

## **STUDENTS' STRATEGIES USED FOR IDIOM TRANSLATION AT SMA SWASTA PENCAWAN MEDAN**

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### **ABSTRACT**

The research aims to find out the student's strategies in translating idioms. The method used in this study qualitative descriptive, this study was conducted at SMA SwastaPencawan Medan with the samples were 23 students of XI-MIA-2. The researcher used an essay test with 25 questions to translate idioms sentences. The result collection collected data from the students convert sentence researchers provided the database on the results of students' strategies in translating idioms on an essay test. Using a phrase of similar meaning in form result show there were 61 (34,27%), using a language of same meaning but dissimilar form in form show there were 19 (10,67%), translating by paraphrase in form result show there were 70 (39,33%) and translation by omission in form show there were 28 (15,73%). The result showed that many students translate idioms sentences with translation by paraphrase. The dominant strategies students are predominantly translation by paraphrase, and most students cannot turn the idiom in to the sentence that has been given.

*Keywords: strategies, translation idiom sentences, senior high school*

### **INTRODUCTION**

Language is the most effective device to express and communicate well and help to transmit information to one another at an individual or international level. All words have phrases and sentences that cannot be understood literally, but they know the meaning of the words, but it is difficult to translate into actual sentences. Students understand the meaning of a word using English phrases, but

they are tough to translate sentences in English. They turn proverbs in sentence form with a word per word, and their translation does not correspond to the meaning of the sentence. But using the English language is less and sentences without us realizing it is unique to read and heard, but in people who already understand or often listen to them already know the true meaning of phrases that are heard by him.

Researching students is very beneficial for students in answering test and understanding about the phrases or proverbs students are listening to or are currently watching. By the millennial now all have used idioms or proverbs because the prelingual is very important in shortens the sentences and has the meaning contained therein and is not so difficult in explaining lessons or others using sayings or phrases, if not done research or understand which students are still lacking in knowing the language is not very good because until whenever students will not be able to understand a sentence idioms or example idioms because it is very sound is not uncommon anymore all human beings often use the sentence of languages in addition to the lack of much waffle. Because of example, idioms have a little punishment, but it contains a significant meaning or meaning. During the writer's experience while practice teaching in SMA Swasta Pencawan Medan, there were many students' problems, especially idiom and translate.

The English language has millions of idiomatic sentences as it is more compatible with conveying the purpose of the speaker in different situations. Idiomatic expressions function in role-playing on the meaning of phrases performed by more than two people., in the same information that means, and in generating different sentence styles. Fernando explains the nature of varying atmosphere idiomaticity in balancing between everyday expressions and different moods. (Fernando,1996, p. xvii). Humans will not have a deeper understanding of the meaning of idioms in fact "because the purpose of the languages cannot be determined by the knowledge of the essential parts and the different moods. (Collis, 1994).

Someone proficient in translating deserves to change sentences with the original sentence. In this respect, Catford (1965) states that translating is exchanging a similar sentence in the same sense as the equivalent sentence in another pronunciation. According to Newmark (1981), turning is a creation that is divided into efforts to combine express orders or phrases in the same sentence as the same message but spoken in different sentences. Meanwhile, Nida (1964) states a translator has a critical task to provide the sending of messages, meanings, and the habit part of the communication used in the conversation and generate accurate replies with the recipient. Based on the above statement, students as beginners in learning English it usually makes mistakes in translating as a learning

process. For example, in translating idioms, students must know the translating strategy and the appropriate translating way that produces true meaning.

So, translating strategies have an essential role in the knowledge skills of students in theory. Based on the above statement, the author will discuss "Translation strategies students in translating idioms in senior High School. " And the author uses the essay test to find out what strategies students are using in translating languages. There are four Strategies for translating idioms proposed (Khosravi & Khotib, 2012). There is (1) Using a phrase of similar meaning and form (2) Using a language of comparable meaning but different form (3) Translation by paraphrase (4) Translation by omission. In this research, the writer discussed the idioms mostly found in Indonesia. This is a difference with the previous study mentioned by Khosravi and Khatib, which focussed on English Idioms in Persian Novel.

