

**STUDENTS' TRANSLATION QUALITY IN TRANSLATING IDIOMATIC
EXPRESSION FROM ENGLISH INTO BAHASA INDONESIA AT THE
SEVENTH SEMESTER OF ENGLISH DEPARTMENT OF IAIN PALOPO**



IAIN PALOPO

A THESIS

**Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of the State Islamic Institut of Palopo
For Undergraduate Degree in English Education**

Composed By,

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO**

2017
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THESIS APPROVAL

This thesis entitled “**Students’ Translation Quality in Translating Idiomatic Expression from English Into Bahasa Indonesia at the Seventh Semester of English Department of IAIN Palopo** ” which is written by **Mustiana**, Reg. Number 13.16.3.0105, English Study Program of Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Friday, December 22nd 2017 M, coincided with Rabi’ul-Akhir 3th 1439 H, it is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, December 22nd 2017 M
Rabi’ul-Akhir 3th 1439

H

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ABSTRACT

Mustiana, 2017 : “Students’ Translation Quality in Translating Idiomatic Expression from English into Bahasa Indonesia at the Seventh Semester of English Department of IAIN Palopo”. A thesis of English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institut (IAIN) Palopo. Supervised by”: (1) **Dr. Rustan S, M.Hum.** and (2) **Wisran S.S., M.pd**

Key words: *Translation, Idiomatic Expressions.*

This thesis focuses on Students’ translation quality in Translating Idiomatic Expression from English into Bahasa Indonesia at the Seventh Semester of English

Department of IAIN Palopo. The research question of this research is: How is the students' translation quality in translating idiomatic expression from English into Bahasa Indonesia?

The researcher applied Quantitative Descriptive Method. This research is focused on the seventh semester students of English department of IAIN Palopo in the 2017/2018 academic year. The number of population in this research was 113 students from four classes of English Department. The researcher used *porportional random sampling* technique, and took 20 students as sample. The researcher collected data through test.

The result of this research showed the quality of students' translation in translating idiomatic from English into Bahasa Indonesia and the most dominant quality from students' translation was good in accuracy aspect and relatively fair in two aspects of translation quality assessment namely clarity, and naturalness. From the accuracy aspect of student's translation was excellent is 11,25%. In good quality is 44%. In fair quality is 29,5% and bad quality is 15,25%. The students' translation quality in clarity aspect was excellent 10,75%. In good quality is 19,75 %. In fair quality is 53,25% and bad quality is 16,25 %. While the students' translation quality in naturalness aspect was excellent is 14%. In good quality is 17,75 %. In fair quality is 52,5% and bad quality is 15,75%.

Then, factors that influenced the quality of students' translation was relatively fair is the students did not know the meaning of idiomatic expression. Therefore, the result of this research hopefully can help the lecture to increase their teaching especially in idiomatic expression. And also, can help the studnets to increase their ability in translating idiomatic expression based on the contextual meaning of the sentence.

CHAPTER I

INTRODUCTION

A. Background

Translation is an activity of enormous importance in the modern world and it is an interesting subject not only to linguistic, professional translator and language teacher, but also to electronic engineers. Translation is common thing which is useful in life. It is used in many activities such as transferring information, rendering other culture and many others. And also used for many printed media such as reports, newspaper, article, books, magazines, and novels. Actually these media are served by using many languages.

Translation is one of the important learning in English that help the learners in understanding a text from a source language. We know that many books, journals, newspapers, magazines, which contains scientific articles and they are written in English. Therefore, to understand the meaning of the articles should be translated into Bahasa Indonesia. And also, translation becomes more and more important for developing countries like Indonesian.

When the learners are speaking, listening, reading, or writing anything in English, they are in the process of translating the messages. Both of English and Indonesian have some difference in the grammar and lexicon. The learners may get any difficulties and problem in translating. English has a lot of words or idioms that

cannot be translated literally. So, translation is rarely introduced that we hardly know it and do not realize that translation is very important as another language skill.

Although students have a good understanding in English but sometimes they still make mistakes in translating because their vocabulary is still low of the competence in grammar and translation theory. Therefore, for learners firstly they must have many vocabularies. If they are study hard, the students' can avoid to do mistake. Beside that they are need many references to learn English translation. In translation the students have to pay attention about a specific method in translating English text especially structures and grammars to get a good translation.

However the main objective of translation is to deliver the message from the source language (SL) to the target language (TL). One of the problems of translating text is finding the difficulty of understanding idiomatic expression, while the intensity of English idiomatic expression is highly used in daily conversation, as well as in the information media, both in formal and non-formal. So, in translating idiomatic expression, the translator needs to understand the contents in advance, because the translator cannot translate the idiomatic expression based on arrangement of word or word for word. Therefore, the understanding of idiomatic expression is very important.

In fact some of students at the seventh semester of English department of IAIN Palopo still difficult to translate idomatic expression from English into Bahasa Indonesia well because some of student still translate the sentence word by word.

While in English it is not all sentence can be translate word by word because in every sentence contained and ambiguous words which has multiple meanings. The difference between the two languages and difference in cultures makes the process of translating a real challenge. This is makes students often difficult to translate the sentence from English into Bahasa Indonesia especially for idiomatic expression.

Therefore, with do this research the students are expected to have ability to translate idiomatic expression from English into Bahasa Indonesia, because translation is an important part to understand the references. Sometimes the student is able to read the available text, but not to translate it, so he does not understand the literature yet.

Based on the explanation above, the researcher is interested to organize the research about *“Students’ Translation Quality in Translating Idiomatic Expression from English into Bahasa Indonesia at the Seventh Semester of English Department of IAIN Palopo”*

B. The Reseacrh Question

Based on the explanation of the background previously, the writer formulates the research question is “How is the students’ translation quality in translating idiomatic expression from English into Bahasa Indonesia at the seventh semester of English department of IAIN Palopo?”

C. Objective of the Research

Related to the research question previously, the writer formulates the objective of the research is to describe the students' translation quality in translating idiomatic expression from English into Bahasa Indonesia.

D. Significance of the Research

In this study, the researcher wants to explain several results that consist of:

1. For the lecturer

The lectures can find out the level of the students's translation quality in translating idiomatic expression from English into Bahasa Indonesia, so they can prepare proper teaching material about translation.

2. For the students

The result of this study can be used as an additional knowledge to improve students' knowledge about translation, especially in translating idiomatic expression from English into Bahasa Indonesia.

3. For the researcher

The finding of this research can be used as stimulant information to conduct further research about idiomatic expression.

E. Scope of the Problem

The scope of this research focuses on the students' translation quality in translating idiomatic expression from English into Bahasa Indonesia and the test in this research is sentence translation test that consist of 20 items. Besides, the style of the text is idomatic translation.

F. Definition of Key Terms

1. **Students' Translation Quality** is the quality of students translation result, in this case about accuracy, clarity and naturalness.
2. **Translation** is the process to transfer from one language (source language) to another language (target language) with does not change the form of the meaning and style.
3. **Idiomatic Expression** is an expressions which consists of number of words (phrases or sentence) it has the different meaning from the words.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

There are some previous studies related to this research as follow:

1. Muhammad Awaluddin Kamil “*An Analysis of English-Indonesian Translation Quality on Twitter Web Pages*”. This paper finds out the readers’ responses towards the quality of the translation in Twitter Web pages. The data were gained from the analysis of the translation quality supported by the translation procedures and interview to five English students majoring translation. This study finds out that there are 170 phrases from 22 selected twitter web pages which gained from the interviewees’ responses¹.

2. Fitri conducted research about “*Translation Accuracy of English Idiomatic Expression into Indonesian in Big Hero 6 Film Subtitle by Lebah Ganteng*”. Based on the result that There are also three idioms that are not accurate translated, but in general the result of translation can be acceptable and *www.lebahku.com* has a good quality in translating idiomatic expression².

¹ Muhammad Awaluddin Kamil, *An Analysis of English-Indonesian Translation Quality on Twitter Web Pages*. ejournal.upi.edu/index.php/L-E/article/download/744/54, accessed on 07th june 2017.

² Fitri, *Translation accuracy of english idiomatic expression into Indonesian in big hero 6 film subtitle*, <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/32877/1/FITRI-FAH.pdf> , accessed on 27th july 2017.

3. Tika Riyani Tri Winarsih “ *The Indonesian Translation of English Adjective Clauses*”. These studies reveal three important aspects of translation: replacement, equivalence of thought and source and target language. This study focuses on examining the translation of adjective clauses with relative pronouns *who, which and that* into Indonesian³.

Previous studies have the same and difference where they researched about translation and idiomatic expression. According to Muhammad Awaluddin Kamil on his research, that the data were gained from the analysis of the translation quality supported by the translation procedures and interview to five English students majoring translation. According to Fitri’s research, it was focus to examine the *translation accuracy of English idiomatic expression into Indonesian in “Big Hero 6” film subtitle translate by www.lebahku.com* by using qualitative descriptive method. According to Tika Riyani Tri Winarsih’ research focuses on examining the *translation of adjective clauses with relative pronouns who, which and that into Indonesian*. But in this research, the researcher will focus to measure the translation quality with give the sentence test to the student about translating idiomatic expression from English into Bahasa Indonesia on three aspects, namely accuracy, clarity and naturalness. The other difference of this research is the subject and method of the research.

