

AN ANALYSIS OF STUDENTS' EQUIVALENCE IN TRANSLATING ENGLISH IDIOM INTO BAHASA INDONESIA

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***Abstract.** The students of Translation English into Bahasa Indonesia Class at the fifth semester at Raden Intan State Islamic University Lampung are supposed to be able to use idiom. However, most of students still faced difficulties to know the meaning of idiom and the students do not recognize idioms within the sentences, so the students translate idioms literally. Therefore, this research was intended to analyze the student equivalence in translating English idiom into bahasa Indonesia. This research was conducted based on descriptive qualitative analysis. The subjects of the research were fifth semester at Raden Intan State Islamic University Lampung, while as the sample is the Translation English into Bahasa Indonesia class. In collecting the data, the researcher used students result of translation idiom English into bahasa Indonesia. After collecting the data, researcher analyzed the students equivalence in translating English idiom into bahasa Indonesia. From the data analysis, it was found that the students did not translate the sentences of the English idiom into bahasa Indonesia is the highest frequency with the percentage is 50.76%. The second is the students translated with the percentage is 49.21% with details are the students translated by non-equivalence with the percentage is 15.89%. Then, by the equivalence with the percentage is 33.32% with details are dynamic equivalence with the percentage is 32.56%. The last with the lowest percentage is formal equivalence with the percentage is 0.76%. From the data showed the students had difficulties in translating English idiom into bahasa Indonesia and the students cannot maintains the meaning of the idiom, so the meaning in the source text cannot be transfered as natural as possible in target text.*

Keyword: *analysis, idiom, translation, descriptive qualitative, equivalence*

A. INTRODUCTION

Nowadays, English has become an international language. The condition forces people to learn English seriously because people will be easy to communicate both written and spoken. Different languages that are used in communication by people

become a barrier in communication. To solve it, translation can be used. In Translation, there is process of transferring meaning of the source language into the target language by paying attention to the authors' intention in the text. Translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988): It can be concluded that the translation conveys a message of the source language into the target language in the form of meaning by taking into account the style of language, cultural differences and the purpose of the author. However, the most important thing in the translation is the meaning of the source language that will be transferred to target language.

In translation, meaning has a very important role. To get the meaning, the translator needs to pay special attention in translating the text such as language, the use of language, an expression, the context of words and sentences. A Meaning (like any other aspect of language) is provided by a community of native speakers, not by some special authority like dictionary or grammar-book (Manis, 1987). It can be seen that meaning is difficult to determine because of the user's language ability and a different perspective on the meaning of a speech or word. Meaning is a complex phenomenon involving relationships between a language and the minds of its speakers between a language and the world, and between a language and the practical uses to which it is put (Manis,1987).

Text using foreign language needs to be translated that the reader can get the meaning. Translation can be literal translation and free translation (Hatim and Munday, 2004). Literal translation is the translation that reproduces communicatively irrelevant elements of the source text. This usually happens when the translator copies the source language form (Zoya, 2008). In literal translation, translator defends the real meaning of the source text. Sometimes literal translation is called 'faithful' translation. Translators try to present the literal meaning of the source text without paying attention to the context. Furthermore, the flexibility in translation of the text is lack. Literal translation cannot be used for any kind of text. It is only for specific texts such as the scriptures or texts for the natural sciences or engineering that included an exact science that cannot be freely interpreted.

Free translation emphasizes the convenience of the reader to understand the translation results. The translator tries to translate the source text to be easily understood in the target text. Free translation is the reproduction of the source form and content in a loose way. This concept means adding extra elements of information or losing some essential ones (Zoya, 2008). In free translation, translator pays attention to adjust of the source text into the target text. The example of free translation is “she is a square peg in a round hole.” When it is translated by using literal translation, it becomes “*dia pasak dilubang yang bulat*”. The result of the translation is wrong because the meaning is not about the position of peg in the round hole. To translate it rightly, the translator has to pay attention to the context. After analyzing the meaning, it will be good when it is translated into “*dia berada dalam posisi yang tidak tepat*”. In conclusion, to translate the sentence, it should be translated by paying attention to the context. This way should be applied in translating the idiom since idiom cannot be translated literally.

