# CHAPTER 1

# INTRODUCTION

## 1.1 Background of the Study

Language is a communication tool, especially when it is used to interact between one person to another person. The importance of the languages almost cover all areas of life, because someone who experience, feel, and think can know with others. They have to master both oral and written.Without languange, people cannot interact and communicate with others. Fromkin et al (2009:4) stated that when a person knows a languange, he can speak and be understood by others who know that languange. People must learn not only their mother tongue which only roles in the area where they live. There are many languages in the worlds. Languange that used by most people around the world is English.

English is one of the languages in the world. English becomes the international language because English is used as the tool of communication in getting trademark, social cultural, education and politics. English is needed in job, profession, education, program, products. Because of the reasons, English exist in Indonesia.

Every country has its own language and culture. The gap between two languages and cultures of two different countries often become a problem in communication. As a medium of communication, translation has become an important activity to bridge these differences. People receive much information from different countries in various languages which are translated into

their own language. Therefore, transferring is considered as one of the most important ways to bridge for all people around the world.

Translation is usually learned by people who learn foreign language. Translation plays a vital role in transferring of information from one linguistic code into another. Translation is as the process of transferring the meaning of the source language into the target language such as English into Indonesia into English translation.It requires a translation to deliver the message to be acceptable and readable for all people which naturally.

Translation is not easy because every language has its own rules in phonetic, structure, and word. In translating text, sometimes the translator finds problems of nonequivalence in the text. Translation is a craft consisting in the attempt to replace a written message and / or statement in one language by the same message and/or statement in another language ( Newmark 1981. P. 7). Translation consist of the studying the lexical, grammatical, structure, communication situation and culture context of the source language text. Analyzing it in older to determine its meaning; and the reconstructing the same meaning using the lexical and grammatical structure which appropriate in the receptor language and its cultural language.

Generally speaking, translation strategies are problemsolving tools which translators make use of them when they face problems. Lorscher (1991, P76) in Sadeghi &Farjad (2014:249) defines translation strategy as a "a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language to another. There are four strategies that can used to translate idioms namely : using and idiom of similiar meaning and form, using and idiom of similiar meaning but dissimiliar form, translation by paraphrase, translation by omission, Mona Baker (1992, p.72-77).

There are different definitions and categorizations for translation strategies by different scholars. Lorscher (1991, p76) in Sadeghi and Farjad (2014:249), defines translation strategy as "a potetially conscious procedure fo the solution of a problem which an individual is face with when translating a text segment from one language to another". The most recommend translation strategy for idioms is translating them with a natural target language idiom which has the same meaning as the original source language idiom.

Idioms are multi-word expressing which cannot be understand literary even if we know the meaning of the words in pharases and the grammar of the phrases. One idiom might have diffrent concept in diffrent languages. They might diffrent function in different discourse in text or interactions. According to langacher (1968,p.79) in Sadeghi and Farjad (2104:249) "an idioms is a kind of complex lexical item. It is a phrase whose meanning cannot be predict from the meanings of the morpheme it comprises".

Idiom have significant characteristics which make them differentiable and recognizable from other words and expressions. According to Mona Baker, idiom are fix expression which allow little or no variation in form. She explains some action which cannot be done by idiomatic expression : change the order of words in it, delete a word from it, replace a word with another, change its grammatical structure Mona Baker (1992, p.63).

Based on the writer's experience when doing teaching practice program (PPL), the writer found that most students are difficult to get the real meaning or message while translating what the teacher said. The students also had problems to translate idiom in the sentence or a paragraph when the teacher asked them to translate. The students felt confuse and difficult when applied the mother tongue of the first languange stucture to english structure which is different from the

native languange when translate Indonesia into English because grammar rules in indonesia is different with grammar rules in English. Most of the students made some strategies in their translation especially translating idiom. It because they are lacks of knowledge in translating idiom. Whereas, translating idiom is very important for students to get the accurate meaning in the message.

Many students do not translate something well because they do not understand what they translate and they always do many strategies used by students when they translate something. The writer thinks it is important to do the research because it is useful for the students to have a skill not only in those basic skills, but also the skill in translation. It is necessary for the students. If they have the skill in translation, especially in translating idiom. The issue will be discussed on my paper with the title "An Analysis of Translation Strategies Used by Students in Translating Idioms at The Second Grade in SMK SWASTA NEGERI 5 MEDAN.

## 1.2 The Problem of Study

Based on the statement above the writer would like to formulate the problem of the research as follows.

"What arethe translation strategies used by the students in translating idioms?".

## 1.3 The Objective of Study

The objective of the research is to know the translation strategies used by students in translating idiom.

## 1.4 The Scope of Study

Based on the problem of the study, this study is focused on analyzing of translation strategies used by students in translating idioms. The writer  wants to know what are the

translation strategies used by students in translating idiom. The writer uses a theory from Mona Baker(1992). There are four strategies that can used to translate idioms namely using and idioms of similiar meaning and form, using and idioms of similiar meaning but dissimiliar form, translation by phrases, translation by omission.

## 1.5 The Significances of Study

The significance of the study is presented as follows.

a. Theoretical Significance

The findings of the study are expected to give some positive contributions to the study of translation, especially in translating idioms.

b. Practical significance

1. For the students, this study can be a references to give more information how to use translation strategies in translating idioms,

2. The English teachers, the result of this researchcan be useful as an additional information to analyze the translation strategies used by students in translation idiom,

3. For the others researchers, this finding can be used as basic information or as a references and also a comparison in conducting similiar research about translation strategies used by students in translating idiom.

## CHAPTER II

## REVIEW OF LITERATURE

### 2.1 Theoretical Framework

Theoritical framework is present to give clear concept to the application of the study. A researcher consider as a scientific way to discover new fact to get more information. In the field doing research, it is very important to clarify all terms that related to the study in order to have the same perspective of the implementation in the field. The term function to give a concept that is specifically mean in the particular context. In this case, the writer is going on eleborate the terms those are important for the purpose of this study.

