairunita

NPM \*  
1801071013

1. I work my fingers to the bone to provide the best schools for my children.  
Saya bekerja membanting tulang untuk menyediakan pendidikan terrain untuk anak saya.

2. I like doing business with him because he always goes the extra mile. \*  
Saya senang berbisnis dengannya karena dia orang yang bersedia untuk berusaha lebih.

3. The two of them had been fast friends since college.  
Mereka berdua merupakan teman setia sejak mereka berada di universitas.

4. I am good at keeping secrets, I will not spill the beans.  
Saya bisa menjaga rahasia dengan baik, Saya tidak akan membocorkannya.

5. The new book by JK Rowling sold like hotcakes. \*  
Buku karya JK Rowling terjual dengan sangat cepat

6. Just your presence and smile is worth all the tea in china to me.  
Hanya kehadiran dan senyuman darimu lah hal yang paling berharga untukku.

7. after sani betrayed him, he was seeing red.  
Setelah sani mengkhianatnya, dia terlihat selalu waspada.

4G 12.38 11.8 KBps

8. please, go ahead. Take your time. Age before beauty. \*  
Silahkan, duluan. Pelan-pelan saja. Orang tua didahulukan.

9. He is as good as gold in writing articles.  
Dia merupakan seseorang yang sangat baik dalam menulis artikel.

10. I will talk to her if the time is ripe.  
Saya akan berbicaranya kepadanya jika waktunya pas.

Opsi 1

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c. The results of the analysis of DIS respondents

Jawaban tidak dapat diedit

### Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*  
Desi indah s

NPM \*  
1801071009

1. I work my fingers to the bone to provide the best schools for my children.  
Aku bekerja keras untuk memberikan pendidikan yang terbaik untuk anakku.

2. I like doing business with him because he always goes the extra mile. \*  
Saya suka berbisnis dengannya karena dia selalu bekerja ekstra.

3. The two of them had been fast friends since college.  
Mereka berdua sudah bersahabat sejak kuliah.

4. I am good at keeping secrets, I will not spill the beans.  
Saya pandai menyimpan rahasia, saya tidak akan membocorkan rahasia.

5. The new book by JK Rowling sold like hotcakes. \*  
Buku baru karya Jk Rowling laris manis

6. Just your presence and smile is worth all the tea in china to me.  
Hanya kehadiran dan senyummu yang sepadan dengan semua teh di china untuk ku.

7. after sani betrayed him, he was seeing red.  
Setelah sani mengkhianatnya, dia terlihat marah.

8. please, go ahead. Take your time. Age before beauty. \*  
Please, ayo. gunakan waktumu. Usia sebelum kecantikan.

9. He is as good as gold in writing articles.  
Dia bagaikan emas dalam menulis artikel.

10. I will talk to her if the time is ripe.  
Saya akan berbicara dengannya jika waktunya sudah tepat.

Opsi 1

15/09/21 20.52 dikirimkan

#### d. Analysis results SM respondent

Jawaban tidak dapat diedit

### Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*  
Sella Martiani

NPM \*  
1801071049

1. I work my fingers to the bone to provide the best schools for my children.  
Saya bekerja keras untuk memberikan sekolah terbaik bagi anak-anak saya.

2. I like doing business with him because he always goes the extra mile. \*  
Saya suka berbisnis dengannya karena dia selalu bekerja ekstra.

3. The two of them had been fast friends since college.  
Mereka berdua berteman akrab sejak kuliah.

4. I am good at keeping secrets, I will not spill the beans.  
Saya pandai menyimpan rahasia, saya tidak akan membocorkan rahasia.

5. The new book by JK Rowling sold like hotcakes. \*  
Buku baru karya JK Rowling laris manis.

6. Just your presence and smile is worth all the tea in china to me.  
Hanya kehadiran dan senyummu yang sepadan dengan semua teh di Cina bagiku.

7. after sani betrayed him, he was seeing red.  
setelah sani mengkhianatnya, dia terlihat merah.