³ Tika Riyani Tri Winarsih, *The Indonesian Translation of English Adjective Clauses*. <http://jurnal.untag-sby.ac.id/index.php/parafrasa/article/view/439/403>, accessed on 26th May 2016.

B. The Concept of Translation

1. Defenition of translation

The definition of translation is found out from many sources. The following definitions of translation are :

Wills says in Choliludin, that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text⁴.

According to Nida and Taber say that translating consist in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style⁵.

Larson in Choliludin, that translation consist of translating the meaning of the source language into the receptor language. This done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form changes⁶.

⁴ Choliludin, *The Technique of Making diomatic Translation*, (Jakarta: Kesaint Blanc, 2009.), p. 18

⁵ E.A. Nida and Taber, *The Theory and Practice of Translation*, (United Bible Societies, 1982), p. 12.

⁶ Choliludin, *op.cit*, p. 4.

According to Catford say that translation may be defined as follow: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)⁷.

Another definition stated by Newmark that translation is rendering the meaning of a text into another language in the way that the author intended the text⁸.

Based on the definition above the researcher can conclude that translation is the process to transfer from one language (source language) to another language (target language) with does not change the form of the meaning and style.

2. Kinds of Translation

According to Larson in Choliludin, translation is classified into main types namely:

a. Form-based translation

Form based translation attempts to follow the form of the Source Language and is known as literal translation.

b. Meaning-based translation

Meaning-based translation makes every effort to communicate the meaning of the Source Language text in the natural forms of the receptor language. Such

⁷ J.C. Catford, *A Linguistic Theory of Translation*, (Oxford University Press, 1965), p.20

⁸ Peter Newmark, *A Textbook of Translation*, (Shanghai Foreign Language Education Press, 1998), p.5

translation is called idiomatic translation⁹. So, based on the explanation above the writer can know about there are two kinds about translation according to Larson such as form-based translation and meaning-based translation.

Based on the purpose, Brislin categorizes translation into four types, namely:

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 source language form and it is not concerned with other aspects of the original language version. The clearest example of pragmatic translation is the translation of the information about repairing a machine.

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 of this type are the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

c. Ethnographic Translation

The purpose of ethnographic translation is to explicate the cultural context of the source and TL versions. Translators have to be sensitive to the way words are

⁹ Choliludin, *op.cit*, p. 22

used and must know how the words fits into cultures. An example is the use of the word 'yes' versus 'yea' in America.

d. Linguistic Translation

This is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form, an example is language in a computer program and machine translation¹⁰. So based on the explanation about there are four types of translation such as pragmatic translation, aesthetic-poetic translation, ethnographic translation, and linguistic translation.

3. Principles of Translation

It is indispensable to value some guidelines and how to evaluate the works on translation. Some general principles in the following are relevant to all translation. The principles below are proposed by Duff:

a. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though sometimes part of the meaning can be transposed. The following questions may be very helpful:

1. Is the meaning of the original text clear? If not, where does uncertainty lie?
2. Are any words loaded, that is, are there any underlying implications?
3. Is the dictionary meaning of a particular word the most suitable one?

¹⁰ *Ibid*, p. 26.

4. Does anything in the translation sound unnatural or forced?
 - b. The ordering of the words and ideas in the translation should match the original as closely as possible. This is particularly important in translating legal documents, guarantees, contracts, etc. However, differences in the language structure often require changes in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls.
 - c. Languages often differ greatly in their levels of formality in a given context, for example in the business letter. To resolve these differences, the translator must distinguish between formal and fixed expressions, and personal expressions in which the writer or speaker sets the tone. It is also necessary to consider:
 1. Would any expression in the original sound too formal/informal, cold/warm, personal/impersonal if translated literally?
 2. What is the intention of the speaker or writer? To persuade, to apologize, to criticize?
 - d. One of the most frequent criticisms of translation is that it does not sound 'natural'. This is because the translator's thoughts and choice of words are too strongly molded by the original text. A good way to avoid the influence of the source language is to set the text aside and translate a few sentences aloud from memory. This will suggest natural patterns of thought in the first language which may not come to mind when the eye is fixed on the SL text.

e. It will be better if the translator does not change the style of the original. But if it is needed, for example because the text is full of repetitions or mistakes in writing, the translator may change it.

f. Idiomatic expressions including similes, metaphors, proverbs, and sayings, jargon, slang, and colloquialisms and phrasal verbs are often untranslatable. To solve these problems, there are some hints one can use. They are:

1. Keep the original word in inverted commas, for example: “yupple”

2. Keep the original expressions, with a literal explanation in the bracket

3. Use a non idiomatic translation¹¹. So, there are six principles according to Duff who must be known in translation such as the translation should reflect accurately the meaning of the original text, the ordering of the words and ideas in the translation should match the original as closely as possible, languages often differ greatly in their levels of formality in a given context, one of the most frequent criticisms of translation is that it does not sound natural, it will be better if the translator does not change the style of the original, and idiomatic expressions.

4. Types of Translation

Some types or categories of translation in terms of the extent, levels and ranks of translation.

- a. Full vs. Partial translation. This distinction relates to the extent (in a syntagmatic sense) of SL text which is submitted to the translation process. In a full translation

¹¹ *Ibid*, p. 41-44.

the entire text is submitted to the translation process. By text we mean any stretch of language, spoken or written, which is under discussion.

1. In a full translation the entire text is submitted to the translation process: that is, every part of the SL text is replaced by TL text material.

2. In a partial translation, some part of parts of the SL text are left untranslated: they are simply transferred to and incorporated in the TL text.

3. The distinction between full and partial translation is hardly a (linguistically) technical one.

- b. Total vs. Restricted translation. This distinction relates to the levels of language involved in translation.

1. Total translation may best be defined as: replacement of SL grammar and lexis with consequential replacement of SL phonology/graphology by (non-equivalent) TL phonology/graphology.

2. Restricted translation mean replacement of SL textual material by equivalent TL textual material, at only one level, that is translation performed only at the phonological or at the graphological level, or at only one of the two levels of grammar and lexis. In phonological translation SL phonology is replaced by equivalent TL phonology, but there are no other replacements except such grammatical or lexical changes as may result accidentally from phonological translation. In graphological translation SL graphology is replaced by equivalent TL graphology, with no other replacements, except, again, accidental changes.

c. Rank of translation. A third type of differentiation in translation relates to the rank in a grammatical (or phonology) hierarchy at which translation equivalence is established¹². Based on the explanation there three types of translation according to Catford. They are full vs partial translation relates to the extent (in a syntagmatic sense), total vs restricted translation relates to the levels of language, and rank of translation relates to rank in grammatical (or phonology).

5. Methods of Translation

There are eight methods of translation: word-for-word translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, and communicative translation.

a. Word for word translation

Here the source language word is translated into another language by their most common meanings, which can also be out of context at times, especially in idioms and proverbs. The SL word order is preserved and the words translated by their most meanings. Cultural words are translated literally. The main use of this method is either to understand the mechanics of the source language or to construe a difficult text as pre-translation process.

These some examples of translation which use word-for-word translation method based on the expert above:

¹² Catford, *op.cit*, p. 21-24

1. SL : Look, little guy, you-all shouldn't be doing that.

TL : *Lihat, kecil anak, kamu semua tidak harus melakukan ini.*

If we look at the result of translation above, SL sentence that be resulted is very bad or so confused and it is not relevant because phrase arrangement “*kecil anak*” is not correct with Indonesian grammar and the meaning of phrase “*harus tidak*” is not right. Both of the should be “*anak kecil*” and “*seharusnya tidak*”. Also, word “that” should be translated “*itu*”. It is not “*ini*”. So, translation of the sentence 2nd to be: “*Lihat, anak kecil kamu semua seharusnya tidak melakukan itu*”.¹³

2. SL : I like that clever student.

TL : *Saya menyukai itu pintar anak.*

The result of the translation is not right based on Indonesian grammar because the right word arrangement is not “*itu pintar anak*” but “*anak pintar itu*”, so that the translation of the sentence should be : “*saya menyukai anak pintar itu*”.

3. SL : I will go to New York tomorrow.

TL : *Saya akan pergi ke New York besok.*

4. SL : Joanne gave me two tickets yesterday.

TL : *Joanne memberi saya dua tiket kemarin*

¹³ Jidi, *The Ability of the Eighth Grade Students to Translate English Text into Indonesian*. [http://idr.iain-antasari.ac.id/2068/1/Thesis%20\(Jidi\).pdf](http://idr.iain-antasari.ac.id/2068/1/Thesis%20(Jidi).pdf), accessed on 07th November 2016, p. 14-15.