### 2.2 Translation

Translation has been defined in many ways by different writers in the field, depending on how they view language and translation. According to Wills in Choliludin (2007:3) in Eva (2012:7) translation is a procedures which lead from a writer source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator by the original text. Nida and Taber (1982:12) in Eva

(2012:7) say that translating consist in the reproducing in the receptor language the closes natural equivalent of the source language message, firtsly in the term of the meaning and secondly and term of the style. Both definition above imply that translation involves two language : the source language (TL) The target or receptor language (TL or RL), and that and act of translating is an act or reproducing the meaning of the SL text into that of the TL text.

Catford (1965:20) states that translation may be defined as the replacement of textual material in one language (SL) by equivalent textula material in another language (TL). Similar definition is also mentioned by Laqrson (1984 : 3). He says that translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the firs language to the form of the seconds language by way of semantic structure. It is meaning which is being transferre and must be hold constant. Only that from changes.

Translation is a process of substituting a source language text by a target language text with preserving the meaning and content of the original text a possible as it is. According to the Bell (1991: Xv) in sandeghi and farjad (2014 : 246), the goal of translation is " the transformation of a text originally in one language into equivalent text in a different language retaining, as far as possible, the content of the message and the formal features and functional rules of he original text," according to him total equivalent between asource language text and its translation is something that can never be fully achieve (ibid : 6) in Sadeghi and Farjad (2014:246).

Translation is an effort of finding equivalent meaning of atext into the second language. We emphasis meaning equivalent since in translations meaning is the object to be render from

the source language text into the target language text. In this case, treanslator is face with text as units of meaning in the form of sets of word or sentences, Nugroho (2005:1).

The main question in translation is of meaning which always appear in the process of translation, not translation as a product of the process. Translating atext from the source text (ST) must consider the closest natural equivalent meaning.

Meaning is classified into kinds, referential meaning an connotative meaning. A translator must be aware of which meaning is possibility intended by the author. Beside, it should also be paid attention on the components embedded in a cewrtain unit of meaning. By understanding the components of meaning of the source language expression a translator can make the best decision related on the componenents.

### 2.2.1 Types of translation

Catford (1965:21-25) in Eva, (2012 :8) makes categories of translation in terms of extent, levels, and ranks. Based on the extewnt, he classifies translation into full and partial translation. On the levels of translation, here are totals and restricted translation and on the ranks there are rank bounds and unbounded translation. In full translation, the entire text is submitted to the translation process, that is every part of the source language text is replaced by the target language text material. In partial translation, some part of the source langauge text are left an translated. They are simply transferred to the target langauge text. Total translation means that of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology or graphology by non equivalent TL phonology or Graphology. While restricted translation means the replacementof SL textual material by equivalent TL textual material at

onlyt one level, that is translation performed only at the phonological or at graphologicallevel, or at only one of the two levels of grammar and lexis.

Based on the purpose of translation , Brislin (in Choliludin, 2007:26-29) in eva ( Eva 2012 : 10), categorizes translation into these following types.

a. Pragmatic Translation

It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the sources language form. It is not concerned with other aspects of the original language version.

b. Aesthetic-poetic translation

This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message. The examples ofthis type are translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

c. Ethnographic Translation

The pupose of ethnographic translation is to explicate the cultural context of the source language and target language version. Translators have to be sensitive to the way the words are used and must know how the word fits into cultures.

d. Linguistic translation

This is concerned with equivalent meanings of the constituentr morphemes of the source language and grammatical form. The example is the language is a computer program and machine translatio. Brislin says that in Eva (2012: 11) based on the kinds of the texts to be translated , there are to types of translation namely factual and literary translations. Factual translation refers to translating to convey information with precision, without involving the emotions or feelings of the translators but only based on the real facts such as translating scientific fields, reports, newspaper, etc. Literary translation refers to the translation of art works. In this kind of translation, the translators involves his or her emotion or feeling and it tends to be subjective, for example the translation of poems, drama, novels,etc.

According to Larson (1984:15) in Eva (2012:11) translation is classified into two main types, namely form-based and meaning-based translation. Form-based translation attempts to follow the form of source language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation. Larson(1984 :116) in Eva (2012:12) says that idiomatic translations use the natural forms of the receptor language both in the grammatical construction and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptorlanguage. Therefore, a good translator will try to translate idiomatically. In practice, however, it is hard to consistently translate idiomatically or literally. These translation are often amixture of literal and idiomatic forms of language.

Generally, translation is a process of rendering meaning, idea, or message of atext from one language to other language. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, of messages of the translation. It means that it is an im portant thing to consider whether the readers of the targettext accept equivalent information as the readers of the source text do.

Translation is not marely concerning or meaning as a unit of lexical meaning. The process of rendering meaningf involves same aspects as diction, grammatical structures, communication setting, and cultural context of the source text. Meaning of the source and target texts must be equivalent.

The meaning equivalence is involved by, at least, language. The system of rules in one language, which different from another language, will have rolew for the translator in his or her decision making in the process of translation. For example, in this case is the process of translation which involves indonesian and English language, both language have different system on the structure of noun  phrase. Noun phrases of English usually follow the structure of modifier + noun head. While that of Indonesia language follow the rule of D-M (diterangkan-menerangkan) where modifier comes after noun head. To clarify this fact, this comparison can be the example. The english phrase " a beautiful girl" is translated into "seorang gadis cantik" in Indonesia Language.

Meaning of a phrase in one language cannot always be translated in the way as the example above. The Indonesia phrases "kambing hitam" is not always translated as "black goat" in English Language. If it mean 'a goat which is black', the phrase can be translated as 'a black

goat'. However, if it has a specific meaning 'a person who is blamed for something that someone else has done', it will be equivalent with the English phrases 'scapegoat'.