Translating by identifying the context should be applied in idiom. Idiom cannot be translated literally because idiom is combination of two or more words that have different meaning from the word. It is supported by statement declared by O’Dell and Michael stating that Idioms are fixed combination of two words whose meaning is often difficult to guess from the meaning each other (2010). Sometimes, to understand the meaning of idiom is difficult. Idiom is language unit either in the form of word, phrases and sentences which is the meaning cannot be guessed from the structural rules. In conclusion, to translating idiom is not easy thing. Idiom cannot be translated literally. In fact students translate idiom literally. As the consequence, the result of the translation is difficult to understand. The reader of the target text has to thing hard to grab the meaning of the translated idiom. The meaning of the source text is not transferred well to the target text when it is translated literally. Literariness will influence the equivalence of the target text.

The equivalence meaning in target text is very important thing. To achieve equivalence in translating idiom, the translator must pay attention to the context and content of the source text. When it is done well, meaning of the source text can be

conveyed into the target text as natural as possible without damaging the authenticity of the source text. According to Nida in Hatim, 'Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful (2004). The most important thing in translation is equivalence, when the meaning can be transferred well in the target text, the equivalence is achieved.

Equivalence is divided into two types formal and dynamic equivalence. Formal equivalence focuses on form without paying attention in condition, situation and context. Formal equivalence distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard. On the other hand, dynamic equivalence is the degree to which the receptors of the message in the receptor language respond to it in substantially the same manner as the receptors in the source language (Nida and Taber, 1982).

Preliminary research was conducted to the students following translation subject in State Islamic University of Raden Intan Lampung. The students cannot recognize the existence of idiom within the text that they translate the idiom literally. It will influence the meaning of the source text. The meaning is not transferred rightly to the target text that the target readers are confused in gaining the meaning. Based on the previous problem, this research focuses on identifying the equivalence of English idiom translated into Bahasa Indonesia. Title of this research is "An Analysis of Students' Equivalence in Translating English Idiom into Bahasa Indonesia of the Fifth Semester of English Education Study Program at raden Intan State Islamic University Lampung in the Academic Year of 2016/2017.

B. RESEARCH METHOD

This research employs qualitative research as the design. Descriptive research studies are designed to obtain information concerning the current states of phenomena. They are determining the nature of situation, as the time of the study (Ary, 1975). The data were gathered from the students' translation result in translating English idiom into Bahasa Indonesia. Document analysis was used to analyze the equivalence of students' English idiom translation into Bahasa Indonesia. In conclusion, the analysis was based on the data taken from the students' translation.

The subject of this research was class C, the Fifth Semester of English Education Study Program in Raden Intan State Islamic University Lampung in the Academic Year of 2016/2017. The research used class C as subject of this research because class C had the lowest average score so that was possible for the research to find the students translated idiom within the text literally. The students in class C were asked by the lecture to translate the English sentences in which the idioms are taken place into Bahasa Indonesia in pair. In conclusion, There were 20 groups. The main instrument in this research was the researcher.

C. FINDING AND DISCUSSION

Findings

The analysis was started by identifying the students' works by grouping them into translated or untranslated category. The idioms that were not translated by the students were grouped In un-translated category. The translated idioms were grouped as translated category. Further, the translated idioms were grouped into equivalence or non equivalence. Equivalence category is divided into dynamic equivalence and fomal equivalence. English idioms that could preserve the effect the source text had on its reader and which tries to elicit a similar response from the target reader were grouped in dynamic equivalence category. On the other hand, English idioms that preserve the formal feature of the source text were grouped in Formal equivalence category. The English idioms that were translated into Bahasa

Indonesia but the meaning transference was not rightly were grouped in non-equivalence category. The detail description can be seen in the following table.

