CHAPTER II

REVIEW OF RELATED LITERATURES

In this study, the researcher includes some review of related literatures that are used to lead comprehensive understanding on the study, such as the definitions of idiom, kinds of idiom, and translation procedures.

A. Review of Related Theories

Theoretical description presents some reviews of the theories by experts which are used as theoretical in this study. This section is divided into some parts. There are description of translation, idioms, about novel, and related studies.

1. Definition of Semantic

The study of meaning is normally referred to as semantics. According to Aitchison (2010:104) "The word semantics is derived from the Greek noun *sema* which means 'sign, signal' and the verb *semaino* means 'signal, mean'." Semantics is considered to be the study of linguistics meaning of word and sentences through language.

Meanwhile, Tarigan (2009) defines semantics is concerned with meaning, and with the relation between the form of particular language and the meaning that forms represents. It includes:

a. The study of the area of meaning of individual words within the lexical system of specific languages, and of the combinations of words which

each language permits.

b. Meaning is relation to context, whether the linguistic or nonlinguistic context.

c. The meaning and relationships signaled by specific grammatical forms and patterns.

d. The transfer, or translation, of meaning from one language to another.

In short, semantic is a branch of linguistics which focused on the meaning in language or the study of linguistics reference and truth condition in language. Semantic deals with words, phrases, and sentences. It usually encodes in the structure of the language.

2. Definition of Idiom

Idiom is a part of connotation. Harimurti Kridalaksana (2008) defines that connotation is particular sense a word or group of word based on the qualities or ideas which arise from speaker (writer) and listener (reader). An idiom is a phrase or an expression that has a figurative, or sometimes literal, meaning. Categorized as formulaic language, an idiom's figurative meaning is different from the literal meaning. There are thousands of idioms, occurring frequently in all languages. In the English language alone, it is estimated that there are at least twenty-five thousand idiomatic expressions.

The definition of idioms almost similar to slang. Idiom, according to Lazar (2006, p. 3), is a group of words that the meaning cannot be

derived from the meaning of each word that makes them up. For the example is an English idiom *"let the cat out of the bag"*. The translator cannot translate the idiom as "*biarkan kucing itu keluar dari tas"*. Idiom *"let the cat out of the bag"* means *"to tell a secret by mistake"*. Besides, Cooper elaborates that the meaning of an idiom cannot be derived from the meaning of its constituent elements (as cited in Sulistyaningrum, 2013).

Baker (1992) has similar explication with Lazar and Cooper and defines that idioms have meanings that cannot be deduced from their individual components. However, Allan and Burridge (2006) defines slang as colloquial, contemporary, and informal words or phrase. For the example is an Australian slang *"catch you later"* which means *"goodbye"*. Baker (1992) claims the characteristics of idiom that "The more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom".

According to Chalker and Weiner (1994:195), Idiom is a group of (more or less) fixed word having a meaning not deducible from those of the individual words. Meanwhile, Chaer (2007) defines that idiom is an utterance which the meaning is not predicted from its constituent, in lexical and grammatical pattern.

Seidl and Wordie (1978) define idiom as number word combination and have different meaning which the meaning of forming

each word of idiom, if the words stay alone, the combination of words frequently is weird and illogical. In fact, they often disobey the grammar even though not all combination of word of idiom illogical and compatible to the role of grammar.

From all of the opinions above, it can be concluded that the idiom is a phrase that has a pattern which meaning not deducible from those of the individual words and usually unpredictable. Idioms are frequently used in formal and informal language. Variations of Idiomatic expressions are often found in the phrase rather than in the word. The meanings of idiomatic expressions also vary based on the context of its usage. The idiomatic expression have their fixed meanings. For example, *spill the beans*, the expression means *"to reveal secret information"* and *bite the dust*, the expression means *"to fall down dead"*.

3. Types of Idiom

To understand the idiom, it is important to know the most types of idiom. Oxford Advanced Learner's Dictionary states that in some idioms, many alternatives are possible. In the expression *disappear into thin air*, you could replace *disappear with melt, vanish, fade away, or evaporate*.

Makkai in his book "Idiom Structure in English" (1972: 312- 340) divided the classification of idioms into the lexemic and the sememic.

Sememic idioms include proverb and similar structure of sentence length, and are therefore of less interest in our context. Even a third idiomaticity area can be imagined where cultural idioms could be located.

The lexemic idioms are composed of more than one minimal free form. They must also be able to give the wrong impression about an innocent listener. For the project, the writer is going to use the lexemic idioms instead of sememic idioms. The writer will explain about types that exist inside of lexemic idioms. The lexemic idioms are divided into eight types:

1. Phrasal Verb Idiom

    The constituent of this idiom is verb + adverb, with the understanding that certain adverbs also occurring as 'preposition'. The 'object of preposition' can just as well be regarded as 'object of a transitive verb'. These particular forms have been known as 'phrase verb'. For example: *Please turn on the light. This room is dark.* In this context, turn on means to start the lamp.

