

## An Analysis of Students' Equivalence In Translating English Idiom In Narrative Text Into Bahasa Indonesia

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The aim of this research was to investigate and learn how the students to equating translation English idiom in narrative text into Bahasa Indonesia at the fourth semester of English department Bhinneka PGRI University of the 2021/2022 Academic Year. A qualitative descriptive approach in this research. A qualitative descriptive approach was used to measure students' abilities in a thorough analysis to determine students' abilities in translating idioms in narrative text using test documentation with 11 research students in one class. The instrument used in the data collection was a interview and documentation test. The first step is to find out students' perceptions in translating English idioms into Indonesian. and test documentation is used to measure students' ability in working on idiom narrative text translation problems. The data were analyzed using statistical and shown in table of frequency.

This finding shows that students of narrative text can be one of the alternative media for students in learning to translate idioms using good translation equivalence.

**Keywords:** *Idiom, Translation Equivalence, Narrative Text*

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### INTRODUCTION

Translation is the transmission of written text from one language to another. translation Refers to written language, and interpretation of spoken words from native language to target language (Sreetdirectory : 2022). When a phrase has the same meaning in both languages in translation it is called an equivalent. it takes a deep understanding of both cultures in the native language and the target language so that translation can be translated correctly and correctly so that equality is a powerful tool to achieve that goal ( Liraz Postan : 2019). Narrative text is a text that tells a story that takes place in a certain period of time and place. Refers to the way the author tells the story with a series of actions and a coherent storyline so that the reader can easily imagine the content of the story and the message of the story can be easily conveyed (Anas Molloy : 2021)

### LITERATURE REVIEW

The first previous study was conducted by Tri Optaria(2020) about An Analysis Of Students' Strategies Used In Translating English Idiom Into Indonesia In Narrative Text in Raden Intan Lampung University.

The second study was conducted by Azizah Khusnul Hanifah(2018) about An Analysis Of Students' Equivalence In Translating English Idiom Into Bahasa Indonesia In Narrative Text in Raden Intan Lampung University.

## **Definition of Translation**

Translation is a means of intercultural communication. The translation is a challenge when it comes to providing the intended meaning of several propositions, especially since each language has its own characteristics. Features and structures that may not be accurately translated into the target language. It can be concluded if the translation has challenges that different cultures affect the translation made because some things may not be translated accurately. Source (Bashar Al-Rashdan and Imran Alrashdan : 2021). According to, (Larson, 1984:15) form translation follows the form of the source language and is known as literal translation, while meaning-based translation is used to communicate the meaning of a form of support text to the recipient of the language. This translation is called idiomatic translation. It can be said that in translation there are two types or two things that need to be done by translators, namely translating from translation where translating the source without changing the meaning into the target language, while in translation using meaning-based translation it is necessary to pay attention to the form of translation that usages idioms to be translated.

## **Definition of Equivalence**

Equality is basically when a word or phrase has exactly the same meaning in both Languages. To understand the two languages to be translated, the translator must understand in terms of linguistics (where the translator understands the sentences to be translated) and extra-linguistic aspects (where the translator takes into account cultural elements in translating the original language into the target language. According to, (Nida and Taber, 1982), equivalence is divided into two types, namely formal equivalence and dynamic equivalence. Formal equivalence focuses attention on the message itself where the target language resembles the source language in form and content, while dynamic equivalence focuses on the function where the effect of the message in the source language is attempted to have the same effect on the target language where the reader will feel as if reading the source text.

## **Definition of Narrative Text**

Narrative text is a text that tells a story that takes place in a certain period of time and place. Refers to the way the author tells the story with a series of actions and a coherent storyline so that the reader can easily imagine the content of the story and the message of the story can be easily conveyed (Anas Molloy: 2021). According to, (Anderson, 2003) narrative is a text that tells a story and, in doing so, entertains the audience. According to, (Rebecca, 2003). A narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

## **Definition of Idiom**

According to, (Hornby, 1995) an idiom is 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, for instance, the idiom spill the beans means to reveal secret information, especially without

intending to do so. According to (Baker, 1992:73), “Idioms are frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components.” According to, (Shorouq K. Al-Houti and Sultan M. Aldaihani, 2018) an idiom is a dual word unit whose overall meaning does not only come from its individual parts.

