STUDENTS' STRATEGIES IN TRANSLATING IDIOMS AT EIGHTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS IN UNIVERSITAS NEGERI PADANG

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Abstract

The objective of this research is to know the strategies used by the students in translating idioms. This study used descriptive method. The data of this study are the 30 translated idioms found in the novel The Adventures of Tom. The instruments of this study are the idioms translations test. To gain the trustworthiness of the research, this research applies the validator and the assessors. The findings of this study reveal that out of 30 idioms, 251 cases were translated by paraphrasing, 5 cases were translated by Omission of the entire idioms, and 194 cases were translated by literal translation. The finding showed that paraphrase strategy is most commonly used in translating idioms as 55% besides 1% for omission and 43% for literal translation It means that there is a need of study idioms in the translation class or the improvements of the students in strategies in translating the idioms

Key words: translation, idiom, strategy

A. INTRODUCTION

English is necessary in facing globalization especially in education, many kinds and scientific books come from other countries especially from English. There are a lot of stories, journals, articles, books, novels, news and so forth that written in English whereas not everyone understand English as well as native, mainly in Indonesia. Indonesia ranks 51 from 88 countries based on EF English Proficiency Index (EF EPI) that attempts to rank the level of English Language Skill among countries (October, 2018). It proves that Indonesian has low English language skill. Therefore, Indonesian people need translation materials to understand English textbook comprehensively. In this case translation has necessary role for Indonesian people as provided as subject in colleges.

Basically, the purpose of translation is for the readers to understand the target language naturally as the source one. It takes important role for individuals, groups, companies and absolutely the countries. Generally, the translators have to master on the idea, context, cultural background and taste of the source text then transfer it technically into the valuable target language. Therefore, the ability in translating is important to produce a good target language. One of the source of

the problem in translation is translating idioms (Rizq, 2015; Djabra, 2016; Agustini, 2015; Fahrizky, 2015).

Further, idioms also has own functions in coloring language, précising, describing full nuance of meaning. The importance of using idioms proved as many books both implicitly and explicitly included idioms as the examples, materials and so on. For instance, idioms found implicitly explicitly in the book *Stylistics, A Resource Book for Students* by Paul Simpson (2004) which used by Linguistics Students in UNP *(p. 4, 52, 93, 159, 164)*. In a book, *Meaning in Language; An Introduction to Semantics and Pragmatics* by Alan Cruse (2000) also learn explicitly about idioms *(p. 70)* and there are a lot of science books study idioms as materials, examples implicitly and explicitly especially in the book of Translation ex. *In other Words; A Couse Book on Translation* by Mona Baker (2018). Idioms are also found in many Literature books as in the novels, short stories, poems etc.

Therefore, due to the fact that idioms has its own important functions, usually used in many books and its own problems, the researcher interested in investigating the students' ability in translating accurate idioms translation and the strategies effects for the accurate translation. The research aimed to be a source of developing translation science and to be data measurements in producing professional translators.

Baker (2018) completes translation definition implicitly the process of transferring the data to other language which notice on equivalences which involve all of aspects as stated the previous researchers above including word level equivalence, above word level equivalence, grammatical equivalence, textual equivalence; thematic and information structure, textual equivalence; cohesion, pragmatic equivalent, semiotic equivalence and beyond equivalence; ethics and morality. (Nida,1964; Nida and Taber, 1982; Cartfort, 1965: 20, 1980: 20; Newmark, 1981; Tianmin, 2000:1; Adewuni, 2000:1; Hatim and Munday, 2004, Baker, 2018)

In defining idioms, simply idiom is as word order which; no possibility in guessing the meaning, co-occurrence as indicator, out of morph syntactic orsemantic rule, composed by two or morelexical items which have the composite structure and consisting ofelements or constituents bound lexically andsyntactically (Kavka, 2003: 12; Langlotz, 2006; Cermák, 2007: 142; O'Dell and McCarthy, 2010; Dabrowska 2018)

There are many way provided by researchers to translate idioms, Baker (2018) completes as as using an idiom of similar meaning and form, using an idiom of similar meaning but dissimilar form, borrowing the source language idiom, translation by paraphrase, translation by omission of a play on idiom and translation by omission of entire idiom. (Molina and Albir, 2002:499; Sur yawinata and Hariyanto, 2016; Baker, 2018).

B. RESEARCH METHOD

The research used the descriptive method. Descriptive method is the exact method to conduct the research since this research tends to describe and explore

the students' ability in translating idioms in the accurate level of translation, the strategies used and their effects for its accurate translation.