The result of sentences translation 3 and 4 are not as bad as translation of 1st and 2nd sentences, because the structures of the sentences are same. It means that the translation result of the sentences still can be accepted although the translation is not good enough yet. However, there are some alternatives of translation results which are more natural and can be accepted, for example: “*besok saya akan pergi ke New York*” and “*kemarin Joanne memberiku dua buah tiket*”.

b. Literal translation

Here the source language grammatical constructions are translated to their nearest target language. However the lexical words are translated singly, out of context. The SL grammatical constructions are converted to their nearest TL equivalents but the lexical items are again translated out of context. As pre-translation process, it indicates problems to be solved.

Look at the example below:

1. SL : Look, little guy, you all-shouldn't be doing that.

TL : *Lihat, anak kecil, kamu semua seharusnya tidak berbuat seperti itu.*

2. SL : It's raining cats and dogs.

TL : *Hujan kucing dan anjing.*

3. SL : His heart is in the right place.

TL : *Hatinya berada di tempat yang benar.*

4. SL : The sooner or the later the weather will change.

TL : *Lebih cepat atau lebih lambat cuaca akan berubah.*

If we see from the translation result, some sentence that was translated still seem error, such as in second sentence, it should be translated to be “*hujan lebat*” or “*hujan deras*”. The third sentence should be translated to be “*hatinya tenteram*”. But, if the translated was like that, it is like free translation. Similarly with fourth sentence, the sentence should be translated to be “*cepat atau lambat cuacanya akan berubah*”.¹⁴

c. Faithful translation

Here the translation interprets the exact contextual meaning of the original within the constraints of the grammatical structures of the target language. It attempts to reproduce precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

Look at the examples of translation below:

1. SL : Ben is too well aware that he is naughty.

TL : *Ben menyadari terlalu baik bahwa ia nakal.*

2. SL : I have quite a few friends.

¹⁴ *Ibid*, p.16

TL : *Saya mempunyai samasekali tidak banyak teman.*¹⁵

d. Semantic translation

Semantic translation refers to that type of translation which takes into account the aesthetic value of the source language text. It differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text. While ‘faithful’ translation is dogmatic, semantic translation is more flexible.

Example:

SL : He is a book-worm.

TL : *Dia (laki-laki) adalah seorang yang suka sekali membaca.*

Book-worm phrase is translated flexible based on culture context and functional limitation which is corrected in TL. But the translation above is not correct yet and it should be translated to be: “*Dia seorang kutu buku*”.¹⁶

e. Communicative translation

This method displays the exact contextual meaning of the original text in a manner where both content and language are easily acceptable and comprehensible to the readers. It attempts to render the exact contextual meaning of the original in such a way that both language and content are readily acceptable and comprehensible to the readership.¹⁷

¹⁵ *Ibid*, p. 17

¹⁶ *Ibid*, p. 18

¹⁷ *Ibid*, p. 19

f. Idiomatic translation

It translates the message of the original text but tends to distort the original meaning at times by preferring colloquialisms and idioms. It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms.

Example:

1. SL : Salina!, excuse me, Salina!

TL : *Salina!, permisi, Salina!*

2. SL : I can relate to that.

TL : *Aku mengerti maksudnya.*

3. SL : You're cheery mood.

TL : *Kamu kelihatan ceria*

4. SL : Tell me, I am not in a cage now.

TL : *Ayo, berilah aku semangat bahwa aku orang bebas.*¹⁸

g. Free translation

The method of translation produces the translated text without the style, form, or content of the original text. Reproduces the matter without the manner, or the

¹⁸ *Ibid*, p.19

content without the form of the original. Usually it is a paraphrase much longer than the original.

Examples:

1. SL : The flowers in the garden

TL : *Bunga-bunga yang tumbuh di kebun.*

2. SL : How they live on what he makes?

TL : *Bagaimana mereka dapat hidup dengan penghasilannya.*

In the 1 example, there is changing that called with shunt up (langsir ke atas), because from the preposition phrase “in the garden” become sentence “*yang tumbuh di kebun*”. And then the number of two, there is changing the called shunt down (langsir ke bawah), because the sentence of “on what he makes” to be phrase “*dengan penghasilannya*”.

The other examples:

3. SL : Tatik is growing with happiness.

TL : *Tatik, hatinya berbunga-bunga.*

4. SL : Look, little guy, you-all shouldn't be doing this.

TL : *Dengar nak, mengapa kamu semua melakukan hal-hal seperti ini. Ini tidak baik.*

Sentence below is example of free translation which is looked very extreme.

It is reported by Moentaha.

5. SL : I kissed her.

TL : *Saya telah mencetak sebuah ciuman pada bibirnya yang merah.*

The translation above is as if radical, although the translation still defend the content and message. Whereas, the translation can be “*saya telah menciumnya*”.¹⁹

h. Adaption

Adaption refers to that type of translation which is used mainly for plays and poems. The text is rewritten considering the source language culture which is converted to the target language culture where the characters, themes, plots are usually preserved. This is the freest form of translation mainly used for plays and poetry: themes/characters/plots preserved, SL culture converted to TL culture & is text is rewritten.

The sentences below are examples from an English song lyric which is translated in Indonesian:

SL : Hey Jude, don't make it bad

Take a sad song and make it better

Remember to let her into your heart

¹⁹ *Ibid*, p. 20

Then you can start to make it better

TL : *Kasih, dimanakah mengapa kau tinggalkan aku*

Ingatlah-ingatlah kau padaku

*Janji setiamu tak kan kulupa.*²⁰

6. Technique of Translation

The general purpose of translation is to enable the reader to understand the meaning of the original text in the context of that original text, Eko Susilo, Madyo, Soegeng (2007). said that there are three main steps in the basic procedure of translation :

- a. Reading through the text to be translated carefully.

It is essential to read the text first in order to establish the style and mood of the original meaning. It is also important to make sure that text is within their competence.

- b. Analyzing the original texts.

After reading the texts, translators have to know the key words which should be translated, and than they translated all elements involved in the source language (SL) into target language (TL).

- c. Reading through the translation again to check them and revised it.

²⁰ *Ibid*, p. 21

After analyzing the original texts, translators have to read their result again and again in order to check and revise it, so if the readers read the result, they will understand the messages in the texts easily²¹. Therefore, based on the explanation above that there are three main steps in the basic procedure of translation according to Eko Susilo, Madyo, Soegeng (2007). They are reading through the text to be translated carefully, then analysing the original text, and reading through the translation again to check them and revised it.

Vinay and Darbelnet are the poineers in translation procedure. They present the procedures as a description of the ways open to the translator in the translation process. Nevertheless, the procedures, as they are presented, do not refer to the process followed by the translator, but to the final result. This theory also goes to translation technique. Molina and Albir (2002) defined “translation techniques as procedures to analyze and classify how translation equivalence works.” According to Vinay and Darbelnet introduce several procedures in translation which are devided ino two categories:

- a. Direct or literal translation

²¹ Lukman Hakim, *Error Analysis on Students' Translation at the Fifth Semester Students of English Department IAIN Palopo*, Skripsi Sarjana Pendidikan, (Palopo : Perpustakaan IAIN Palopo, 2015), p.16

Direct or literal translation is used when a source language message can be transferred perfectly into a target language message. This strategy consists of three procedures:

1. Borrowing

Borrowing is the simplest of all translation procedures. Borrowing in translation is not always justified by lexical gap in the target language, but it can mainly be used as a way to preserve the local color of the word, or be used out of fear from losing some of the semiotic aspects and cultural aspects of the word if it is translated. For example, borrowing with no change in form and meaning (pure loanwords):

email → *email*

dollar → *dollar*

internet → *internet*

2. Calque

A calque is a special kind of borrowing whereby a language borrows an expression from another. Calque, where the source language expression is literally transferred to the target language, such as *pen name*, is translated into Indonesian as *nama pena*.

3. Literal translation

Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate target language text in which the

translator's task is limited to observing the adherence to the linguistic servitudes of the target language. Examples:

network → *jaringan*

monitor → *layar*

wireless → *nirkabel*

b. Oblique translation

Oblique translation is used when a source language text cannot be directly translated without the semantic or lexical changes in a target language text. This strategy consists of four procedures:

1. Transposition

Transposition is a change of sequence of parts of speech with another without changing the meaning of the message. The change of sequence also can be followed by the change of word class, the change from singular to plural and others. This change can occur because the source language and the target language have the different grammatical structure, for example *big house* is translated into *rumah besar* in Indonesian.