4G 4G 12:39 1.7 100%

8. please, go ahead. Take your time. Age before beauty. \*  
Tolong pergilah. Gunakan waktumu. Usia sebelum kecantikan.

9. He is as good as gold in writing articles.  
Dia sebagus emas dalam menulis artikel.

10. I will talk to her if the time is ripe.  
Saya akan berbicara dengannya jika waktunya sudah matang.

Opsi 1

15/09/21 22.09 dikirimkan

e. Evaluation analysis results FR respondent.

Jawaban tidak dapat diedit

## Evaluation of English Idiom Translation

Please, Translate the sentence below!

**\* Wajib**

Name \*  
Fatikhatur Rohmah

NPM \*  
1801071019

1. I work my fingers to the bone to provide the best schools for my children.  
Saya bekerja dengan jari-jari untuk tulang (keras) untuk memberikan sekolah terbaik bagi anak-anak saya.

2. I like doing business with him because he always goes the extra mile. \*  
Saya senang melakukan bisnis dengan nya, karena dia selalu bekerja ekstra.

3. The two of them had been fast friends since college.  
Mereka berdua telah berteman sejak kuliah.

4. I am good at keeping secrets, I will not spill the beans.  
Saya sangat bagus dalam menyimpan rahasia, saya tidak akan menyebarnya.

5. The new book by JK Rowling sold like hotcakes. \*  
Buku dari jk Rowling habis seperti kue panas.

6. Just your presence and smile is worth all the tea in china to me.  
Hanya kehadiran dan senyum mu adalah sudah membuat ku cukup dan bahagia.

7. after sani betrayed him, he was seeing red.  
Setelah Sani merusaknya, dia terlihat marah.

4G 4G 12.40 0.00 KB/dk

8. please, go ahead. Take your time. Age before beauty. \*  
Silahkan duluan, gunakan waktumu. Selagi belum tua.

9. He is as good as gold in writing articles.  
Dia yang terbaik dalam menulis banyak artikel.

10. I will talk to her if the time is ripe.  
Aku akan bicara kepadanya jika sempat.

Opsi 1

16/09/21 06.42 dikirimkan

☰ 🏠 ↶

f. The results evaluation analysis of the respondents SHN

Jawaban tidak dapat diedit

## Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*  
Shofiya Hikmatun Nazilah

NPM \*  
1801073002

1. I work my fingers to the bone to provide the best schools for my children.  
Saya bekerja keras untuk memberikan sekolah terbaik bagi anak-anak saya.

2. I like doing business with him because he always goes the extra mile. \*  
Saya suka berbisnis dengannya karena dia selalu bekerja ekstra.

3. The two of them had been fast friends since college.  
Mereka berdua sudah bersahabat sejak kuliah.

4. I am good at keeping secrets. I will not spill the beans.  
Saya pandai menyimpan rahasia, saya tidak akan membocorkan rahasia.

5. The new book by JK Rowling sold like hotcakes. \*  
Buku baru karya JK Rowling laris manis.

6. Just your presence and smile is worth all the tea in china to me.  
Hanya kehadiran dan senyummu yang sepadan dengan semua teh di Cina bagiku

7. after sani betrayed him, he was seeing red.  
setelah sani mengkhianatinya, dia terlihat merah.

8. please, go ahead. Take your time. Age before beauty. \*  
silakan, silakan. Gunakan waktumu. Usia sebelum kecantikan.

9. He is as good as gold in writing articles.  
Dia sebagus emas dalam menulis artikel.

10. I will talk to her if the time is ripe.  
Saya akan berbicara dengannya jika waktunya sudah matang.

Opsi 1

16/09/21 08.01 dikirimkan

g. The results evaluation analysis of LK respondent

Jawaban tidak dapat diedit

### Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*  
Laili Khusniawati

NPM \*  
1701070028

1. I work my fingers to the bone to provide the best schools for my children.  
Saya bekerja keras untuk memberikan pendidikan terbaik untuk anak-anak saya.