In determining the sample, the technique used is purposive sampling considered by its special purposes. Sugiyono (2007:52) said that the purposive sampling is one of the technique to collect the data by considering the purpose and the cause of choosing the sample. In the case, the research was conducted to the 15 Linguistic students as the sample. The reasons are Linguistics students found idioms in their Linguistic books. Further, since 15 Linguistic students have taken translation class, they have experience in the study of translation.

This study used idioms translation test. The students were assigned to translate 30 idioms within a text as the context that were taken from the novel *The Adventures of Tom Sawyer* by Mark Twain.This novel was chosen since there are many idioms.The idioms in the novel are identified by researcher-self and validated by one of the lecturer. In this case, the validator was given the rubric for measuring. Then, two lectures and researchers herselfwere asked to rate the accuracy of students' translation Dr.Muhd. Al Hafizh, S.S., M.A., Drs. Don Narius, M.Si and the researcher herself. This was intended to achieve inter-rater reliability.

C. RESULT AND DISCUSSION
1. The strategies used by the student in translating idioms

The table below showed the frequency and the percentage of the strategy used by the students

Table 8: the frequency and the percentage of the strategy used by the students

Strategy	Frequency	Percentage
Paraphrase	251	55.7
Omission	5	1
Literal	194	43

The data analysis showed that, 30 idioms are translated by 15 students. There are 251 cases were translated by paraphrasing, 5 cases were translated by Omission of the entire idioms, and 194 cases were translated by literal translation. The finding showed that paraphrase strategy is most commonly used in translating idioms as 55% besides 1% for omission and 43% for literal translation. The followings are the example of the use of the strategies and the data analysis

Paraphrase strategy

ST_9 : To fasten his mind on his book
TT_{S5} : fokus/berkonsentrasi
ST_{10} : The air was utterly dead
TT_{S1} : tidakadakehidupan

The examples above is an example of the use paraphrase strategy. The students translate by considering the context although there is no correlation between *to fasten his mind on his book* with *fokus/ berkonsentrasi* and *the air was utterly dead* with *tidakadakehidupan*as their literal meaning. This strategy is the

best strategy used caused by there is no other possible strategies to use in translating these idioms.

Omission the entire idioms
ST$_{17}$:   Dainty egg
TT$_{S4}$:   semuanyabaik-baiksaja
TT$_{S2}$:   Sedikitpemaksaan/godaan

The examples above is an example of the use omission the entire idioms. The meaning of the idiom are omitted and replaced by the definition that are out of the context. The translation is no considering at all with the idiom *Dainty egg.* The use of omission strategy is exactly to use but in these cases the students unluckily translate them far from the context given.
Literal translation
ST$_{12}$:   Sear the eyeballs of all his companions with unappeasable envy
TT$_{S10}$:   Membakar bola matasemuasahabatnyadenganiri
ST$_{19}$:   They sat by the fire
TT$_{S12}$:   Merekaduduk di dekatapi
ST$_{21}$:   Every pore inside the boys' cheeks became a spouting fountain,
TT$_{S3}$:   Setiappori di pipi para pemudamenjadimenyemburkan air

The examples above are an examples of the use literal translation. The students translate the idioms based on their literal meaning by not considering the contexts given. This translation is the most inaccurate translation to be used in translating the idioms since the idioms have their own meaning out of their literal meaning. Further, there is no literal translation in strategy to translate idioms provided by researcher. Moreover, literal translation is commonly used by the students since they have low ability in translating idioms.

2. Discussion

This research is aimed to investigate the strategies used by students in translating idioms
The research found that the students used paraphrase strategy as much as 55.7 %, omission strategy 1% and the literal strategy 43%. The paraphrase strategy further is the most frequently used similar with the finding by Ahmadi (2018); the idioms found inThree English and Persian Novels, that students mostly used paraphrase strategy.

In the strategies used by the students, the research finding is also in line with Chandra (2016) that found there were three procedures that students tend to use. They are equivalence procedure that was used 57 times (26.39%), paraphrase procedure that was used 43 times (19.91%), and literal translation procedure that was used 5 times (16.20%). Further,the finding is also in line with Indah (2017) that revealed there arestrategies used based on Baker in his study *Strategy in Translating Indonesian Idiom into English in OkkiMadasari's Bound*

D. CONCLUSION AND SUGGESTIONS

After analyzing the data, the researcher concludes that there are most of the idioms translated by using paraphrase strategy as out of 30 idioms, 251 cases were translated by paraphrasing, 5 cases were translated by Omission of the entire idioms, and 194 cases were translated by literal translation. Thus, the finding showed that paraphrase strategy is most commonly used in translating idioms as 55% besides 1% for omission and 43% for literal translation.

Based on the result of this research, it indicates that there are other strategies that are not used by the students as provided by the researchers. Thus, there is a need of study idioms in translation subject in English Department of UNP in general. Leastwise, the students are able to translate idioms by using some strategies that is appropriate.

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