### 2.2.2 Translation Strategies

The term strategy is often said similar to the term technique. In some ways it can be called similiar because some experts use these terms with the same purpose. For example, Mona Baker says that she proposes some strategies to translate idiomatic expression, where as Andrejs Veisberg 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 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 the best in order to reach the goals. Based on many experts in translation, there are many translation strategies to translate a text. Every translator uses different ways. Furthermore, there are kinds of expressions such as idioms and proverbs which are the products of culture. Idioms in one language probably have different forms in other languages. It may have distinctive form but the same meaning. The way in which an idiom can be translated into another language depends on many factors, such as the availability of an idiom with a similiar meaning, the significance of the the specific lexical items which constitute the idiom, and the appropriateness of using idiomatic language in a given register in the target language. Mona Baker (1992:72) proposes some strategies that can be used to translate idioms.

1.  Using an idiom of similiar meaning and form

This strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source-language idiom and, in addition, consists of equivalent lexical items. This kind of match can only occasionally be achieved.

2. Using an idiom of similar meaning but dissimiliar form

It Is often possible to find an idioms or fixed expression in the target language which has a meaning similiar to that of the source idioms or expression, but which consist of different lexical items.

3. Translation by phrases

This is by far the most common way of translating idioms when a match cannot be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target language.

4. Translation by omission

As with single word, an idiom may sometimes be omitted altogether in the target text. This may be because it has no close match in the target language, its meaning can be easily paraphrases, or for stylistic reason.

a. SL idioms match by TL idioms :

1). Convergence  (identical of word level)

2). Equivalence (differing at word level)

b. SL idiom match by other TL lexemes

    1). Single word matches

    2). Formula (non-metaphorical multi-word matches)

    3). Free form (encyclopedic menings)

One strategy which cannot be adequately illustrated, simply because it would take up a considerable amount of space, is the strategy of compensation. Briefly, this means that one may either omit or play down a feature such as idiomaticity at the point, where it occurs in the source text and introduce it elsewhere in the target text. This strategy is not restricted to idiomaticity or fixed expressions and may be used to make up for any loss of meaning, emotional force, or stylistic effect which may not be possible to reproduce directly at a given point in the target text.

One of the methods he proposes in a word rendering of idioms :

1. By translating an idioms with an equivalent idioms.
2. Word for word.
3. With an explanatory everyday expression (normaluttryck).
4. An everyday expression (normaluttryck) is translated by using an idiom.

The translating procedures, as depicted by Nida (1964) in Ordudari (2010 : 2) are as follow :

    I.    Technical Procedures:

        a. Analysis of the source and target language.

        b. Through study of the source language text before making attempts translate it.

        c. Making judgments of the semantic and syntactic approximations.

II.     Organizational procedures

Constant revaluation of the attempt made; contrasting it with the existing available translation of the same don't by other translator, and checking the text's communicative effectivenesss by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions.

Newmark (1988, p45-47) mentions the difference between translation methods and translation procedures. He goes on to refer to the following methods of translation:

1. Word-for word translation : this is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context.

2. Literal translation : The SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

3. Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structure.

4. Semantic translation : which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text, comprornising on meaning where appropriate so that no assonance,word-play or repetition jars in the finished version.

5. Adaptation : which is the freest from of translation, and is used mainly for play (comedies) and poetry ; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text is rewritten.

6. Free translation : it reproduces the matter without the manner, or the content without the form of the original.

7. Idiomatic translation : it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original.

8. Communicative : it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of languange. The following are the different translation procedures that Newmark (1988, p81-93) processes :

1. Transference : it is the process of transferring a SL word to a TL text as a translation procedure. The following are normally transferred : names off all living, names of periodicals and newspaper, and names of private companies and institutions.

2. Naturalization : it adapts the SL word first to the normal pronounciation, then to the normal morphology of the TL.

3. Cultural equivalent : it means replacing a cultural word in the SL with a TL one, however, "they are not accurate".

4. Functional equivalent : it applied to cultural words, requires the use of a culture-free word, sometimes with a new specific term; it therefore neutralises or generalises the SL word.

5. Descriptive equivalent : in this procedure the meaning  of the cultural bound term is explained in several words,

6. Componential analysis : it means "comparing an SL word with a TL word

Which has a similar meaning but is not obvious one-to-one equivalent, by demonstrating first their common and than their differing sense components.

7. Synonym : it is used for a SL word where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality.

8. Through-translation : it is the literal translation of common collocations, names of organisations and the components of compound. It can also be called *calque or loan translation.*

9. Shifts or transposition : it is a translation procedure involving a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when an specific SL structure does not exist in the TL, (iii) change of an an SL verb to a TL word, (iv) change of an SL noun group to a TL noun.

10. Modulation : it occurs when the translator "normally uses the official or the generally accepted translation of any institutional term.

11. Recognized translation : it occurs when the translator normally uses the official or the generally accepted translation of any institutional term.

12. Translation Label : it is a provisional translation, usually of a new institutional term, which should be made in inverted commas, which can later be discreetly withdrawn.

13. Compensation : it occurs when loss meaning, sound effect, metaphor ore pragmatic effect in one part of a sentence is compensated in another part or in contiguous sentence.

14. Componential analysis : it is the splitting up of a lexical unit into its sense components, often one-to-two or four translation.

15. Reduction and expansion : they are (i) SL adjective of substance plus general noun, TL noun, (ii) for expansion, a not uncommon shift, often neglected, is SL adjective, English TL adverb plus past participle, or present particple plus object.

16. Paraphrase : it is an amplification or explanation of the meaning of the segment text. It is used in an 'anonymous' text.

17. Other procedures : vinay and Darbelnet also give ; (i) equivalence, it is simply reffering to notices, familiar alternatives, phrases and idiom in other words, (ii) adaptation, use of recognised equivalent between two situations.