Table 1. The result of the analysis

No	Source text	Translated			Un Translated	TOTAL
		Equivalence		Non-Equivalence		
		Dynamic	Formal			
1	Craig and I fought over a girl on the fourth grade but that's Water under the bridge	20	-	-	-	20
2	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just Not her cup of a tea	13	-	1	6	20
3	I don't mean to Toot my own horn , but I'm the fastest kid on my block and the smartest too.	17	1	2	-	20
4	When the boys were having difficulty finding a DJ for the party. Brian suggested that they just turn on the radio at the party, but Kevin didn't want to Cut corners	-	-	20	-	20
5	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the Gravy train	-	-	2	18	20
6	Had been bullied every day until Carter, The captain of the wresteling team, took him Under his wing	1	-	-	19	20
7	After a long day of school football practice studying and chores. Glen wanted to play game box, but he was beat	1	-	-	19	20

8	Whenever Spogebob squareants came on the TV, the children were Glued to their seats.	6	-	1	13	20
9	Don't challenge Zeke to a dance off unless you are ready because Zeke will get in dance bettle At the drop of a hat	-	-	5	15	20
10	I tried to warn Brian that he was Playing with fire , but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.	9	-	-	11	20
Total		66	2	31	101	200
Percentage		32.56%	0.76%	15.89%	50.76%	100%

Based on the result of the research, it can be found that the English idiom *under his wing* and *beat* are the most difficult idiom to be translated. There are 19 groups who decided to not translate the idioms since they do not know the meaning of them. On the other hand, the idiom of *under his wings* is the most easiest idiom that could be translated by the groups. All of the groups could translate it rightly. The idiom *cut corner* were translated by all of the groups, but the result of the translation didn't transfer the source text's message fully that it didn't achieve equivalence.

Discussion

1. Untranslated

Idioms that are not translated by the groups will be put in this category. There are seven idioms that are not translated. They are not her cup of a tea, gravy train, under his wing, beat, glued to, at the drop of a hat, playing with fire. The detail description can be seen in the following table.

Table 2. Untranslated category

No	Source text	Total amount of Groups that don't translate the idioms

1	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just Not her cup of a tea	6 groups
2	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the Gravy train	18 groups
3	Had been bullied every day until Carter, The captain of the wresteling team, took him Under his wing	19 groups
4	After a long day of school football practice studying and chores. Glen wanted to play game box, but he was beat	19 groups
5	Whenever Spogebob squareants came on the TV, the childreen were Glued to their seats.	13 groups
6	Don't challenge Zeke to a dance off unless you are ready because Zeke will get in dance bettle At the drop of a hat	15 groups
7	I tried to warn Brian that he was Playing with fire , but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.	11 groups

The table shows that the idioms of under his wing and beat are regarded as the most difficult idioms since there are 19 groups out of 20 that didn't translate them. Under his wing is only translated by one group. Based on the analysis, the result of the translation achieves dynamic translation. Beat is only translated by one group. The result of the translation achieves formal equivalence.

2. Translated

Idioms that are translated into Bahasa Indonesia are grouped in this category. There are three idioms that are translated by all of groups. They are water under the bridge, toot my own horn, and cut corners. the most difficult idioms are under his wing and beat because only 1 group that translates the idoms. The detail description can be seen in the following table.

Table 3. Translated category

No	Source text	Translated			Total groups
		Equivalence		Non-Equivalence	
		Dynamic	Formal		
1	Craig and I fought over a girl on the fourth grade but that's Water under the bridge	20	-	-	20
2	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just Not her cup of a tea	13	.-	1	14
3	I don't mean to Toot my own horn , but I'm the fastest kid on my block and the smartest too.	17	1	2	20
4	When the boys were having difficulty finding a DJ for the party. Brian suggested that they just turn on the radio at the party, but Kevin didn't want to Cut corners	-	-	20	20
5	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the Gravy train	-	-	2	2
6	Had been bullied every day until Carter, The captain of the wresteling team, took him Under his wing	1	-	-	1
7	After a long day of school football practice studying and chores. Glen wanted to play game box, but he was beat	-	1	-	1
8	Whenever Spogebob squareants came on the TV,	6	-	1	7

	the children were Glued to their seats.				
9	Don't challenge Zeke to a dance off unless you are ready because Zeke will get in dance battle At the drop of a hat	-	-	5	5
10	I tried to warn Brian that he was Playing with fire , but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.	9	-	-	9

After being translated into Bahasa Indonesia, the translated idiom are analyzed in term of its equivalence. Because of that, translated category are divided into two. They are equivalence and non equivalence. The translated idioms that can transfer the source text's message perfectly are categorized in the equivalence category. On the other hand, the translated idioms that don't transfer the source text's message rightly are grouped in the non-equivalence category. The idioms that can achieve equivalence further are analyzed in term of dynamic equivalence or formal equivalence. The detail discussion can be seen in the following discussion.