2. I like doing business with him because he always goes the extra mile. \*  
Saya senang bekerja sama dengan nya karena dia selalu bekerja dengan sungguh-sungguh.

3. The two of them had been fast friends since college.  
Mereka berdua sudah mudah akrab sejak masih kuliah.

4. I am good at keeping secrets, I will not spill the beans.  
Saya bagus dalam menjaga rahasia. Saya akan menjaga rahasia itu.

5. The new book by JK Rowling sold like hotcakes. \*  
Sebuah buku baru karangan JK Rowling terjual banyak.

6. Just your presence and smile is worth all the tea in china to me.  
Hanya dengan kehadiran dan senyumanmu saja sangat berarti besar untuk ku.

7. after sani betrayed him, he was seeing red.  
Setelah Sani mengkhianatnya, dia terlihat marah.

4G 4G 12.45 5.6 KB/s 27

8. please, go ahead. Take your time. Age before beauty. \*  
Gunakan waktumu sebaik mungkin untuk berusaha yang terbaik.

9. He is as good as gold in writing articles.  
Dia benar benar baik dalam menulis artikel.

10. I will talk to her if the time is ripe.  
Saya akan berbicara dengan nya jika waktu nya sudah tepat.

Opsi 1

17/10/21 12.14 dikirimkan

h. Resultevaluation analysis of WS respondent.

Jawaban tidak dapat diedit

### Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*  
Wulansari

NPM \*  
1701070151

1. I work my fingers to the bone to provide the best schools for my children.  
Saya bekerja keras untuk memberikan pendidikan terbaik untuk anak anak saya

2. I like doing business with him because he always goes the extra mile. \*  
Saya suka bekerja sama dengan dia karena dia selalu berusaha lebih.

3. The two of them had been fast friends since college.  
Mereka berdua telah menjadi teman yang setia sejak kuliah

4. I am good at keeping secrets. I will not spill the beans.  
Saya pandai menyimpan rahasia, saya tidak akan menceritakan kepada orang lain

5. The new book by JK Rowling sold like hotcakes. \*  
Buku baru karya JK Rowling laris manis

6. Just your presence and smile is worth all the tea in china to me.  
Hanya kehadiran dan senyummu yang sepadan dengan semua perjuangan bagiku.

7. after sani betrayed him, he was seeing red.  
Setelah sani mengkhianatnya , dia terlihat marah

4G 12.45 0.00

8. please, go ahead. Take your time. Age before beauty. \*  
Tolong pergilah. Gunakan waktumu. Sebelum tua

9. He is as good as gold in writing articles.  
Dia sangat bagus dalam menulis artiekl

10. I will talk to her if the time is ripe.  
Saya akan berbicara dengannya jika waktunya sudah tepat

Opsi 1

17/10/21 12.31 dikirimkan

☰ 🏠 ↶

i. the results evaluation analysis of AM respondent.

Jawaban tidak dapat diedit

## Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*  
Alfiatul Mayasari

NPM \*  
1701070165

1. I work my fingers to the bone to provide the best schools for my children.  
Saya bekerja keras untuk untuk memberikan sekolah terbaik bagi anak-anak saya.

2. I like doing business with him because he always goes the extra mile. \*  
Saya suka berbisnis dengannya karena dia selalu bekerja ekstra.

3. The two of them had been fast friends since college.  
Dua diantara mereka sudah berteman sejak kuliah.

4. I am good at keeping secrets, I will not spill the beans.  
Saya pandai menyimpan rahasia, saya tidak akan membocorkannya.

5. The new book by JK Rowling sold like hotcakes. \*  
Buku baru itu karya JK Rowling terjual dengan cepat.

6. Just your presence and smile is worth all the tea in china to me.  
Bagikunya kehadiran dan senyum yang setara dengan semua teh cina.

7. after sani betrayed him, he was seeing red.  
Setelah sani mengkhianatnya dia terlihat kecewa.