2. Modulation

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterance. Example:

It isn't expensive → *harganya murah*

It is not possible to do —→ *ini mustahil*

3. Equivalence

Vinay and Dalbarnet use this term to refer to the cases where languages describe the same situation by the different stylistic or structural means. The classical example of equivalence is given by a reaction of an amateur who accidentally hits his finger with hammer: if he were a French, his cry of pain would be transcribed as, *aie*, but he is an English, and the expression would be interpreted as *ouch*, and if he were an Indonesian, he would say *aduh*. Another striking case of equivalences are the many onomatopoeias of animal sounds, for example:

cock-a-doodle-do (English) —→ *kukuruyuuk (Indonesian)*

miaou (English) —→ *meong (Indonesian)*

groaarr (English) —→ *auumm (Indonesian)*

4. Adaption

With this last procedure, we reach the extreme limit of translation; it is used in those cases where the type of situation being referred to by the source language's message is unknown in the target language culture. Adaptation can be described as a special kind of equivalence, a situational equivalence²². Based on the explanation

²² Ozi Hadithya, *Translation Procedures Used in Translating Computer Terms from English into Bahasa Indonesia*.
<http://download.portalgaruda.org/article.php?article=359479&val=7493&title=TRANSLATION%20PROCEDURES%20USED%20IN%20TRANSLATING%20COMPUTER%20TERMS%20FROM%20ENGLISH%20INTO%20BAHASA%20INDONESIA>, accessed on 28th october 2016.

above, it is clear that translation procedure and translation technique refer to the same idea.

According to Ronal H. Bathgate in Lukman, there are seven translation processes:

a. Tuning

This means getting the feel of translated. Depending on their translators need to be able language of a poet or novelist mist, research physist or advertising copywriter or bib 'register', as it is often different mental approach, a words or turn of phrase. If cult or of the type which is the translator, he may want ground literature or consult other adviser, the text to be field of work, to produce the lawyer or economist, research factory manager, biblical prophet. Each called, demands a different choice of the text is difficult not so familiar to read some back the author or some adviser.

b. Analysis

Once the translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units' words or phrases. He will also establish the sintatic relation between the various elements of the sentence. At some point in this phase, it may be necessary to establish relations between elements in large portions of the text, in the interest of consistency.

c. Understanding

After having split up the sentence to be translated into its elements, the translator will generally put it together again in a form which he can understand or respond to emotionally. The extent to which he can do this will depend on his basic knowledge of the subject matter. There has been a great deal of discussion about the extent to which a translator should be able to understand the texts he translates about how much attention he should pay to the 'content' as opposed to 'form'; it seems obvious that due attention to both form and content is essential.

d. Terminology

The next step is to consider the key words and phrases in the sentence to make sure that apart from understanding them and feeling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target language reader. Both in this phase and in the preceding phase, discussion with the author or some other adviser is often advisable as the best way to help the translator solve some of his problems.

e. Restructuring

When all the bricks needed for the edifice of the target language text have been gathered or made, the translator will fit them together in a form which is in accordance with good usage in the target language. This is the phase where 'form', as opposed to 'content', comes into its own.

f. Checking

The translator will doubtless check his draft translation for typing errors and passages where a second persual suggests a more elegant, or more correct, translation. In addition, it is quite common for someone other than the translator to read through the finished translation and make or suggest changes. In this case of specialized texts, this is often the source language author or someone else with a better command of the subject matter than the translator. In any case, it is important that the translator should be consulted at this stage.

g. Discussion

For this reason, a good way to end the translation process is often with a discussion between the translator and the expert on the subject matter. As Nida and Taber point out in their book *The Theory and Practice of Translation*, it is generally in advisable to make a committee meeting-with more than two participants-out of this too many cooks spoil of broth. On the other hand, it is sometimes necessary to point out to translators that they should not work isolation, and to hold them in acquiring the social skills needed for such discussion²³.

7. Aspect of Translation

Translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and

²³ Lukman Hakim, *op.cit*, p. 18-21.

grammatical structure which are appropriate in the receptor language and its cultural context. Aspect of translation are:

a. Lexical

The lexical definition of a term, also known as the dictionary definition, is the meaning of the term in common usage. A lexical definition is usually the type expected from a request for definition, and it is generally expected that such a definition will be stated as simply as possible in order to convey information to the widest audience.

b. Grammatical structure

Grammatical structure is the study of the classes of words, their inflections, and their functions and relations in the sentence or a study of what is to be preferred and what avoided in inflection and syntax.

c. Communication situation

Communication situation describe about situation or condition where the communication happen.

d. Cultural context of the source language

Nida says that defining a dynamic equivalent translation is to describe it as “the closest natural equivalent to the source-language message”. This definition contains three essential terms, namely (1) equivalent, which refers to the source-language message; (2) natural, which refers to the receptor language; and (3) closest, which “binds the two orientations together on the basis of the highest degree of

approximation". Natural refers to three areas of the communication process a natural rendering fit the whole receptor language and culture, the context of the specific message, and the receptor-language audience. Naturalness of expression in the receptor is, according to Nida basically a problem of co-suitability. This problem occurs at several levels:

1. Word classes (where a noun is used instead of the verb)
2. Grammatical categories (in some languages predicate-nominatives must agree in number with the subject);
3. Semantic classes;
4. Discourse types (some languages require direct quotation and other indirect);
and
5. Cultural context (some practices are strange to other cultures)²⁴.

8. Problems of Translation

As commonly known, problems of translation are *equivalence*, *variance*, *ambiguity*, and *idiomatic expressions*. According to Yunus the problems of translation is divided into main categories, linguistic and non-linguistic problem. The problems are the followings:

- a. Linguistic problem. It is related to the structure and the rule of certain languages consistings of:

²⁴ Jidi, *op.cit*, p. 23-24

1. Phonological problems

The problems of phonology are categorized into two parts: the problems of writing system (graphology) and the problems of spelling system (orthography)

2. Morphological problems

Each language has its own unique way in the formation of its words. For example, Bahasa has its own ways of derivation which is the process of adding affixes to the stems in order to extend the accumulation of words. In Bahasa, one of word can be resulted in some words.

For example, the word “serah” may produce derivatives such as “serahi,” “serahkan,” “diserahi,” “diserahkan,” “penyerahan,” “and”menyerahkan.” In English it is known as inflection which is the process of varying forms of words based on meaning and uses. One of the examples is the inflectional ending such as –ed, -ing, and –es, which are placed at the last syllable of certain words.

3. Syntactical problems

Syntax is the study of the rule for sentence building (Hornby, 1994). English, for example, has quite different syntactical systems than those of Bahasa. It has a variance of using tenses which are quite different from those of Bahasa.

4. Lexical problems

Lexical problems refer to those about variety of the meaning of the words. One of the examples is "get" in English which has so many meanings.

b. Non-Linguistic problems

1. Problems of material culture

Different countries have different cultures. Different cultures make different kinds of material and things. The word "market," for instance, is translated as "pasar" into Bahasa. However, "market" and "pasar" is a quite different concept. This example creates problems in translation.

2. Problem of social culture

There are a lot of social culture terms in a source language which is untranslatable into a target language. They have no equivalence in a target language. For example, English words "Halloween," "thanksgiving," "April Mob" etc. They have no perfect counterparts in Bahasa. In Bahasa, there are also terms that has no equivalence in English such as "gotong royong," "turun tanah," etc²⁵. Therefore, based on the explanation about the writer can know that there two categories about the problem of translation according to Yunus. The problems are linguistics problems and non-linguistics problems. In linguistics problems consist of phonological problems, morphological problems, syntactical problems, and lexical

²⁵ Syarwan Ahmad, *Improving Students Skill in Translation by Using Students-Team Achievement Division (STAD) Technique*. <http://journal.tarbiyahainib.ac.id/index.php/attalim/article/view/121/126>, accessed on 27th october 2016, p. 121

problems. And non-linguistic problems consist of problems of material culture and problems of social culture.

A systematic Approach to Translation Problems

Translation problems are here considered to be objective or at least intersubjective; they are not to be equalled with translation difficulties, which are the subjective difficulties that a particular translator or trainee encounters in a translation process because of deficient linguistic, cultural or translational competence or because they do not have appropriate documentation. Translation problems will always remain problem, even when a translator has learnt how to deal with them rapidly and effectively²⁶. Based on the explanation above that deficient linguistic and culture is a parts of translation problems.

For pedagogical purpose, translation problems may be categorized as pragmatic, cultural, linguistics or text-specific.

1. *Pragmatic translation problems* arise from the differences between these situations and can be identified by checking on the extratextual factors (sender, receiver, medium, time, place, motive, text function). Since pragmatic translation problems are present in every translation task they can be generalized regardless of the languages and cultures involved or the direction of the translation process (into or

²⁶ Christiane Nord, *Translating as a purposeful Activity*, (Manchester, UK & Northampton MA: ST Jerome Publishing, 1997), p. 64.

from the native language). They are thus the most important problems to deal with in the initial phases of translator training.

2. Each cultural has its own habits, norms and conventions. *Cultural translation problems* are a result of the differences in the norms and conventions guiding verbal and non-verbal behavior in the two cultures involved.