In this study, the researcher knows more students use paraphrase in translating the translated idioms. The results of previous research found the same research results as research researchers, but in previous studies not described the cause of many students chooses to use the translation by paraphrase strategy in translating idioms. Thus the researchers are interested in researching the analysis of students ' strategies used for idioms translation and explaining what plans are most dominant used by students in translating idioms.

## **LITERATUR REVIEW**

Idioms are difficult to learn because they are not literal, and they do not mean what they say Mcpartlandas cited Hussien *et al.* (2000). The meaning of idioms is not the sum of the purpose of its parts or its constituents (Hussien *et al.* 2000). A translator has to render the meaning of an idiom over and above the essence, and the difficulties that might be encountered and the suitable strategies for translating expressions are of utmost importance in successful idioms translation. Translation strategies are because they usually enable translators to overcome difficulties that might be encountered in the process of conversion (Dweik & Thalji, 2016). To the best of the researchers' knowledge, research that investigates difficulties in the Omani context is scant. This is expected to contribute to the significance of the present study and its findings and potential implications. The goal of a good translator is to translate idiomatically, using making many adjustments in the forms. In other words, the translator's goal is the ability to reproduce a text in the target language, which communicates the same idea or message as the source language. Many works of art face the complexity of the problem. Besides the capability of looking for appropriate meanings, a translator should be able to transfer the moral message of the author to be

accepted by the readers of the translation product duly. Newmark (1993) points out that slang and idioms are closely linked to culture and a particular period.

A way that refers to idioms can be translated into other languages depending on many translation strategies. Not in terms of phrases, it is converted by the same meaning but how to bring the idioms by producing the true meaning with the plan already available. The first strategy explains that discovering the languages and the true meaning of the habit is always heard and produces real sense. Fernando and Flavell are correct in warning us against the 'strong unconscious urge in most translators to search hard for an idiom in the receptor-language, however, inappropriate it maybe (Baker,1992)

Baker (1992) suggests the following strategies for translating languages:

1. *Using a vocabulary of similar meaning and form.* This strategy discusses that translating uses the true meaning of idioms, and the outcome is also identical to its purpose.
2. *Using an idiom of similar meaning but dissimilar.* This strategy explains translating languages to produce purpose and meaning is not identical to the true meaning
3. *Translation by paraphrase.* This strategy explains that turning using explanation is to re-interpret a sentence in another way in the same language without altering its original purpose.
4. *Translation by omission.* This strategy explains that translating using oversight is to remove the actual or original meaning.

From the explanation above, the author concluded that translating it has a strategy without altering its true meaning. It realizes that to bring something, we do not know the sense of such a purpose that makes people understand and can translate the idioms of the ones we make. Learning the languages can not be separated from the translation because we learn our idioms need the meaning of the sentence idioms themselves. From the above statement, writers come to the perception that idioms translate has a crucial role in improving students ' ability in the translation strategy, so teachers must teach strategies in explaining to students since students In the age of growth so that students will easily translate. They can achieve the purpose of teaching and learning foreign languages, which produce idiom sentences.

## **RESEARCH METHOD**

The research design is qualitative research. In this research, qualitative data used to find the result of some questions with systematic and accurate. The Subject of the study this research were 11<sup>th</sup> grade students of SMA SwastaPencawan Medan; it is located at BungaNcole Raya No. 50, KemenanganTani, Kec Medan Tuntungan. The reason why researchers chose this

place because the researcher already observed the research topic in this school before. The instrument of the research was used to collect the data. The type of test used in this research was an essay test. The technique analyzing data after the data is collected, the researcher analyzed it to find the students' strategies in translating idioms. the procedure of analyzing information there were same procedures were applied: the researcher checked the students' answer questions, and the researcher derived the strategy used in translating idioms

### FINDING

The data of this research were the Student's Strategies in translating idioms. Below is the table shows the Student's Strategies in translating languages.