8. please, go ahead. Take your time. Age before beauty. \*  
Silakan pergi. Luangkan waktumu. Sebelum kecantikan pudar.

9. He is as good as gold in writing articles.  
Dia adalah penulis artikel yang baik layaknya emas.

10. I will talk to her if the time is ripe.  
Saya akan bicara dengannya jika waktunya sudah lapang.

Opsi 1

17/10/21 16.13 dikirimkan

j. The resultsevaluation analysis of KM respondent.

Jawaban tidak dapat diedit

## Evaluation of English Idiom Translation

Please, Translate the sentence below!

\* Wajib

Name \*  
khusnul mudliah

NPM \*  
1701070182

1. I work my fingers to the bone to provide the best schools for my children.  
saya bekerja keras untuk memberikan sekolah untuk anak anak saya yang terbaik

2. I like doing business with him because he always goes the extra mile. \*  
saya suka bekerjasama dengannya karena dia rajin

3. The two of them had been fast friends since college.  
mereka berdua telah menjadi sahabat sejak kuliah

4. I am good at keeping secrets, I will not spill the beans.  
saya pandai dalam menyimpan rahasia, saya tidak akan membeberkannya

5. The new book by JK Rowling sold like hotcakes. \*  
buku baru jk rowling terjual laris

6. Just your presence and smile is worth all the tea in china to me.  
hanyabhadir dan senyummu lah sesuatu yang takntermilai

7. after sani betrayed him, he was seeing red.  
setelah sani menghianatnya dia terlihat marah

4G 4G 12.47 0.4 MBps 87%

8. please, go ahead. Take your time. Age before beauty. \*  
silahkan maju terlebih dahulu, santai saja, yang tua lebih dulu

9. He is as good as gold in writing articles.  
dia sangat bagus salam menulis artikel artikel

10. I will talk to her if the time is ripe.  
saya akan bicara dengannya jika waktunya sudah tepat

Opsi 1

18/10/21 02.24 dikirimkan

☰ 🏠 ↶



## H. Result Respondent Questionnaire of English Idiom.

### questionnaire

Please, answer the following questionnaire honestly!

Name

Laili Khusniawati

NPM

1701070028

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

yes, I have

No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

yes

No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

Because English language is an foreign language, I don't know all of word in English language. Sometimes English idioms its really difficult to understand because the idioms sentence have a different meaning.

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

To overcome these problem, I read a book, I try to add my English vocabulary, I found that in English language and Indonesian language there are the idioms that have a same meaning, as like as "bagai pinang dibelah dua", so I try to learn Indonesian idioms too..

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Formulir

## questionnaire

Please, answer the following questionnaire honestly!

Name

Divia khairunita

NPM

1801071013

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

- yes, I have
- No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

- yes
- No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

because when I translate idioms it is not as easy as when I translate plain text, where I have to understand the context of the idiom before translating into Indonesian

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

increase practice \_\_\_\_\_

Konten ini tidak dibuat atau didukung oleh Google.

Formulir

## questionnaire

Please, answer the following questionnaire honestly!

Name

Helen Sekar Praesti

NPM

2001052005

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

yes, I have

No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

yes

No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

sometimes I have trouble understanding the meaning



6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

if it's difficult, sometimes I ask for a little help from google translate. hehe \_\_\_\_\_

Konten ini tidak dibuat atau didukung oleh Google.

Formulir

## questionnaire

Please, answer the following questionnaire honestly!

Name

Desi Indah Sari

NPM

180207009

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

- yes, I have
- No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

- yes
- No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

the translate is different, so its difficult for me

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

try to find out through the previous words, and guess the right meaning \_\_\_\_\_

Konten ini tidak dibuat atau didukung oleh Google.

Formulir

## questionnaire

Please, answer the following questionnaire honestly!

Name

Alfiatul Mayasari

NPM

1701070165

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

yes, I have

No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

yes

No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

Because translating English idioms need a special skill to understanding it.