3. Translation problems can also arise from structural differences in the vocabulary, syntax and suprasegmental features of the two languages. Some of these *linguistic translation problems* are restricted to language pairs, as might be the case of cognates or false friends.²⁷

Some translation problems are specifically bound to one particular source text, as may be the case for certain figures of speech, neologisms or puns. Since solutions to these text-specific problems cannot be generalized and applied to similar cases, the translator must be prepared to act creatively. However, given that our example here belongs to a rather conventional text type, it does not present any text-specific translation problems.²⁸

Based on the some problems of translation previously, the writer can conclude the common problems of translation often arise from several problems such as linguistic problems and non-linguistic problem which related to the cultural translation problems. Also can arise from pragmatic translation problems.

²⁷ *Ibid*, p. 65-66

²⁸ *Ibid*, p. 67

9. The Assessment of Translation Result Quality

The field of translation assessment is problematic, and it is often difficult to tell the difference between, e.g., translation evaluation, translation criticism, and translation quality assessment. In attempt to answer the question of why to test the translation, Larson asserts three main reasons the translators wants to be sure his translation is accurate, clear, and natural. So an important points in translation process are accuracy, clarity, and naturalness. Accuracy means correct of the source message, and transfer of the meaning of that message as exactly as possible into receptor language. Clarity means the translator choose the way which communicates most clearly, the way which ordinary people will understand. And naturalness means that translator use the natural form of the receptor language, if the translation is to be effective and acceptable. A translation should not sound foreign. These are three determining and widely accepted criteria in assessing the quality of any translation. Seeking objectivity in selecting the criteria for assessing the quality of the translations subject to this study, the researchers used Larson's criteria.

An inclusive and nearly exact indicator for the quality category of accuracy to be utilized in this investigation in this investagion is adapted from Larson. He conceives of four levels for accuracy of a translated text:

Table 2.1
Accuracy Level and Defenition

No	Category	Definition
4	Excellent	Accurate and clear meaning, without any omission or changes of meaning.
3	Good	Correct meaning, with no omission, addition or any changes of meaning.
2	Fair	Correct meaning, with minimum redundancy and grammatical errors.
1	Bad	Semantically misleading and incomprehensible, unclear meaning, there are some grammatical errors and deviation of meaning.

Larson argues that, a translation may be accurate but still communicate to the people for whom it is prepared due to lack of clarity. The quality category of clarity can be evaluated on four levels:

Table 2.2
Clarity Level and Definition

No	Category	Definition
4	Excellent	Easy to understand, correct words phrase and grammar, nothing ambiguous.
3	Good	Appropriate words, phrases and grammar and clear meaning.
2	Fair	Complex syntax but undertandable meaning, with some diction or mechanical errors.
1	Bad	Stylistically awkward, structurally burdensome and poorly structured, with diction and mechanical errors.

Eventually, the purpose of naturalness tests is to see if the form of the translation is natural and the style appropriate. Larson's indicators for the quality category of naturalness are the following:

Table 2.3

Naturalness Level and Defeniton

No	Category	Definition
4	Excellent	Make sense, read naturally (written in ordinary language, common grammar, proper idioms and words)
3	Good	Correct meaning, appropriate idioms and words but there are some syntantic structure errors.
2	Fair	Make sense with minimum unnatural words, grammar, phrase and idiom.
1	Bad	Unnatural form, with awkward language, linguistically unnatural and stylistically awkward.

Larson's indicators for assessing the accuracy, clarity, and naturalness of translation is adopted by Kurniadi Agus Satria to assess the quality of students'

translation in translating text from English into bahasa Indonesia.²⁹ Based on the explanation that there are three main aspect to measure the translation quality. They are accuracy, clarity, and naturalness.

C. The Concept of Idiomatic Expressions

1. Definition of Idiom

Idioms fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word.³⁰

According to *Oxford Advanced Learner's Dictionary* in defines idiom as a phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit.³¹

According to Larson that idiomatic translation uses the natural forms of the receptor language both in grammatical constructions and in the choice of lexical items. A truly idiomatic expressions translation does not sound like translation. It sounds like it was written originally in receptor language. Therefore, a good translator will try to translate idiomatically.³²

²⁹ Kurniadi Agus Satria, *Student's translation quality in translating English phrasal verbs into Indonesian*, <http://repository.unib.ac.id/8281/2/I.II.III.II-14-kur.FK.pdf> , accessed on 02 february 2017, p. 15-16

³⁰ Fitri, *op.cit*, p. 38

³¹ Muchamad Suliman, *An analysis of the translation of the idiomatic expressions used in the subtitles of tangled*, <http://library.uwp.ac.id/digilib/files/disk1/2/--muchamadsu-83-1-muchamad-t.pdf> , accessed on 27th july 2017, p. 29

³² Larson, *op.cit*, p. 16

Based on the statements the writer can concludes that an idiom is an expressions which consists of number of words (phrases or sentence) it has the different meaning from the words. Therefore, the translator needs to understand about idiomatic expression because idiomatic expression is cannot translating word by word. Example, “Close down” that means “gulung tikar or bangkrut” cannot be translated literally, like as “Close that means menutup and down that means kebawah.

2. Classification of Idioms

In order to help to understand idioms better, there is a classification of them. Idioms can be grouped into five categories, they are colloquialisms, proverbs, slangs, allusions, and phrasal verbs.

a. Colloquialisms

Colloquialisms is and expression not used in formal speech or writing. Colloquialisms or colloquial language is considered to be characteristic of or only appropriate for casual, ordinary, familiar, or informal conversation rather than formal speech or writing. They are used in daily conversations. Below are the examples of colloquialisms:

1. SL : He *died of laughter*

TL : Dia *tertawa terbahak-bahak*

2. SL : This cellphone has been *on the blink* for two weeks

TL : Telepone seluler ini sudah *rusak* selama dua minggu

b. Proverbs

Proverb is a simple way of speaking. It used the time when we want to make our speech more concrete and more understandable. It is popularly used and repeated and expresses facts and truth based on common sense. Examples of English proverb and their meaning in Bahasa Indonesia can be *actions speak louder than words* or the expression *no pain, no gain* which refers to the situation of suffering in order to gain the thing we have intended to achieve.

1. SL : Actions speak louder than words

TL : Tindakan lebih berarti daripada kata-kata

2. SL : A half of loaf is better than none.

TL : Sedikit itu lebih baik daripada tidak sama sekali

c. Slang

Slang is the use of highly informal words and expressions that are not considered as the standart use of language. It is often used as a way to say words that are not appropriate or somehow taboo. Slang lowers the dignity of formal or serious speech or writing and replace a well-known conventional synonym. Slang is used to add humor and fun to one's speech. Here are examples of slang:

1. SL : He has been such *a a horse's ass*.

TL : Dia itu memang *menyebalkan*

2. SL : Your friend over that corner is *a chicken*

TL : Temanmu yang dipojok itu *penakut*

d. Allusion

Allusion is a figure of speech that makes a reference to a place, event, literary work, myth, or work of art, either directly or by implication. Allusion can also be defined as “ a brief reference, explicit or indirect, to a person, place or event, or to another literary work or passage”.

SL : He was a real Romeo with the ladies

TL : Dia benar-benar romantis terhadap gadis-gadis

e. Phrasal verb

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. A phrasal verb often has a meaning which is different from the original verb. They are usually used in informal everyday speech as opposed to the more formal verbs. For example the informal use of these phrasal verbs:

1. SL : Grace told me that she wanted to *start over*

TL : Grace bilang dia ingin *mulai dari awal lagi*

2. SL : Let me speak to Jennifer before you *hang up*

TL : Ijinkan aku bicara dengan Jennifer sebelum kau *tutup teleponya*³³

3. Difficulties in Translating Idiomatic Expressions

Translating idioms is a difficult task for anyone especially if he or she is not aware of the cultural differences of the source and target languages. The main

³³ Muchamad Suliman, *op.cit*, p.31-34

problems are recognizing idioms and distinguishing idiomatic from non-idiomatic expressions.

According to Baker's summary there are some obstacles in translating idioms as follows:

- a. An idiom or fixed expressions may have no equivalent form in the target language.
- b. An idiom or fixed expression may have a similar counterpart in the target language, but its context of use may be different; the two expressions may have different connotations, for instance, or they may not be pragmatically transferable.
- c. An idiom may be used in the source text in both its literal and idiomatic senses at the same time.
- 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.³⁴

³⁴ *Ibid*, p. 34

CHAPTER III

METHOD OF RESEARCH

This chapter deals with method of the research, population and sample, instrument, procedure of collecting data and technique of data analysis of the research.

A. Research Method

In this research, the writer applied descriptive quantitative method. It was used to describe the students' translation quality in translating idiomatic expression from English into Bahasa Indonesia at the seventh semester of IAIN Palopo.

B. Population and Sample

1. Population

The population of this research was all of the seventh semester of students of English Department of IAIN Palopo 2017/2018 academic year. There are four classes there where the classes consist A: 32 students, B: 25 students, C: 28 students, and D: 28 students. Thus, the population of this research was 113 students.