**Table 1** The Students' Strategies in Translating Idioms

No	Student's Initial	Type of translating idioms			
		Using an idiom of similar meaning and form	Using the language of comparable meaning but dissimilar form	Translation by paraphrase	Translation by omission
1.	AAS	-	2	1	2
2.	AS	4	2	11	3
3.	CMS	5	-	7	-
4.	CBP	1	1	-	1
5.	DABS	1	-	-	1
6.	EMH	4	1	2	1
7.	AIM	2	-	3	-
8.	FFG	5	5	11	2
9.	HMF	4	-	3	-
10.	ICBT	3	-	9	-
11.	LB	1	-	2	3
12.	LSN	1	-	-	1
13.	MS	2	-	1	-
14.	NS	4	-	2	1
15.	PAS	3	1	4	1
16.	P	2	-	1	-
17.	REBT	1	-	1	1
18.	RL	3	-	2	2
19.	TS	1	2	-	3
20.	TDR	2	1	2	1
21.	UM	4	1	3	-
22.	YP	2	1	3	3

23.	YFS	6	2	2	2
	Total	61	19	70	28

## DISCUSSION

After conducting the research, the writer got the result. The students still had difficulties in translating idioms. Writers get data on student mistakes, commonly meaning form. Based on Baker's theory, the writer's errors made the students, namely, Using an idiom of similar meaning but a different way. From the data, The Students' errors in translating expressions focused on using a language of comparable meaning, but a different form, the more significant mistakes are made in bringing strategies using an idiom of similar meaning but different way. The first, researcher identify students difficulties in strategies for translating idioms answer sheets then analyzing students' false answer. Researchers provided the database on the results of students' strategies in turning phrases on an essay test. Using a language of similar meaning in form result show there were 61 (34,27%), using an idiom of same meaning but dissimilar form in form show there were 19 (10,67%), translating by paraphrase in form result show there were 70 (39,33%) and translation by omission in form show there were 28 (15,73%). Many students made a mistake in translating idioms sentences. Many students do not turn; there were eight students.

This issue was discovered by researchers based on the results of translations of idioms of students. Many factors affect students in translating. Knowing students' mistakes in reading is essential because this method can help English teachers find the next way or technique to teach excellent and correct translating strategies and help students if they encounter difficulties in Doing the translation. Knowing the error is a tool to help researchers check for mistakes on sentences made by students, mainly translating meaning in sentences idioms. Based on the previous study that used researchers from Hassan (2014), a learning translation is growing obedience that is increasingly popular over time. Translating idioms is not only a straightforward burden when a person has a varied habit as the enforcement of practices is not merely a simple meaning in resembling a real sense. A translator uses a variety of methods, plans, and tactics to require SL & TL and attempts to equate with real meaning. A good translator has the mastery and understanding of both habits, and a person translator takes the strategy according to the needs of encouragement and goals.

Then based on Holi Ibrahim Ali, the researcher found that the complexity students encounter the weakness of students to create similarities similar to the meaning of the actual idioms. Translating by eliminating the purpose is the wrong strategy. The strategy used to bring the expressions is Translation by Paraphrase, which translates without removing the actual meaning. According to Fachrizal

(2017), researchers explained the theory by Fernando and Mona Baker to achieve research goals. This research results in a strategy that is often used are Translation by Paraphrasing due to the suitability and continuous way of translating and giving a more natural impact on the translator in translating idioms.

Based on the result of the data analysis essay test, the researchers were found that the lack of students' interest in learning idiom and translate. Recognize the sentences idioms such as a hot potato should students better know the languages like what, if the hot potatoes that have the meaning of the first thing that the hot has long been silence will cool just as it is with humans Do not first just burn his spirit like fire but until the end of his mind is also like fire. Therefore. The last cause is because students have limitations idioms, so they difficult to translate languages.

## CONCLUSION

Based on the results and the data analysis, researchers concluding the cause difficulties of students' strategies translating used for idiom translation are the first student's challenges in approach translating idioms the form of the sentence be the second cause because the written from the spoken form in English. The last is student forget the most students does not give their attention to study English more, knowing words much more, and limitations their time to the source of information about a new strategy for translating idioms.

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