A. Equivalence

1. Dynamic equivalence

The result of the translation is regarded as dynamic equivalence when the message in source text is properly conveyed into target text. So, the response obtained in target text has the same response that is intended by the source text. To get the same response, the result of the translation must be dynamic equivalence. Dynamic equivalence is quality of translation in which the message of the original text has been so transported into the receptor language that the response on the receptor is essentially like that of the original receptors (Nida and Taber, 1982). The distribution of the dynamic equivalence can be seen in the following table.

Table 4. Dynamic Equivalence

No	Source text	Dynamic Equivalence
1	Craig and I fought over a girl on the fourth grade but that's Water under the bridge	20
2	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just Not her cup of a tea	13
3	I don't mean to Toot my own horn , but I'm the fastest kid on my block and the smartest too.	17
4	Had been bullied every day until Carter, The captain of the wresteling team, took him Under his wing	1
5	Whenever Spogebob squareants came on the TV, the children were Glued to their seats.	6
6	I tried to warn Brian that he was Playing with fire , but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.	9

From the table, it can be seen that the idiom of water under the bridge can be translated succesfully by all of groups. 20 groups transfer the meaning of the source text perfectly to the target text that the target reader will get the same response in line with the source text reader. It is only one groups that can transfer the meaning of under his wing well. The rest of the groups fail to identify the meaning of under his wing well. Below are the example of translated idiom done by the students.

Table 5. example of students' work

No	Source text	Target text (Students Result)

1	Craig and I fought over a girl on the fourth grade but that's Water under the bridge	Craig dan saya berkelahi untuk seorang gadis kelas empat, tetapi itu kejadian dimasa lalu yang sudah tidak penting lagi sekarang.
2	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just Not her cup of a tea	Ibunya kylie ingin dia bermain piano, tetapi sebesar apapun kylie ingin membuat ibunya bahagia, hanya saja bermain piano sesuatu yang tidak dia sukai atau tidak dia minati.
3	I don't mean to Toot my own horn , but I'm the fastest kid on my block and the smartest too.	Saya tidak bermaksud untuk membanggakan diri sendiri , tetapi saya adalah anak tercepat di daerah saya dan paling terpintar juga.

The source text in the first example is water under the bridge. The idiom is translated into *sudah tidak penting lagi sekarang*. The meaning of water under the bridge is something that happens in the past, whose implication are being ignored. It can be concluded that the result of the translation transfers the meaning of the source text rightly. Since the message of the source text is preserved that the target reader will have the same response in line to the source text reader, it is dynamic equivalence.

The source text in the second example is not her cup of a tea. The idiom is translated into *tidak dia sukai atau dia minati*. The meaning of not her cup of a tea is something they don't find appealing and/or entertaining. The idiom is translated into *tidak dia sukai atau tidak dia minati*. The meaning of the source text is expressed as natural as possible to the target text. as consequence, the reader of the target text will get the same response that is similar to the reader in the source text. because of that, the result of the translation is dynamic equivalence.

The source text in the third example is toot my own horn. The idiom is translated into *membanggakan diri sendiri*. The meaning of toot my own horn is somebody

who like to boast about their abilities and achievement. It can be concluded that the result of the translation transfers the meaning of the source text rightly. Since the message of the source text is preserved that the target reader will have the same response in line to the source text reader, it is dynamic equivalence.

B. Non-equivalence

In this case, the students cannot maintain the meaning of the idiom, so the meaning in the source text cannot be transferred as natural as possible. Because of that the equivalence of the translation of the idiom in the target text is non-equivalence. The distribution of the the non-equivalence translation can be seen in the following table.

Table 6. non-equivalence category

No	Source text	Non- Equivalence
1	Kylie's mother wanted her to play the piano but, as much as kylie wanted to make her mother happy, playing the piano was just Not her cup of a tea	1
2	I don't mean to Toot my own horn , but I'm the fastest kid on my block and the smartest too.	2
3	When the boys were having difficulty finding a DJ for the party. Brian suggested that they just turn on the radio at the party, but Kevin didn't want to Cut corners	20
4	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the Gravy train	2
5	Whenever Spogebob squareants came on the TV, the children were Glued to their seats.	1
6	Don't challenge Zeke to a dance off unless you are ready because Zeke will get in dance bettle At the drop of a hat	5

Based on the distribution, it can be seen that the idiom cut corner is the most difficult idiom to be translated. All of the groups translate the idiom. Unfortunately, all of the result of the translation don't achieve equivalence. The meaning of the

source text are not transferred in the target text. The example of the non equivalence translation done by students are explained in the following table.