2. Sample

Sample in this research, the researcher used porportional random sampling technique. It meant that all students of the seventh semester of IAIN Palopo got same chance. Suharsimi said that “if the total of the subject is more than 100, it can be taken between 10%-15%, 20%-25% or more, and researcher took 20 students as the sample. To determine the number of sample assigned to each class is used the formula as following:

$$Fi = \frac{Ni}{n} \times 20$$

Notes :

Fi = Sample each class

Ni = Sub sample class³⁵

No	Class	Population	Sample
1	A	32	6
2	B	25	4
3	C	28	5
4	D	28	5
Total		113	20

³⁵ Suharsimisi Arikunto, *Prosedur Penelitian*, (cet XII, Jakarta: Rineka Cipta, 2000), p.134

C. Instrument of the Research

The instruments of the data collection in this research were:

1. Test: it is intended to find out the students' translation quality in translating idiomatic expression from English into Bahasa Indonesia.
2. Hand Phone: it is intended to take students' pictures.

D. Procedure of Collecting Data

The procedures of the research involves following steps:

- a. The writer gave test to the students and then explain how to do the test.
- b. The test was about idiomatic translation test consist of 20 items.
- c. After that, the writer collected the text.
- d. Then, the writer analyzed and percentage the students' result.

E. Technique of Data Analysis

The data of this research were analyzed as follow:

- a. The collecting data evaluation from test
- b. Analyzing the data by using percentage, it is counting the rata percentage of the students' score by using the formula³⁶.

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The Percentage

³⁶ Amirul Hadi dan Haryono, Statistik Pendidikan , (Jakarta: Rineka Cipta, 1999), p. 196.

F = Frequency

N = Sampel

The form can be showed in the following table:

Table 3.1

Concept of Student's Translation Quality

No	Name	Aspect											
		Accuracy(%)				Clarity(%)				Naturalness(%)			
		E	G	F	B	E	G	F	B	E	G	F	B

The table above consists of five columns there are number, name, aspect (accuracy, clarity, and naturalness). In aspect columns show the level of student's translation quality which are divided into three columns namely accuray, clarity, and naturalness. For each aspect, there are E,G,F,B columns which are stand for excellent, good, fair, and bad translation quality.

After the data from the translation test had been collect. The data is input to the E,G,F,B table in form of percentage.

To show the percentages of the accuracy of the student's translation quality, the researcher will use the table below:

Table 3.2

Concept Of The Student's Translation Quality in Aspect of Accuracy

Number of Student's Translation	Translation Quality	Indicator	Percentages
	Excellent	Accurate and clear meaning, without any omission or changes meaning	
	Good	Correct meaning, with no omission, addition or any changes of meaning	
	Fair	Correct meaning, with minimum redudancy and grammatical errors	
	Bad	Semantically misleading and incomprehensible, unclear meaning, there are some grammatical errors and deviation of meaning.	
Total			

The table 3.2 is used to determine the translation quality of students based on their accuracy. There are four quality level which divide student's translation accuracy there are, excellent, good, fair, and bad.

The precentages of the student's translation quality in clarity aspect is showed in the following form:

Table 3.3

Concept Of The Student's Translation Quality in Aspect of Clarity

Number of Student's Translation	Translation Quality	Indicator	Percentages
	Excellent	Easy to understand, correct words phrase and grammar, nothing ambiguous	
	Good	Appropriate words, phrases and grammar and clear meaning	
	Fair	complex syntax but undertandable meaning, with some diction or mechanical errors	
	Bad	Stylistically awkward, structurally burdensome and poorly structured, with diction and mechanical errors	
Total			

The table 3.3 above is used to determine the translation quality of students based on their Clarity. There are four quality level which devide student's translation clarity there are, excellent, good, fair, and bad.

To show the percentages of the naturalness of the student's translation quality result, the following form is used:

Table 3.4
Concept Of Student's Translation Quality in Aspect of Naturalness

Number of Student's Translation	Translation Quality	Indicator	Percentages
	Excellent	Make sense, read naturally (written in ordinary language, common grammar, proper idioms and words)	
	Good	Correct meaning, appropriate idioms and words but there are some syntactic structure errors	
	Fair	Make sense with minimum unnatural words, grammar, phrase and idiom	
	Bad	Unnatural form, with awkward language, linguistically unnatural and stylistically awkward.	
Total			

The table 3.4 is used to determine the translation quality of students based on their naturalness. There are four quality level which divide student's translation naturalness there are, excellent, good, fair, and bad.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the findings of the research and the discussion of the findings. The finding of the research are presented as data description based on the result of data analysis of the obtained trough translation test .The discussion part deals with interpretation of the findings.

A. Findings

In this chapter, the researcher presented about the result of students' translation in translating idiomatic expression from English into Bahasa Indonesia at the seventh semester of English department of IAIN Palopo. There are four tables which are showed the data. First is students' translation quality's table that showed a cumulative data of students' result. The table is showed bellow:

Table 4.1
The students translation quality

No	Name	Aspect											
		Accuracy (%)				Clarity (%)				Naturalness (%)			
		E	G	F	B	E	G	F	B	E	G	F	B
1	R1	10	40	45	5	10	25	65	0	10	35	55	0
2	R2	10	15	40	35	10	5	50	35	15	15	35	35
3	R3	10	45	25	20	10	15	55	20	10	15	55	20
4	R4	5	50	40	5	5	15	75	5	5	25	65	5
5	R5	15	35	45	5	15	10	65	10	15	15	65	5
6	R6	15	60	15	10	10	30	50	10	20	15	55	10
7	R7	15	50	25	10	15	20	55	10	15	10	65	10
8	R8	20	25	40	15	20	10	55	15	25	15	40	20
9	R9	5	55	20	20	5	20	55	20	10	15	55	20
10	R10	5	70	10	15	10	40	35	15	20	15	55	10
11	R11	5	40	40	15	0	25	60	15	10	10	65	15
12	R12	10	65	20	5	10	15	70	5	15	10	70	5
13	R13	5	45	35	15	0	30	50	20	5	20	55	20
14	R14	15	50	25	10	15	25	40	20	20	25	45	10
15	R15	20	40	35	5	20	10	70	0	20	10	60	10
16	R16	15	55	20	10	15	25	45	15	20	25	45	10
17	R17	20	40	30	10	20	30	40	10	20	30	35	15
18	R18	5	20	30	45	5	15	35	45	5	20	30	45
19	R19	10	20	25	45	10	5	35	50	10	10	35	45

20	R20	10	60	25	5	10	25	60	5	10	20	65	5
Total		225	880	590	305	215	395	1065	325	280	355	1050	315

Notes:

E : Excellent Quality

G : Good Quality

F : Fair Quality

B : Bad Quality

Based on the result of the score above, it can be described as follows:

Calculating:**Accuracy**

$$\text{Excellent : } P = \frac{225}{20} \times 100\% = 11,25\%$$

$$\text{Good : } P = \frac{880}{20} \times 100\% = 44\%$$

$$\text{Fair : } P = \frac{590}{20} \times 100\% = 29,5\%$$

$$\text{Bad : } P = \frac{305}{20} \times 100\% = 15,25\%$$

Clarity

$$\text{Excellent : } P = \frac{215}{20} \times 100\% = 10,75\%$$

$$\text{Good : } P = \frac{395}{20} \times 100\% = 19,75\%$$

$$\text{Fair : } P = \frac{1065}{20} \times 100\% = 53,25\%$$

$$\text{Bad : } P = \frac{325}{20} \times 100\% = 16,25$$

Naturalness

$$\text{Excellent : } P = \frac{280}{20} \times 100\% = 14\%$$

$$\text{Good : } P = \frac{355}{20} \times 100\% = 17,75\%$$

$$\text{Fair : } P = \frac{1050}{20} \times 100\% = 52,5\%$$

$$\text{Bad : } P = \frac{315}{20} \times 100\% = 15,75\%$$

The data is showed a cumulative data of students' translation result.