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

If I have some difficulties so I will open the dictionary. \_\_\_\_\_

Konten ini tidak dibuat atau didukung oleh Google.

Formulir

## questionnaire

Please, answer the following questionnaire honestly!

Name

Sella Martiani

NPM

1801071049

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No



3. Do you have difficulty in translating English idioms into Indonesian? \*

yes, I have

No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

yes

No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

sometimes I don't understand some idiom that i was translate

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

trying to find a lot of reading to enrich my understanding of idioms, because I think this idiom is related to culture, so it is very difficult if we don't want to find out the culture first

Konten ini tidak dibuat atau didukung oleh Google.

Formulir

## questionnaire

Please, answer the following questionnaire honestly!

Name

khusnul mudliah

NPM

1701070182

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

- yes, I have
- No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

- yes
- No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

if i think difficult that is because My understanding of the idiom culture is lacking, so I just stick to a dictionary or google translate and the meaning is meant to be different

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

I try to understand the culture about the idiom to be translated, \_\_\_\_\_

Konten ini tidak dibuat atau didukung oleh Google.

Formulir

## questionnaire

Please, answer the following questionnaire honestly!

Name

Fatikhatun Rohmah

NPM

1801071019

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

- yes, I have
- No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

- yes
- No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

Because I translating the sentences word by word, so when all of them join it's weird word and sometimes not logic.

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

by learning and continuing to learn in order to understand both concepts, definitions and how to translate them.

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Formulir



## questionnaire

Please, answer the following questionnaire honestly!

Name

Shofiya Hikmatun Nazilah

NPM

1801073002

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

yes, I have

No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

yes

No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

Because sometimes the meaning is completely different

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

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or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

Maybe i have to study more about these, nd practice more \_\_\_\_\_

Konten ini tidak dibuat atau didukung oleh Google.

Formulir

## questionnaire

Please, answer the following questionnaire honestly!

Name

Wulansari

NPM

1701070151

1. Do you know about translating English idioms? \*

yes

No

2. Can you translate English idioms into Indonesian? \*

yes

No

3. Do you have difficulty in translating English idioms into Indonesian? \*

- yes, I have
- No, I don't have

4. If you can translate an English idiom into Indonesian, what is the sentence that your translate is rational? \*

- yes
- No

5. Why do you think you have difficulty in translating English idioms into Indonesian?

Because i dont have many vocab

6. Of the seven translation procedures according to Newmark, at which stage did you experience difficulties?(Procedure for translation according to Newmark are:1. Looking for the same description in the target language,2. Replacing the image contained in the source language with the standard image in the target language,3. Translate idioms using similes,4. Translating idioms with similes and then given explanations,5. Changing the idiom with its true meaning or sense,6. Delete some idioms that already have meaning,7. Combining idioms with sense.) \*

1

2

3

4

5

6

7

or some of these numbers, please mention!

Yang lain: \_\_\_\_\_

7. How do you overcome these difficulties?

Learn vocab \_\_\_\_\_

Konten ini tidak dibuat atau didukung oleh Google.

Formulir



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-0651/In.28.1/J/TL.00/03/2021  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
Kepala SMK DARUL AMAL METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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


Nama : **RIMA IKLYMA**  
NPM : 1701070045  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF IDIOM TRANSLATION STRATEGIES IN HARRY POTTER BY J K ROWLING

untuk melakukan *pra-survey* di SMK DARUL AMAL METRO.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Maret 2021  
Ketua Jurusan  
Tadris Bahasa Inggris

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



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS**  
**TARBIYAH DAN ILMU KEGURUAN**  
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung34111

**SURAT KETERANGAN**

Nomor : B-1179/In.28.1/J/PP.00.9/04/2021

Assalamualaikum, Wr. Wb.