18. Couplets : it occurs when the translator combines two different procedures.

19. Notes, Additions, Glosses : notes are additional information in a translation.

Graedler (2000:3) in Ordudari (2010:4) puts forth some procedures of translating cultue-specific concepts :

1. Making up a new word.

2. Explaining the meaning of the SL expression in lieu of translating it.

3. Preserving the SL term intact.

4. Opting for a word in the TL which seems similiar to or has the same "relevance" as the SL term.

Defining culture-bound term as which " refer to concept, institutions and personnnal which specific to the SL culture" (P.2), Harvey (2000:2-6) in Ordudari (2010:4) puts forward the fdollowing four major techniques for translating culture-bound terms :

1. Functional Equivalence : it means using a referent in the TL culture whose functions is similiar to that of the source languange (SL) referent. As Harvey (2000:2) in Ordudari

(2010 : 4) writes, authors are divided over the merits of this technique, "while Sarcevic (1985:131) in Ordudari (2010:4) asserts that it is "misleading and should be avoided".

2. Formal equivalence or "linguistic equivalence" :it means a 'word-for-word' translation.

3. Transcription or 'borroeing' (i.e reproducing or, where necessary, tranns literating the original term) : it stands at the far end of SL-oriented strategies. If the term is formally transparent or is explained in the context, it may be used alone. In other cases, particularly where no knowledge of the SL, by the reader is presumed, transcriptions is accomanied by an explanation or a translator's note.

4. Descriptive or self-explanatory translatio : it uses generic ter (not culture-bound terms) to convey the meaning. It is appropriate in a wide variety of contexts where formal equivalence is considere insufficiently clear. In a text aimed at a specialized reader, it can be helpful to add the original SL term to avoid ambiguity.

Leppihalme (1997:79) in Ordudari proposes another set of strategies for translating the proper name allusions :

i.     Retention of the name:
    a. Using the name as such.
    b. Using the name, adding some guidance.
    c. Using the name, adding a detailed explanations, for instance, a footnote.

ii.    Replacement of the name by another :
    a. Replacing the name by another SL name.
    b. Replacing the name by a TL name.

iii.   Omission of the name :

iv.     Omitting the name, but transferring thesense by other means, for instance by a common noun.

v.      Omitting the name and allusion together.

Moreover, nine strategies for the translation of key-phrase allusions are proposed by Lepphihalme (1997:82) in Ordudary (2010:7) as follows :

i.      Use of standart translation.

ii.     Minimum change, that is a literal translationwithout regard to connotative or contextual meaning.

iii.    Extra allusive guidance added in the text.

iv.     The use of footnotes, endnotes, translator's notes and other explicit explanations not supplied in the text but explicitly given as additional information.

v.      Stimulated familiarity or internal marking, that is, the addition of intraallusive allusion.

vi.     Replacement by a TL item.

vii.    Reduction of the allusion to sense by rephasing.

viii.   Re-reactions, using a fusion of techniques: creative constructions of a passage which hints at the connotations of the allusion or other special effects created by it.

ix.     Omission of the allusion

## 2.3 Idioms

An idiom is an expression that is a term or phrase whose meaning cannot be deduced from the literal definitions and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use. In linguistic idioms are widely assumed to be

figure of speech that contradict the principle of compositionally, however, this has shown to be a subject of debate. It may be better to refer to idioms, word collocated together happen to become fossilized, becoming fixed over time. This collocation word commonly used in a group changes the definitions of each of the words that exist, As an expression, the word group becomes a team so to speak.

In the English expression to kick the bucket, for example, a listener knowing only the meaning of kick and bucket would be unable to deduce the expression's actual meaning, which to die. Although it can refer literally to the act of striking a specific bucket with a foot, native speaker rarely use it way, It cannot be directly translated to another language.

Idiom hence tend to confuse those not already familiar with them, student of a new language must learn its idiomatic expression the way the learn it's another vocabulary. In fact many natural language words have idiomatic origins, but have been sufficiently assimilated so that their figurative sense had been lost.

An idiom is generally a colloquial metaphor a term which requires some foundational knowledge, information, experience, to use only within a culture where parties must have common reference. Idioms are therefore not considered a part of the language, but rather a part of the culture. As cultures are typically localized, idioms are more often not useful for outside of that local context. However some idioms can be more universally used than others, and they can be easily translated, metaphorical meaning can be more easily deduced.

The most common idiom can have deed roots, date back many centuries, and be traceable across many language, many have translations in other languages and tend to become international.

While many idioms are clearly based in conceptual metaphor such as "time as a substance", "time as a path, "love as war" or "up as more" the idioms themselves are often not particularly essential, even when the metaphor themselves are, For example, "spend time", bottle the sexes", and "black in the day" are idiomatic based in essential metaphor, but one can communicate perfectly well with or without them.

Idioms are found in almost every language. Some idoms are very cultural specific. To define an idiom is very difficult task. By understanding origins, a translator can translate it easily. A little knowledge of background story keeps it in mind for every long time and can be used according to the situation and context. That idiom are strings of word whose meaning is diverse from the meaning which is expressed by the individual words. As idioms cannot be translate literally because meaning cannot be the understood by their constituents.

Carter (1993:65) in Eva (2012:22), defines idioms as special combinations with restricted forms and meanings that cannot be deduced from the literal meanings of the words which them up. Accordingly, an idiom is learned and used as a single unit. It should not be analyzed in to it constituents, it is unchangeable and always carries figurative meaning. 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 context.

According to Mona Baker (1992: 63) An idiom such as *bury the hatchet* ('to become friendly again after a disagreement or a quarrel') or *the long and the short of it* ('the basic facts of the situation') allows no variation in form under normal circumstances. Unless s/he is consciously making a joke or attempting a play on words, a speaker or writer cannot normally do any of the following with an idiom:

1. Change the order of the words in it

2. Delete a word from it

3. Add a word to it

4. Replace a word with another

5. Change its grammatical structure

### 2.3.1 Kinds of Idioms

These idioms have a very close meaning to that of literal one. Hence, transparent idioms are usually not difficult to understand and translate, because their meaning can be easily inferred from the meanings of this constituent, both components have a direwct meaning but the combination acquires figurative sense

Example :to see the light = to understand.

a. Semi Transparent Idioms

The idiom usually carries a metaphorical sense that could not be known only through common use i.e., the meaning of its parts has a little role toplay in understanding the entire meaning. Example : break the ice = relieve the tension.

b. Semi-Opaque Idioms

This type refers to those idioms in which figurative meaning is not joined to that of the constituent words of the idiom. Thus, the expression is seperated in two parts; a part with a literal meaning, and another part with a figurative sense. Phraseological unities be long this category.