Based on the result score of the test for clear look at the second table of students' translation quality percentage in aspect of accuracy which is showed the percentages of students' translation quality based on the accuracy aspect. The table is showed bellow:

Table 4.2

The students' translation quality percentage in aspect of accuracy

Number of Student's Translation	Translation Quality	Percentages
20 Student's Translation	Excellent	11,25%
	Good	44%
	Fair	29,5%
	Bad	15,25%
Total		100%

The table 4.2 shows the quality of student's translation in accuracy aspect. There are four levels of the quality (excellent, good, fair and bad) that showed in form of percentage. From 20 student's translation done by the seventh semester students of English department of IAIN Palopo, the excellent translation quality is 11,25%. The students' translation which in good quality is 44%. In fair quality is 29,5% and bad quality is 15,25%

Third is the table of students' translation quality percentage in aspect of clarity which is showed the percentages of students' translation quality based on the clarity aspect. The table can be seen bellow:

Table 4.3

The students' translation quality percentage in aspect of clarity

Number of Student's Translation	Translation Quality	Percentages
20 Student's Translation	Excellent	10,75%
	Good	19,75%
	Fair	53,25%
	Bad	16,25%
Total		100%

The table above shows the quality of students' translation in clarity aspect. There are four levels of the quality (excellent, good, fair and bad) that showed in form of percentage. From 20 student's translation done by the seventh semester students of English department of IAIN Palopo, the excellent translation quality is 10,75%. The students' translation which in good quality is 19,75 %. In fair quality is 53,25% and bad quality is 16,25 %

Fourth is the table of students' translation quality percentage in aspect of naturalness which is showed the percentages of students' translation quality based on

the naturalness aspect. The table is showed bellow:

Table 4.4

The students' translation quality percentage in aspect of naturalness

Number of Student's Translation	Translation Quality	Percentages
20 Student's Translation	Excellent	14%
	Good	17,75%
	Fair	52,5%
	Bad	15,75%
Total		100%

The table 4.4 above shows the quality of students' translation in naturalness aspect. There are four levels of the quality (excellent, good, fair and bad) that showed in form of percentage. From 20 student's translation done by the seventh semester students of English department of IAIN Palopo, the excellent translation quality is 14%. The students' translation which in good quality is 17,75 %. In fair quality is 52,5% and bad quality is 15,75%

Fifth is the table of idiomatic translation based on the translation test. The

table is showed bellow:

Table 4.5
Idiomatic expression³⁷

No	Idiomatic translation	Indonesian translation
1	Good hand	Tulisan yang bagus
2	After all	Bagaimanapun juga
3	Eat up	Menghabiskan
4	Sit down and stop your noise!	Duduk dan diamlah!
5	Put off	Menunda
6	Count on	Mengandalkan
7	Look after	Merawat
8	Take up	Memulai
9	Hard words	Kata-kata kasar
10	Find out	Mengetahui
11	Chipped away	Mengelupas
12	Boost up	Menaikkan
13	Family tree	Asal-usul
14	Fearful	Menakuti

³⁷ Tim Primapena, *Kamus Idiom Edisi Lengkap* (Jawa Timur: Gitamedia Press, 2004)

15	Falls in	Tenggelam dalam
16	Faced with	Berhadapan dengan
17	Talking point	Pokok pembicaraan
18	Carry on	Meneruskan
19	A lot of	Banyak
20	At will	Sesuka hati

From the table above show the meaning of idiomatic expression is translated into Bahasa Indonesia.

The translation quality in translating idiomatic expression from English into Bahasa Indonesia at the seventh semester students of English department of IAIN Palopo is analysed in several subtopics below:

1. Accuracy

The accuracy of translation is one of the important aspect in determining the translation quality. Larson's indicators for the quality category of accuracy are the following:

a. Excellent quality

In this research, the researcher found 11,25% student's translation were excellent. The most excellent quality was found in item test number 3:

I don't believe he can eat up all the food

Students' translation:

Saya tidak percaya dia dapat menghabiskan semua makanan itu.

The students' translation above was excellent because accurate, suitable and clear meaning, without any omission or changes of meaning based on Larson theory.

b. Good quality

Next the researcher found 44% in good quality. The most good quality was found in item number 2 and 13:

After all, Bima still loves his wife and son.

Students' translation:

Setelah itu, Bima masih mencintai istri dan anaknya.

Meanwhile, the right translation;

Bagaimanapun juga, Bima masih mencintai istri dan anaknya.

From a case above, it can be seen that the students did not know the meaning of idiomatic expression "after all". They translated it into "setelah itu" meanwhile the correct meaning is "bagaimanapun juga"

Do you know the family tree from that man?

Students' translation:

Apakah kamu tahu keturunan dari laki-laki itu?

Meanwhile, the right translation:

Apakah kamu tahu asal-usul dari laki-laki itu?

From the translation above. The students' translation was good quality because correct meaning, with no omission and addition. But the word "family tree". They translated into "keturunan". Meanwhile the correct meaning is "asal usul"

c. Fair quality

Also the researcher found 29.5% students' translation got the fair quality in accuracy aspect in translating idiomatic expression from English into Bahasa Indonesia. Most of the fair quality translation were found in translation test number 7:

Grandma will look after the baby while we go to the lecture.

Students' translation:

Nenek akan menjaga bayi ketika kami bertemu dosen.

Meanwhile the right translation:

Nenek akan merawat bayi sementara kami pergi kuliah

From the translation above the student's translation was fair. Because the the students did not know the meaning of idiomatic expression "look after". They translated into "menjaga" meanwhile is more suitable with "merawat" because the object was a baby. Also, the researcher found some grammatical errors such as "while we go to the lecture". They translated into "ketika kami bertemu dosen". Meanwhile the right translation is "sementara kami pergi kuliah"

d. Bad quality

The last, researcher found 15,25% of bad quality in accuracy aspect. The most bad quality was found in translation test number 14:

Why do you fearful of me last night?

Students' translation:

Kenapa kamu takut padaku tadi malam?

Meanwhile, the right translation:

Mengapa kamu menakuti aku tadi malam?

From the case above, the researcher found unclear meaning and deviation of meaning. The students did not know the meaning of idiomatic expression from “fearful”. They translated into “takut”. Meanwhile the right translation is “Menakuti”.

2. Clarity

The clarity aspect is the one of important aspect to make translation material understood by the people of target language. The quality category of clarity can be evaluated on four levels:

a. Excellent quality

From the data, the researcher found 10,75% student’s translation were excellent. The most excellent quality was found in item test number 6:

I can count on my parents to help me in an emergency.

Students’ translation:

Saya dapat mengandalkan orang tua saya untuk membantu saya dalam keadaan darurat.

The students’ translation above was excellent translation quality because easy to understand, correct words phrase and grammar, and nothing ambiguous based on Larson theory in clarity level.

b. Good quality

Next, the researcher found 19,75% in good quality. The most good quality was found in translation test number 9 and 19:

Don't say hard words to them

Students' translation

Jangan berkata kasar pada mereka.

Meanwhile, the right translation:

Jangan mengatakan kata-kata kasar kepada mereka.

The students' translation above was in good quality because appropriate words and clear meaning. But the student did not know the meaning from "hard words". They translated into "berkata kasar". Meanwhile is more suitable if translated into "mengatakan kata-kata kasar". Because the form of "words" is a plural.

She collected a lot of dolls.

Students' translation:

Dia mengumpulkan banyak boneka

Meanwhile, the right translation:

Dia mengoleksi banyak boneka

The students translation above was in good quality because appropriate words and clear meaning. The students translated the right idiomatic expression "a lot of" into "banyak". But the word "collected" is more suitable if translated into "mengoleksi" because the object is the doll.

c. Fair quality

Also, the researcher found 53,25% in fair quality. The most fair quality was found in translation test number 1 and 5:

The letter has written with a good hand

Students' translation:

Surat itu telah ditulis dengan tangan yang baik

Meanwhile, the right translation:

Surat itu telah ditulis dengan tulisan yang bagus

From the data above, the students translation was in fair quality because undertandable meaning, with some diction or mechanical errors. They did not know the meaning of idiomatic expression from “good hand”. They translated into “tangan yang baik”. Meanwhile, the right translation is “tulisan yang bagus” because the object is the letter.

Many students put off doing their assignments until the last minute

Students' translation:

Banyak siswa mengerjakan tugas mereka hingga detik-detik terakhir

Meanwhile, the right translation:

Banyak siswa menunda mengerjakan tugas mereka hingga menit terakhir

From the translation above, the researcher found the students did not translated the idiomatic expression “put off” into “menunda”.

d. Bad quality

For the last, the researcher found 16,25% in bad quality. The most bad quality was found in translation test number 11:

Most of the white paint has been chipped away

Students translation:

Sebagian dari cat putih sudah di kupas habis

Meanwhile, the right translation:

Sebagian besar cat putihnya sudah mengelupas

From the translation above, the students translation was in bad quality because stylistically awkward, poorly structured, with diction and mechanical errors. The student's translation said "sebagian dari cat putihnya sudah dikupas habis". It can be interpreted that the someone has been flaked his white paint.

3. Naturalness

The purpose of naturalness tests is to see if the form of the translation is natural and the style appropriate. Larson's indicators for the quality category of naturalness are the following:

a. Excellent quality

In this research, the researcher found 14% in excellent quality in aspect naturalness. The most excellent quality was found in translation test number 16:

We faced with President in that building

Students' translation:

Kami berhadapan dengan President di gedung itu

The students' translation above was excellent because, natural and suitable with excellent translation quality based on Larson.

b. Good quality

Next, the researcher found 17,75% of good quality in aspect naturalness. The most good quality was found in item test number 4:

Sit down and stop your noise!

Students' translation:

Duduk dan jangan berisik!

Meanwhile, the right translation:

Duduklah dan diamlah!