## RESEARCH METHODOLOGY

### A. Population and Sample Research

**The Population:** all students in class regular B (Fourth Semester) of English Department at Bhinneka PGRI University.

**The Sample:** There were 11 of students at class fourth semester regular B.

### B. Technique of Data Collecting

Data collection method is used in qualitative research where primary data is needed in data collection. According to (Nur Indrianto and Bambang Supono, 2013: 142) primary data is the original source obtained during research without going through intermediary media. And the second is interview for the second collecting data method.

## RESULT AND DISCUSSION

### Interview

From all interviews regarding students' ability in translation according to their personal opinion, the researcher analyzed that there were more around 80% from the total number of students who stated that they preferred to translate by sentences that have different meanings by analyzing and equating them with other supporting sentences, and the rest are students admit that they prefer to translate word by word if they have difficulty finding the equivalent meaning of the source language.

### Documentation of the Test

Based on the analysis the result of English idiom translation into Bahasa Indonesia by the students, the researcher could have described the variation of students' equivalence and it is described in the following table.

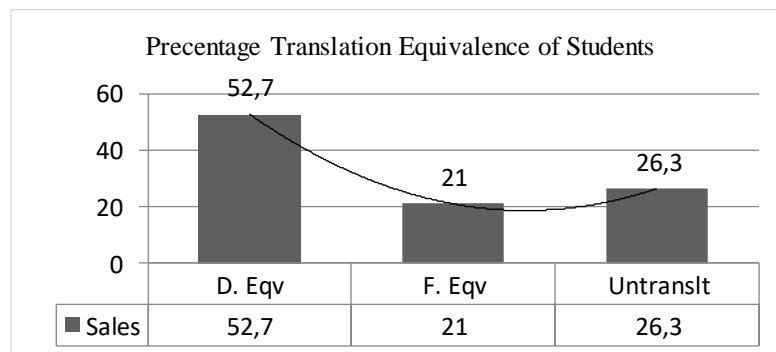
**Table 4.1 the percentage of the Respondent who can translate by Dynamic Equivalence**

Valid	Translation Equivalence	Total	Percentage
	Dynamic Equivalence	58	52,7%
	Formal Equivalence	23	21%
	Untranslated	29	26,3%

According to the results of the research test, it was found that 52.7% of students were able to translate the equivalence of idioms in translation. The data was found after looking at the students' ability to equate the translation of idioms with understandable idiom sentences, as found in the idiom sentences "over moon, she's the bomb !, tie to knots, and it's was raining

like cats and dogs. Students are able to translate with dynamic equivalence in these sentences properly and correctly.

The results of further research also found that 26.3% of students have not been able to translate well, and followed by 21% of students who can translate with formal equivalence. To see more clearly what percentage of all participants, the researcher gives an illustration as follows.



From the table percentage data above, it was found that more than half of the participants were able to translate idioms with dynamic equivalence, followed by untranslated and the last one was formal equivalence.

In the results of the researcher's findings in the interview and test data, it was found that there were many gaps between students' admissions and their test results. The researcher focused on the results of interviews which found data that more than 80% of the participants admitted that according to them, they were able to translate sentence equivalents that had different meanings by using the per-sentence analysis method with other supporting sentences (termed using dynamic equivalence).

According to them, the percentage of students' ability to express themselves has quite a gap with the test data results which reveal that 52.7% of students are able to translate with dynamic equivalence, 26.3% of students have not been able to translate well the equivalent sentences in the test, and the last 21% students are able to translate with formal equivalence.

## CONCLUSION AND SUGGESTION

### Conclusion

From these data, it shows that most of the population of students in the class are able to translate with dynamic equivalence, followed by students who have not been able to translate well. This means that the equality of students in one class is that almost half the population in one class is said to be able to translate idioms well into the target language. In the data above, students can still translate idioms that have idiom sentence structures that can still be understood, but students still have difficulty translating idioms with different sentence structures (the level of translation is more difficult) so that students are expected to be able to learn to increase their ability in translating English. Students are also expected to further

improve literacy and learn new vocabulary, slang, phrases, and idioms so as to increase vocabulary, they can also study idioms in depth, because in translation it is very possible to find sentences that have different meaning constructions when translated.

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# JOURNAL OF ENGLISH TEACHING, APPLIED LINGUISTICS AND LITERATURES (JETALL)

English Language Education Study Program, FKIP Universitas Lambung Mangkurat Banjarmasin  
**Volume 6 Number 1 2023**

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