Example :to know the ropes = to know how a particular job should be done to pass the buck = to

pass resposibility.

c. Opaque Idioms

Opaque idioms are the most difficult type of idioms, because the meaning of the idioms is never that of the sum of the literal meaning of its components, because of the presence of items having cultural references. The culture-specific items haver a great influence on the comprehensibility of idioms expressions.

Example : the  burn one's boat = to make retreat impossible.

Kick the bucket = to die.

d. Pure Idioms

Apure idioms a type of conventionalized, non-literal multiword expression whose meaning cannot be understood by adding up the meaningfs of the word that makes up the phrase. For example the expression spill the beans is a pure idiom, because it real meaning has nothing to do wits beans.

e. Semi Idioms

A semi-pure, on the other hand, has at least one literal element and one with a non literal meaning. For example foot the bill (i.e, pay) is one example of a semi-idioms, in which foot is the non-literal element, where as the word bill is used literally.

f. Literal Idioms

Literal idioms, such as on foot or on the contrary are semantically less complex than the other two, and therefore easier to understand even if one is not familiar with these expressions.

g. Idetional Idioms

Idetional idioms either signify message content, experiential phenomena including the sensory, the affective, or they characterize the naturew of the message. The expressions may describe :

1. Actions (tear down, spill the beans)

2. Events (turning point)

3. Situation (be in a pickle)

4. People and things ( a red herring)

5. Attributes (cut-and-dried)

6. Evaluations (a watched pot never boils)

7. Emotions (green with envy).

h. Interpersonal Idioms

Interperonal idioms on the other hand, an interactional function or they characterize the nature of the message, for instance, initiate or keep up and interaction between people and maintain politeness Fernando (1996:3), in Titone, A. Debra and Cynthia (1999). These expressions include :

1. Greetings and farewells (good morning)

2. Directives (let's face it)

3. Agreement (say no more)

4. Feelers "which elicit opinios (what do you think?)

5. Rejections (come of it)

i. Relational Idioms

Distinguish relation idiom, which ensure that the discourse is cohesive and coherent. Examples of relational idioms are on the contrary, in addition to and on the other hand.

j.  Idioms of Enconding

Idioms of encoding are those idiosyncratic lexical combination that have transparent meanings. This type idiom could be best recognized through making a comparison between different languages  by the use of proper preposition.

k.  Idioms of Deconding

Idioms of deconding refer to those enconding and misleading lexical expression whose interpretation could not be figured out by using only independently learned linguistic conventions.

Lim (2004: i) in Eva (2014:24) says that generally speaking, English idioms consist of the following six types :

a.  Phrasal verb, as in *call on, put off, do away with,*

b.  Prepositional phrases, as in a nutshell, from time to time,

c.  Idioms with verbs as a keywords, as in come in handy, fight shy of, leave much to be desired,

d.  Idioms with nouns as keywords, as a blessing disguise, child's play, put for thought,

e.  Idioms with adjectives as a keywords, as in cold comfort, wishful thinking, plan sailing,

f.  Idiomatic pairs, as in safe and sound, aches and pains, sink or swim.

morever, seidl and McMordie (1980:41-240) in Eva (2014:250) also calssify idioms into the following groups.

a.  Key Words with idiomatic uses

    *1)* Adjective and adverb, e.g *bad news, a big mouth, in short*, *it is a high time.*

    *2)* Noun, e.g *by the way, in the end, the bottom line.*

    *3)* Miscellaneous,e.g *after all, how in the world, it is too bad.*

b.  Idioms with nouns and adjectives

    1)  Noun phrase, e.g a blessing in disguise, a breath of fresh air.

    2)  Adjective + Noun, e.g a blind date, a close call, a narrow escape.

c.  Idiomatic pairs

    This kind of idiom consist of some combination. Five different types are give as follows :

    1)  Pairs of adjective, e.g safe and sound.

    2)  Pairs of nouns, e.g flesh and blood.

    3)  Pairs of adverb, e.g in and out.

    4)  Pairs of verbs, e.g sink or swim.

    5)  Identical pairs, e.g all in all.

d.  Idioms with preposition , e.g at ease, behind the scenes, in a flash, out of bounds.

e.  Phrasal verbs, e.g break up, go on, get out , settle down, get up.

f.  Verbal idiom

    1)  Verb + Noun, e.g throw a party.

    2)  Verb + Prepositional Phrase, e.g Keep in touch.

g.  Idioms of comparison, e.g as black as coal, as dumb as a statue, to eat like a horse, to go like wind.

McCarthy and O'Dell (2003:6) in Eva ( 2014:26) give another classification to the english idiom types focusing on their combinations, as it is shown in the following table.

**Table 2.3Figure of Fixed Aspect of Idioms (McCarthy and O'Dell, 2003)**

| Forms | Examples | Meanings |
|---|---|---|
| Verb+object/complement (and or adverbial) | Kill two birds with one stone | Produce two useful ressssssults by just doing one action |
| Prepositional Phrase | In the blink of an eye | In an extremely short time |
| Compound | A bone of contention | Something which people argue and disagree over. |
| Simile (as+adjectives+as or Like + a noun | As dry as a bone | Very dry indeed |
| Binominal (word+and+ word) | Rough and ready | Crude and lacking sophistication |
| Trinomial (word+word+ and word | Cool, calm and collected | Relaxed, in control not nervous |
| Whole clause or sentences | To cut a long story short | To tell the main points, but not all the fine details |

Khak (2006) in Eva (2014:26) states that there types of idiom in Bahasa Indonesia, they are as follows:

1. Complex idioms

   a. Affixation

      1) Prefix + noun or verb, as in *mengekor, tersemat.*

      2) Affix (combination) + noun, as in *bersemuka, bersebadan.*

        *b.*  Reduplication, e.g. *mata-mata, kuda-kuda.*

2.  Phrasal idiom

    a.  Verba idiom

        1)  Verb+noun, as in *naik darah.*

        2)  Adverb+adjective, as in *sudah berpulang ke rahmatullah.*

    b.  Nomina idiom

        1)  Noun+noun, e.g. *buaya darat.*

        2)  Noun+adjective, e.g. *kuda hitam, air besar.*

        *3)*  Proverb (peribahasa), e.g. *sambil menyelam minum air, gali lubang tutup lubang.*

### 2.3.2 The Interpretation of Idioms

As far as idioms are concerned, the first difficulty that a translator comesacross is being able to recognize that she/he is dealing with an idiomaticexpression. This is not always so obvious. There are various types of idioms,some more easily recognizable than others. Those which are easilyrecognizable include expressions which violate truth conditions, such as *It'sraining cats and dogs, throw caution to the winds, storm in a tea cup, jumpdown someone's throat,* and *food for thought.* Generally speaking, the more difficult an expression is to understand and the less senseit makes in a given context, the more likely a translator will recognize it asan idiom.

According to Mona Baker (1992:p.66-67) There are two cases in which an idiom can be easily misinterpreted if one is not already familiar with it.

(a)     Some idioms are 'misleading'; they seem transparent because they offer a reasonable literal interpretation and their idiomatic meanings are not necessarily signalled in the

surrounding text. A large number of idioms in English, and probably all languages, have both a literal and an idiomaticmeaning, for example *go out with* ('have a romantic or sexual relationship with someone') and *take someone for a ride* ('deceive or cheat someone insome way'). Such idioms lend themselves easily to manipulation by speakersand writers who will sometimes play on both their literal and idiomaticmeanings. In this case, a translator who is not familiar with the idiom inquestion may easily accept the literal interpretation and miss the play onidiom.

(b)     An idiom in the source language may have a very close counterpart in the target language which looks similar on the surface but has a totally or partially different meaning. For example, the idiomatic question *Has the cat had/got Equivalence above word level* 67 *your tongue?* is used in English to urge someone to answer a question or contribute to a conversation, particularly when their failure to do so becomes annoying. A similar expression is used in French with a totally different meaning: *donnersa langue au chat* ('to give one's tongue to the cat'), meaning to give up, for example when asked a riddle. *To pull someone's leg,* meaning to tell someone something untrue as a joke in order to shock them\ temporarily and amuse them when they find out later that it was a joke, is identical on the surface to the idiom *yishabrijlu*('pull his leg') which is used in several Arabic dialects to mean tricking someone into talking about something s/he would have rather kept secret.

### 2.3.3The Translation of Idioms: Difficulties

Once an idiom or fixed expression has been recognized and interpreted correctly, the next step is to decide how to translate it into the target language. The difficulties involved in translating an idiom are totally different from those involved in interpreting it.

According to Mona Baker (1992: p.68-71) The main difficulties involved in translating idioms and fixed expressions may be summarized as follows:

(a) An idiom or fixed expression may have no equivalent in the target language. The way a language chooses to express, or not express, various meanings cannot be predicted and only occasionally matches the way another language chooses to express the same meanings. One language may express a given meaning by means of a single word, another may express it by means of a transparent fixed expression, a third may express it by means of an idiom, and so on. It is therefore unrealistic to expect to find equivalent idioms and expressions in the target language as a matter of course.

(b) An idiom or fixed expression may have a similar counterpart in the targetlanguage, but its context of use may be different; the two expressions mayhave different connotations, for instance, or they may not be pragmaticallytransferable. *To sing a different tune* is an English idiom which means to sayor do something that signals a change in opinion because it contradicts whatone has said or done before.

(c) An idiom may be used in the source text in both its literal and idiomatic senses at the same time. Unless the target-language idiom corresponds to the source-language idiom both in form and in meaning, the play on idiom cannot be successfully reproduced in the target text.

(d) The very convention of using idioms in written discourse, the contexts in which they can be used, and their frequency of use may be different in the source and target

languages. English uses idioms in many types of text, though not in all. Their use in quality-press news reports is limited, but it is quite common to see idioms in English advertisements, promotional material, and in the tabloid press.

## 2.4 Previous Research

The researcher takes the review of relate literature from other graduating paper as the principles or comparison with this research.

1. The first is taken from , ***Krisna Budi Ariyanto, RahmantiAsmarani (2013) entitle "Strategies Used In Translating Idiomatic Expressions In The Subtitle Translation Of The Transporter 2 Movie".***The thesis entitled strategies used in translating idiomatic expression in the subtitle translation of The Transporter 2 movie, is aimed at describing the strategies used by translator in the subtitle translation of The Transporter 2 movie**.** The strategies here is that the translator deals with idioms. The study is qualitative analysis. The data of this study were analyzed by using two steps. First, analyzing the translation work and the reason why the translators did it. Second, writing them down and comparing the source text and the target text. The strategies used in the subtitle translation according to Baker's theory consists of four strategies of translation, those are: translation by using an idiom of similar meaning and form, translation by using an idiom of similar meaning but dissimilar form, translation by paraphrasing and translation by omission. There are 70 idiomatic expressions in the subtitle translation of The Transporter 2 movie which are devided into four part as the strategies used by the translator and, the dominant strategy used by Qoryati as the translator is translation by paraphrase which appears in 62 cases. 3 of them were translated by omission. Meanwhile, 3 of them were translated by the strategy of translation using idiom of similar meaning

but dissimilar form, and the last, 2 of them were translated by the strategy of translation using idiom of similar meaning and form. These strategies will help the translator to deal with the problems in translating idiomatic expressions in subtitle translations, these strategies are used in to make the result of translation not only enjoyable but also meaningful for the readers.