Yang bertanda tangan di bawah ini :

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

Menerangkan bahwa :

Nama : Rima Iklyma  
NPM : 1701070045  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan Pra-survey dengan judul ***"An Analysis of Idiom Translation Strategies in Harry Potter By J.K Rowling"*** 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, 8 April 2021  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M. Pd**  
NIP. 197506102008011014





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Nomor : B-3493/In.28.1/J/TL.00/09/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Syahreni Siregar (Pembimbing 1)  
Syahreni Siregar (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **RIMA IKLYMA**  
NPM : 1701070045  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : An Analysis of the students difficulties in Translating Idioms from English to Indonesia

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 01 September 2021  
Ketua Jurusan,



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



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**SURAT TUGAS**

Nomor: B-3732/In.28/D.1/TL.01/09/2021

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

Nama : **RIMA IKLYMA**  
NPM : 1701070045  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di JURUSAN TBI IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN TRANSLATING IDIOMS FROM ENGLISH TO INDONESIA".
  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.

Mengetahui,  
Pejabat Setempat

Dikeluarkan di : Metro  
Pada Tanggal : 21 September 2021

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Nomor : B-3731/In.28/D.1/TL.00/09/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KETUA JURUSAN TBI IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3732/In.28/D.1/TL.01/09/2021,  
tanggal 21 September 2021 atas nama saudara:

Nama : **RIMA IKLYMA**  
NPM : 1701070045  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di JURUSAN TBI IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN TRANSLATING IDIOMS FROM ENGLISH TO INDONESIA".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 September 2021  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT KETERANGAN**

Nomor: B-4600/In.28.1/J/TL.00/11/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd  
NIP : 19871102 201503 1 004  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : RIMA IKLYMA  
NPM : 1701070045  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul "**AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN TRANSLATING IDIOMS FROM ENGLISH TO INDONESIA**" 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, 18 November 2021  
Ketua Jurusan TBI



Andianto, M.Pd  
NIP.19871102 201503 1 004





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www.tarbiyah.metrouniv.ac.id

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

Nama : Rima Iklyma  
NPM : 1701070045

Jurusan : Tadris Bahasa Inggris (TBI)  
Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 14/2021 6		1. Untuk research question ditambah 2. Enrich the theory in chapter 2 3. Elaborate in chapter 3 how to analyze the data later on 4. Lampirkan representasi 5. Baca buku panduan skripsi dari P3M	
2.	Senin 21/2021 6		1. Penelitian kurang tepat jika di smk, dan diganti di kampus perguruan tinggi 2. Research question yg no 2 diganti sesuai dg tujuan. 3. apa kontribusi dg teaching and learning. 4. selaskan pada Background of study tentang bagaimana nanti melakukan Penelitian dimasa pandemi.	
3.	Senin 28/2021 6		1. ACC Chapter 1, 2, and 3	

Mengetahui,  
Ketua Jurusan TBI

**ANDIANTO, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing I,

**SYAHRENI SIREGAR, M.Hum**  
NIP. 197608142009122004



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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www.tarbiyah.metrouniv.ac.id

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

Nama : Rima Iklyma

Jurusan : TBI

NPM : 1701070045

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Senin/ 13 September 2021		ACC APD	

Mengetahui,  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing,

**Syahreni Siregar, M.Hum.**  
NIP. 197608142009122004



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:  
www.tarbiyah.metrouniv.ac.id

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

Nama : Rima Iklyma

Jurusan : TBI

NPM : 1701070045

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Senin/ 8 November 2021		<ol style="list-style-type: none"><li>1. Perbaiki keywords yg ada di abstract sesuaikan dengan variable yg ada di judul jangan tumpang tindih.</li><li>2. Rapikan di bab 4 data jawaban responden letakkan di appendix saja, jelaskan saja kesimpulan atau bagian2 penting dari data tersebut. Jadi tidak terlalu ramai di bab 4.</li><li>3. Tidak perlu semuanya dibuat grapik, yg point2 pentingnya saja. Jadi gak keramain grapik di bab 4 mu.</li><li>4. Hasil interview dijelaskan juga di bab 4, tapi kesimpulan setiap pertanyaan. Kalau keseluruhannya letakkan di appendix.</li><li>5. Terakhir rapikan lagi keseluruhannya, baik penulisan maupun grammarnya.</li></ol>	