Table 7. example of students' work

No	Source Text	Target text (Students Result)
1.	When the boys were having difficulty finding a DJ for the party. Brian suggested that they just turn on the radio at the party, but Kevin didn't want to Cut corners	Ketika para remaja laki-laki kesulitan dalam mencari seorang DJ untuk pesta, Brian menyarankan sebaiknya mereka menyalakan radio di pesta tetapi kevin tidak mau berhemat
2.	Ever since Paul Jr. Found out that he could make money by shoveling driveways in the winter he's been riding the Gravy train	Sejak Paul Jr mengetahui bahwa dia dapat menggunakan uang untuk menyekop jalan masuk disaa musim salju, dia selalu mengeluarkan duit banyak untuk hal itu.
3.	Don't challenge Zeke to a dance off unless you are ready because Zeke will get in dance bettle At the drop of a hat	Jangan Menantang Zake untuk menari keuali jika kamu siap, karna Zake merupakan penari profesional yang siap menari kapan saja.

The first, The idiom in the source text is **cut corners**. It has meaning do less thorough job than originally planned in order to save time, cost and/or energy. The idiom translated into *berhemat*. The second is **gravy train** it has meaning a system hat offer high financial rewards in exchanged. The idiom is translated into *mengeluarkan duit banyak untuk hal itu*. And the last is **at the drop of a hat**. It has meaning describe a willingness to do something with very little encouragement. The idiom translated into *siap menari kapan saja*. From the previous explanation it can be seen that the students cannot maintain the meaning of the idiom. So, the meaning in the source text cannot be transfer as natural as possible. Because of that the equivalence of the translation of the idiom in the target text is non-equivalence.

D. CONCLUSION

After collecting the data and analyzing the result of the research, the researcher draws some conclusion and suggestion in an analysis of the equivalence of students' English idiom in translation into Bahasa Indonesia.

Conclusion

Based on an analysis of the equivalence of students' English idiom in translation into bahasa Indonesia the researcher concludes that the subject committed two types of translation made by students they were translated and untranslated. In translated researcher classified based on the equivalence or non-equivalence. Then in equivalence it was found that were two types of equivalence made by students in translated English idiom into Bahasa Indonesia, they were dynamic equivalence and formal equivalence.

The last is evaluating for each type of students works. The total number of students result were 200 items. The students didnot translate the sentences of the English idiom into bahasa Indonesia is the highest frequency with 101 items and the percentage is 50.76%. followed by the students translated with 99 items and the percentage is 49.21% with details are the students translated by non-equivalence with 31 items and the percentage is 15.89%. Then, by the equivalence with 68 items and the percentage is 33.32% with details are dynamic equivalence with 66 items and the percentage is 32.56% and the last with the lowest percentage is formal equivalence with 2 items and the percentage is 0.76%. From the data, showed the students had difficulties in translate English idiom into bahasa Indonesia and the students cannot maintains the meaning of the idiom, so the meaning in the source text cannot be transfered as natural as possible in target text.

Suggestion

From the conclusion above, the researchers would like to give some suggestion:

1. Suggestion for the lecturer
 - a. The lecturer does not only give explanation how to translate but also must give the students more exercises in translation.

- b. The lecturer does not only give material about Idiom but also must give the students more example and the meaning of the Idiom.
 - c. The lecture should give more translation English Idiom exercise to students so that they will be familiar in translating English Idiom into bahasa Indonesia.
2. Suggestion for the students
- a. The students should learn and practice in translating.
 - b. The students should not be lazy to read and find the meaning of the text or sentences.
 - c. The students should learn and develop their knowledge about Idiom.
3. Suggestion for the other researchers
- a. For further research, the researchers should try to find out the students equivalence in translating Indonesian Idiom into English.
 - b. For further research, the researchers should try to find out another proverb such as, phrase, collocation, homonyms and etc.

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