2. The second is taken from*, Nidha Ajeng Pangestuti (2015) entitle "Translation Strategies Applied In Translating Idiomatic Expressions In The Fairy Tales By Students Of English Department Specializing On Translation In University Of Muhammadiyah Malang".*This study employed descriptive-qualitative research since it highly provided the data findings in form of words. The researcher dealt with document analysis and intervies guideline as the research instrument. The data analysis included : a) classifying each strategy used in the worksheet; b) tabulating the data based on students' strategy; c) interpreting the student' strategy in translating English idiom into Indonesia; d) interpreting the students' reason in using the most dominant strategy in translating English idiom into Indonesia; and e) drawing conclusion based on the result of the data related to the problems. After analyzing the data, the researcher concluded some cases. Firstly, the strategies used in translating idioms are : 1) idiom with similiar meaning and form; 2) idiom with similiar meaning but but dissimiliar form; 3) translation by pharaphrase; and 4) translation by omission. Futhermore, the result indicated that there was a high relevance with the theory proposed by Baker that the most common strategy appliedin this study is Translation by pharaphase. Secondly, based on the result interview, three diverse reasons were mentioned by the subject of the study : a) translation by paraphrase was chosen to ease both translator and readers; b) translation by

paraphrase is the best way to translate idiom in fairy tales since most reader of this text are children who do not have a deep understanding about idiomatic epression; and c) translation by paraphrase helps the translator to adjust the product of translation in TL in terms of context of the sentence. Moreover, there were several cases in translations deviate with the meaning of idioms which are known as false friend.
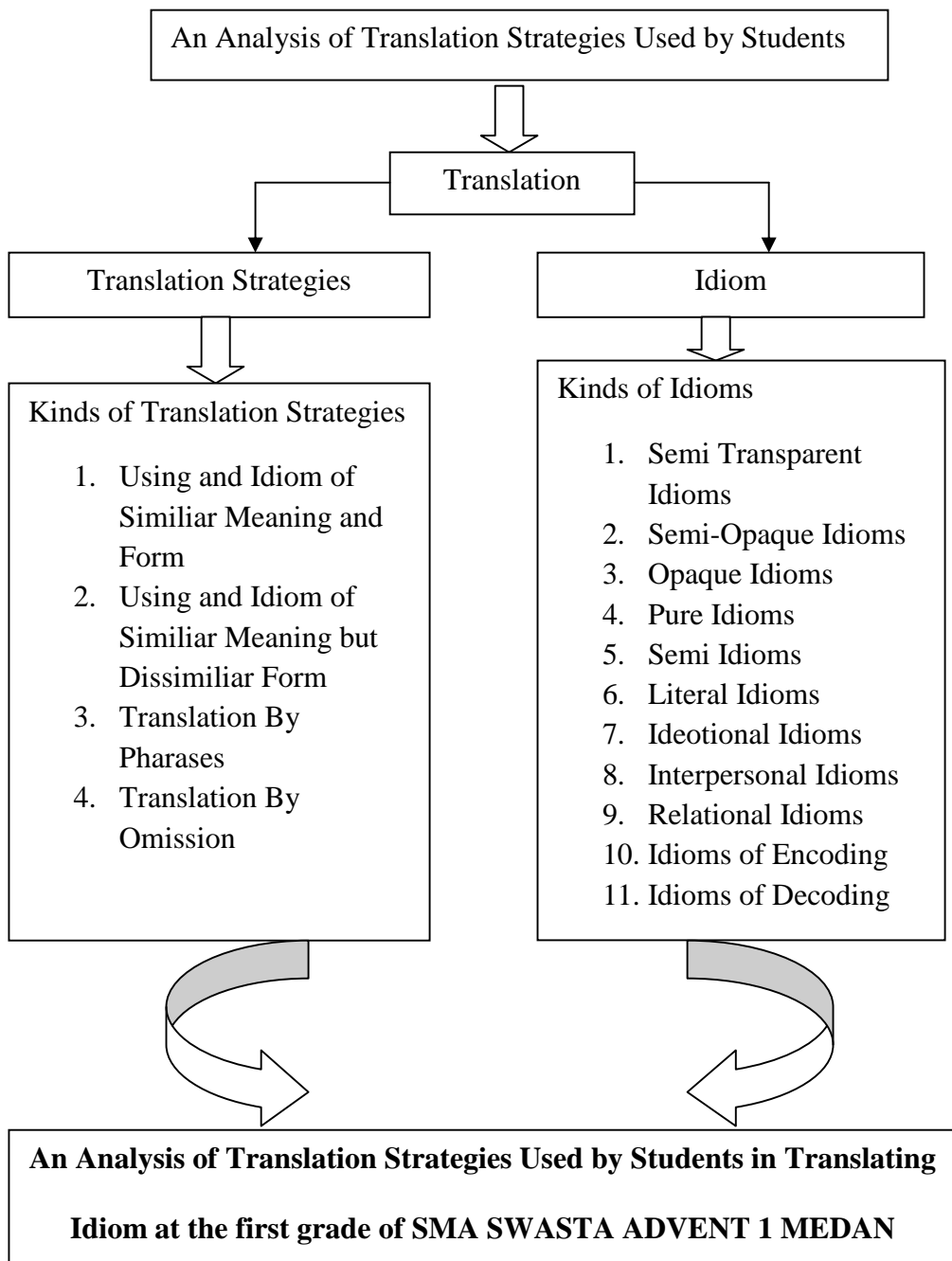
3. The third is taken from, ***Eva Novianty (2012) entitled "An Analysis Of The Translation Strategies Of Idiomatic Expressions In Lewis Carroll'S* Alice In Wonderland In Its Translation By Khairi Rumantati. A thesis English Language And Literature Study Program English Education Department Faculty Of Languages And Arts Yogyakarta State University".** The objectives of this research are (1) to describe the types of idiom found in both novels; (2) to analyze the translation strategies used by the translator in translating idiomatic expressions in English text of Lewis Carroll's *Alice in Wonderland*; and (3) to analyze the degree of meaning equivalence of the translation of idiomatic expressions in Lewis Carroll's*Alice in Wonderland.* This study used descriptive qualitative research with content analysis method. Thedata of this study are idiomatic expressions occuring in English and Bahasa Indonesia text of *Alice in Wonderland* novel and sentences containing idiomatic expressions. The firstinstrument of this study is the researcher herself and the second instrument of this study is thedata analysis that is used to record and classify the data. To gain the trustworthiness of theresearch, this research applies credibility and dependability in which the researcher carriesout detailed observation of the data, applies theories from experts of translation and examinesthe process and the result of the research.The findings of this study reveal that most of the idiomatic expressions occuring inthe novel are translated into non-idiomatic Bahasa