Mengetahui,  
Ketua Jurusan TBI

**Andrianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing,

**Svahreni Siregar, M.Hum.**  
NIP. 197608142009122004





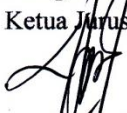
**KEMENTERIAN AGAMA**  
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www.tarbiyah.metrouniv.ac.id

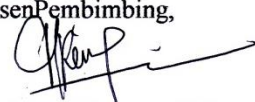
**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Rima Iklyma  
NPM : 1701070045

Jurusan : TBI  
Semester : IX / 2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Senin/ 22 November 2021		<ol style="list-style-type: none"><li>1. Perbaiki penulisan penulisan berikut: Students' difficulty, English bukan English, In teaching bukan on teaching.</li><li>2. Perbaiki pengetikan daftar pustaka silahkan baca buku panduan penulisan skripsi dari lppm.</li><li>3. Cermati masukan saya sebelumnya terutama yang saya lingkari.</li><li>4. Kenap female semua? Ambil beberapa yang male biar tidak bias.</li></ol>	
	Senin/ 29 November 2021		ACC Chapter 4 dan 5	

Mengetahui,  
Ketua Jurusan TBI  
  
**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing,  
  
**Svahreni Siregar, M.Hum.**  
NIP. 197608142009122004





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---

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Rima Iklyma  
NPM : 1701070045  
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 3 Desember 2021

Ketua Jurusan TBI

**Andianto, M.Pd**

**NIP: 1987 1102 201503 1 004**



**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  
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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1179/In.28/S/U.1/OT.01/11/2021**

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

Nama : RIMA IKLYMA  
NPM : 1701070045  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070045

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 November 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002

## H. Documentation of interview with Respondent



Picture 6.1 Interview With LBP



Picture 6.2 Interview With HSP



Picture 6.3 Interview With FR



Picture 6.4 Interview With SM



Picture 6.5 Interview With AS



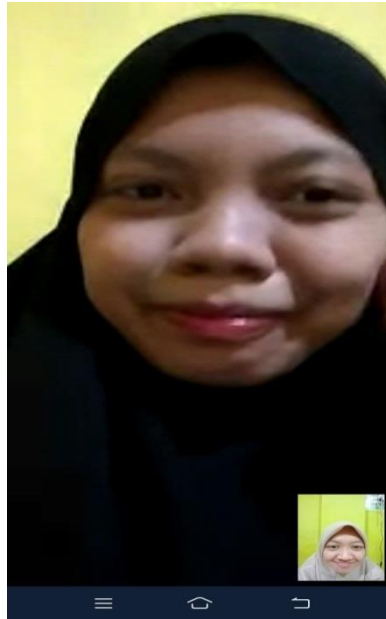
Picture 6.6 Interview With DK



Picture 6.7 Interview With SHM



Picture 6.8 Interview With DI



Picture 6.9 Interview With LK



Picture 6.10 Interview With W

## **BIOGRAPHY**



The author's name is Rima Iklyma. Born on July 5, 1998 in Gunung Sari, Kec. Terusan Nunyai, Kab. Lampung Tengah.

The author is the second of five children, from Mr. Uci Sanusi and Mrs. Nunung Suryani. The author first entered SD Negeri

01 Wonokerto, Tulang Bawang Tengah, Tulang Bawang Barat in graduating in 2011. In the same year the author continued his education at SMPN 01 Tulang Bawang Tengah, Tulang Bawang Barat and graduated in 2014. After graduating from junior high school, The author continued his education at MA Darul A'mal, Metro and graduated in 2017. And in 2017 he was registered as a student at IAIN Metro, Faculty of Tarbiyah and Teacher Training, Department of English and graduated in 2021.