From the translation above, the students's translation was good because correct meaning. Phrasal verbs "sit down" is more suitable if it is translated into "duduklah" because is imperative sentence. And "stop your noise" is more natural if it is translated into "diamlah" .

c. Fair quality

Also, the researcher found 52,5% of fair quality in aspect naturalness. The most fair quality was found in translation tests number 8:

After today's exam, the class will be ready to take up the last chapter in the book.

Students' translation:

Setelah ujian hari ini, kelas akan siap untuk mengambil bab terakhir di buku

Meanwhile, the right translation:

Setelah ujian hari ini, kelas akan siap untuk memulai bab terakhir yang ada dibuku.

From the translation above, the researcher found minimum unnatural words such as in idiomatic expression from “take up”. They translated into “Mengambil” which would be more natural if translated into “memulai”.

d. Bad quality

For the last, the researcher found 15,75% of bad quality in aspect naturalness.

The most bad quality was found in translation tests number 18:

I will carry on your effort to build our countryside

Students' translation:

Saya akan terus berusaha membangun pedesaan kita

Meanwhile, the right translation:

Aku akan meneruskan usahamu untuk membangun desa kita

From the translation above, the researcher found unnatural form, with awkward language. The students' translation said “saya akan terus berusaha membangun pedesaan kita”. It can be interpreted that he will try to build our country. But the right translation is “aku akan meneruskan usahamu untuk membangun desa kita”. And also. The students did not know the meaning of “carry on”. They

translated into “terus”. Meanwhile, is more natural if it is translated into “meneruskan”.

B. Discussion

Based on the analysis of the data, then the researcher makes the conclusion whether the students’ translation quality of IAIN Palopo in translating idiomatic expression from English into Bahasa Indonesia is good quality in accuracy aspect and relatively fair in two aspects namely, clarity and naturalness.

The following is the identification table of students translation idiomatic expression from English into Bahasa indonesia

Table 4.6

Students translation

No	Translation test	Students’ translation	Right translation
1	The letter has written with a good hand	Surat itu telah ditulis dengan tangan yang bagus	Surat itu ditulis dengan tulisan yang bagus
2	After all, Bima still loves his wife and son	Setelah itu, Bima masih mencintai istri dan anaknya	Bagaimanapun juga, Bima masih mencintai istri dan anaknya
3	I don’t believe that he can eat up all the food	Saya tidak percaya dia dapat menghabiskan semua makanan itu	Saya tidak percaya dia dapat menghabiskan seluruh makanan itu

4	<i>Sit down and stop your noise!</i>	Duduk dan jangan berisik!	<u>Duduk dan diamlah!</u>
5	Many students <i>put off</i> doing their assignments until the last minute.	Banyak siswa mengerjakan tugas mereka hingga menit terakhir	Banyak siswa <u>menunda</u> mengerjakan tugas mereka hingga menit terakhir
6	I can <i>count on</i> my parents to help me in an emergency	Saya dapat mengandalkan orang tua saya untuk membantu saya dalam keadaan darurat	Saya dapat mengandalkan orang tua saya untuk membantu saya dalam keadaan darurat.
7	Grandma will <i>look after</i> the baby while we go to the lecture	Nenek akan menjaga bayi ketika kami bertemu dosen	Nenek akan <u>merawat</u> bayi semntara kami pergi kuliah
8	After today's exam, the class will be ready to <i>take up</i> the last chapter in the book.	Setelah ujian hari ini, kelas akan siap untuk mengambil bab terakhir di buku	Setelah ujian hari ini, kelas akan siap untuk <u>memulai</u> bab terakhir yang ada di buku.
9	Don't say <i>hard words</i> to them!	Jangan berkata kasar pada mereka	Jangan mengatakan kata-kata kasar kepada mereka!
10	One of the best ways to learn is to <i>find out</i> how other people do things		Salah satu cara terbaik untuk belajar yaitu <u>mengetahui</u> bagaimana orang lain melakukan sesuatu .
11	Most of the white paint has been <i>chipped away</i>	Sebagian dari cat putih sudah di kupas habis	Sebagian besar cat putihnya sudah <u>mengelupas</u> .
12	I hope the director <i>boost up</i> my position	Saya berharap bos direktur dapat	Aku harap direktur <u>menaikkan</u> jabatanku.

		menaikkan jabatan saya	
13	Do you know the <i>family tree</i> from that man?	Apakah kamu tahu keturunan dari laki-laki itu?	Apakah kamu tahu <u>asal-usul</u> dari laki-laki itu?
14	Why do you <i>fearful of</i> me last night?	Kenapa kamu takut padaku tadi malam?	Mengapa kamu <u>menakuti</u> aku tadi malam?
15	He <i>falls in</i> happiness after he passes the exam.	Laki-laki itu jatuh dalam kebahagiaan setelah dia melewati ujian	Dia <u>tenggelam dalam</u> kebahagiaan setelah lulus dari ujian
16	We <i>faced with</i> President in that building.	Kami berhadapan dengan president di gedung itu	Kami <u>berhadapan dengan</u> Presiden di gedung itu.
17	We must know the <i>talking point</i> in this meeting.	Kita harus tahu inti pembicaraan pada rapat ini	Kita harus tahu <u>pokok pembicaraan</u> pada pertemuan ini
18	I will <i>carry on</i> your effort to build our countryside.	Saya akan terus berusaha membangun pedesaan kita	Aku akan <u>meneruskan</u> usahamu untuk membangun desa kita
19	She collected <i>a lot of</i> dolls.	Dia mengumpulkan banyak boneka	Dia mengoleksi <u>banyak</u> boneka
20	You can arrange your bedroom <i>at will</i>	Kamu bisa mengatur kamarmu saat ini	Kamu dapat mengatur kamar tidurmu <u>sesuka hati</u> .

From the data above it can be analysed in several subtopics below:

1. Accuracy aspect

From the analysis of the test. The researcher found the most of the students translation is good quality in accuracy aspect. The accuracy of translation is defined specifically by the correct transfer of the message of the source text. In addition, a translated text must be clearly understood and does not need any rewriting.

Based on the data, the most of translation is good quality was found in item test number 2 and 13. From the data the students translate the text with correct meaning, no omission and addition. But there are some students did not know the meaning of idiomatic translation.

2. Clarity aspect

Based on the analysis of the test, the researcher found the most of the translation is fair quality in clarity aspect. The clarity of translation is defined the way which communicates most clearly, the way which ordinary people will understand³⁸.

Based on the data, the researcher found the fair quality in item test number 1 and 5. From the data, the students' translation was fair because there are some diction or mechanical errors of students' translation. And also, the researcher found the students still difficult to translate idiomatic expression into Bahasa Indonesia.

3. Naturalness aspect

From the analysis of the data, the researcher found that the most of the translation is fair quality in naturalness aspect. The naturalness of the translation is defined that translator use the natural form of the receptor language, if the translation is to be effective and acceptable³⁹.

³⁸ Kurniadi Agus Satria, *Student's translation quality in translating English phrasal verbs into Indonesian*, <http://repository.unib.ac.id/8281/2/1.II.III.II-14-kur.FK.pdf> , accessed on 02nd february 2017, p. 15

³⁹ *Ibid*, p. 15

Based on the data, the researcher found the most of the fair quality in item test number 8. From the data the students' translation was fair because the researcher found minimum unnatural word in translating idiomatic expression.

The researcher concluded that there are some students got errors in translating idiomatic expression from English into Bahasa Indonesia such as wrong meaning, and literal translation. But, there are some students' translation is excellent quality, meanwhile the most of students' translation is relatively fair

CHAPTER V

CONCLUSION AND SUGESTIONS

This chapter deals with conclusions of the research and suggestion based on the data analysis.

A. Conclusions

After conducting the research, it can be conclude that the students' translation quality in translating idiomatic expression from English into Bahasa Indonesia at the seventh semester of English department of IAIN Palopo is good quality in accuracy aspect and relatively fair in clarity and naturalness aspect. Meanwhile there are some students' translation is excellent. From the data analysis, there are three aspects of translation quality assessment, namely accuracy, clarity, and naturalness.

And then, the researcher indicated that there are some of students still difficult to translate idiomatic expression from English into Bahasa Indonesia because they translate word by word, meanwhile idiomatic expression cannot translate word by word because it can be changes of meaning of the text. And also, most of students did not know the meaning of idiomatic expression actually.

B. Suggestions

Based on findings of this research, the researcher wants to give some suggestions for the lecture and students.

1. For the lectures

The finding of the study can be taken consideration for lectures to evaluate their way in teaching translation especially about idiomatic translation. And also, lectures are recommended to teach the students about idiomatic expression in translation subject to improve student's knowledge about how to translate idiomatic expression from English into Bahasa Indonesia.

2. For the students

Since the finding have described about the quality of students' translation. The students have to understand the meaning of idiomatic expression based on the contextual meaning of the sentence.

CURRICULUM VITAE



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