Indonesia expressions (439 out of 445cases). This study found that there are 10 types of idiom in the original novel. The highestfrequency of the occurence of types of idiom belongs to phrasal verbs, with the occurrence of374 out of 445 cases. Meanwhile in Bahasa Indonesia translations, there are only 6 BahasaIndonesia idiomatic expressions. Four of them belong to verbal idiom and the other 2 idiomsbelong to idioms with comparisons. It can be inferred that since each language has its ownway of expressing certain things, corresponding expressions may not be found in another language. Thus, most of idiomatic expressions in the source language text are translated into non-idiomatic expressions in the target text. The analysis of the data revealed that the following strategies are used in translating idiomatic expressions; (i) translation by using an idiom of similar meaning and form, (ii) translation by using an idiom of similar meaning but dissimilar form, (iii) translation by paraphrasing, (iv) translation by omission, (v) literal translation. In this research, paraphrase strategy is in the highest rank of the most applied strategy (403 out of 445 cases). It can be assumed that paraphrasing can be appropriate when there is no corresponding target language. The use of the strategy itself can influence meanings within the text. The meaning can be equivalent (complete, increase, decrease) or non-equivalent (different, no meaning). Even though the message of the text has been paraphrased, generally the meanings have reached the complete meaning. It is supported by the high frequency of complete meaning with the occurrence of 404 or 96.2%. The highdegree of complete meaning implies that the translator succeeds in transferring the meaning of the idiomatic expressions as equivalent as possible and the translation can meet the readers' need for equivalent translations.

**2.4 Conceptual Framework**

the variable of this research refers to analyzing translation strategies used by student in translating idioms. This research will be conducted to get understand people in understanding how to translate of seeing, hearing, the research choose strategies translation as variable in this research in order to people how to translate idioms.

**2.5 Figure of Conceptual Framework**

| An Analysis of Translation Strategies Used by Students |
| --- |

| Translation |
| --- |

| Translation Strategies | Idiom |
| --- | --- |

**Kinds of Translation Strategies**

1. Using and Idiom of Similiar Meaning and Form
2. Using and Idiom of Similiar Meaning but Dissimiliar Form
3. Translation By Pharases
4. Translation By Omission

**Kinds of Idioms**

1. Semi Transparent Idioms
2. Semi-Opaque Idioms
3. Opaque Idioms
4. Pure Idioms
5. Semi Idioms
6. Literal Idioms
7. Ideotional Idioms
8. Interpersonal Idioms
9. Relational Idioms
10. Idioms of Encoding
11. Idioms of Decoding

| **An Analysis of Translation Strategies Used by Students in Translating Idiom at the first grade of SMA SWASTA ADVENT 1 MEDAN** |
| --- |

**2.5** Figure of Conceptual Framework of **"An Analysis of Translation Strategies Used by Students in Translating Idiom at the first grade of SMA SWASTA ADVENT 1 MEDAN " (Manurung, Dewi Ratna Sari. 2018)**

**An Analysis of Translation Strategies Used by Students in Translating Idiom at the first grade of SMA SWASTA ADVENT 1 MEDAN**

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 Research Design

The research has been conducted by using descriptive qualitative method. Descriptive qualitative developed concept based on the available data and followed the flexible research design that is suitable to the context. Creswell (2009) stated that "qualitative research is a means for exploring and understanding the meaning individual of groups ascribe to a social and human problem". This method purposed at found out the translation strategies used by students in translating idiom. The descriptive qualitative method was selecting, organizing, analyzing, interpreting and evaluation the data so that valid statements could be make about some aspects of reality.Here, the writerfocused on analyzing the data to find out what are the translation strategies used by students in translating idiom.

## 3.2 The Subject of the Study

The Subject of this research is the second grade of SMK Negeri 5 Medan in academic year 2017/2018, especially in XI-TITL[3]. This class consists of 30 students. The writer choosen this class because the writer wanted to found the translation strategies used by students in translating idiom.

## 3.3 The Instrument of Collecting Data

In collecting the data, the writerused a test as instrument. The writer hopes by using instrument, the writer would be able to got the data of the students' ability in analyze of translation strategies used by students in translating idiom. The test consistsof ten items, the test was conducted based on the materials that they have study.

Before administrating the test, the answer sheet was contributed than the researcher read the instruction and explained the students how to do the test, the students sit were arrange in such away to prevented them from cheating. The time for doing the test was 90 minutes.

## 3.4 The Techniques of Collecting Data

The research used data surface strategy of taxonomy to analyzed the translation strategies used by students in translating idioms then collected and conducted through the following steps :

1. The writer gave a briefexplaination how to translate idiom using translation strategies.
2. The writer gave the students a test and the test was translation idiom.
3. The writer asked the students to translate idiom by using translation strategies.
4. The writer gave the students 90 minutes to do the test.
5. The students translated the text.
6. After the students finish done the test and the writer collected the test.
7. At last, the writer checked the students' answer sheet, then the writer tried to found out the translation strategies used by students in translating idiom.

## 3.5 The Techniques of Analyzing Data

After collecting the data from the students, the writer analyzed the data which has a relation to the meaning of translation idiom in the result of the students' test. The data analysis

was based on the students translation answer sheet  of translating idiom by using translation strategies. In analyzing the data, the writer applied these following procedures :

1. The writer read andchecked the students' answer sheet.

2. The writer identified the students' answer.

3. The writeranalyzed the students' answer by classifying based on the translation strategies by Mona Baker (1992).