2. Tournure Idiom

    Tournure idiom is a verb phrase idiom which contains at least three lexicons or words and containing the definite article or indefinite article. The tournure idiom brings metaphorical meaning. For example: *to blow a fuse* means to get very angry.

3. Irreversible Binomial Idiom

Irreversible Binomial Idiom is a kind of idiom which consist two words which are separated by conjunction.

4. Phrasal Compound Idiom

    Phrasal Compound Idiom is a common form of idiom. Some words are combined into one, but its meaning is not based on its constituent elements. This kind contains primary nominal, it can be showed from the following pattern:

    a. Adjective + noun (example : *green horn* means an inexperience person)

    b. Noun + noun (example : *egghead* means an intellectual)

    c. Verb + noun (example : *kill-joy* means one who or that which spoils the joy or pleasure of others)

    Any kind of words that are combined into one, then it turned be phrasal, it's automatically an idiom.

5. Incorporating Verb Idiom

    Incorporating Verbs Idioms have the forms are Noun-Verb, Adjective-Noun, Noun-Noun, and Adjective-Noun. Usually incorporating verb separated by (-).

    - Noun-Verb

      Example: Sight-see means *"visit the famous places in a city, country, etc."*

    - Adjective-Noun\

      Example: Blackmail means *"The crime of demanding money*

from a person by treating to tell somebody else a secret about

them."

- Noun-Noun

  Example: Bootleg means *"Made and sold illegally."*

- Adjective-Verb

  Example: Whitewash means *"An attempt to hide unpleasant*

  facts about somebody/something."

6. Pseudo-Idioms

   Pseudo-Idioms are also being able to mislead or misinform an

   unwary listener.

   Example: Cranberry (bright red acid berry produced by any plant

   of the genus oxycoccus). In the sentence *"make a cranberry face"*.

   It means the face become red. Another example is *tic-tac-toe*

   (special game).

7. Simile-Idioms

   Similes are categorized as idioms. They come in the form of a

   phrase with the pattern (as) adjective as (a/the) noun/noun phrase.

   Example: (as) brown as berry, (as) cleaver as a basket full of

   monkeys.

   A simile also use pattern verb like a noun.

   Example: Chatter like a magpie, sleep like a baby.

8. Proverb Idioms

   Proverbs are of sentence length and have both an acceptable literal

meaning and an additional moral or message.

Example: not count one's chickens *(before they were hatched) =*
(not be confident of getting a result, realizing something until it
happens.)

In 1958, Hockett categorized idioms into six types, namely substitute, proper name, abbreviation, English phrasal compound, figure of speech, and slang. The explanation about each type of idioms as follows:

1) Substitute

   This type of idiom consists of personal pronouns and numerals such as the personal person (he, she, it, and they), the demonstratives (this, these, that, ad those), and the verb "do".

2) Proper name

   According to Hockett (1958) naming is certain recurrent idiom-creating events in all human communities. Everything is named in order to give an identity or a label. Proper names are not translated because it is a label. For example, there is an actor in the movie whose name is Jack. Translators cannot translate his name, Jack, as "a device for raising heavy objects off the ground". The translation of the name "Jack" should still be "Jack" because it is a label. It usually refers to name of people, places, animals, spirits, and vehicles that create new idioms.

3) Abbreviation

Abbreviation is the use of part of word(s) for a whole. Abbreviation is replacing the long words or phrasal compounds by its initial, syllable, stressed, whether or not the syllable has been a morpheme previously. For example, the word "cello" is an abbreviation from the word "violoncello", "a phone" which is a part of a word "telephone", UNESCO which stands for United Nations Educational, Scientific and Cultural Organization.

4) English Phrasal Compound

Compound itself means a noun, an adjective or a verb that has been created from two or more simple words and it is linked with a hyphen (-) for example: well-dressed, well-known, boyfriend.

1. Compound Nouns

Carstairs-McCarty (2002, p. 62) states that compound nouns can be formed by compounding;

- Verb-noun (VN), for example, swearword, drophammer, playtime.

- Noun-noun (NN), for example, hairnet, butterfly net.

- Adjective-noun (AN), for example, blackboard, greenstone.

- Preposition-noun (PN), for example, in-group, outpost.

2. Compound Adjectives

Carstairs-McCarty (2002, p. 61) classifies the compound adjectives into three parts such as;

- Noun-adjective (NA), for example sky-high, coal-black, oil-rich

- Adjective-adjective (AA), for example grey-green, squeaky-clean, red-hot

- Preposition-adjective (PA), for example, underfull, overactive

3. Phrasal Verb

The last type is compound verbs. McArthur (1973, p. 9) claims that a phrasal verb is the combination of a simple verb and one of a number of particles. It is called phrasal because it looks like a phrase rather than a single word, but the function is as a single word. Besides, McCarthy & O'Dell give the structures of phrasal verbs as follows:

- Verb + adverbial particle, for example, give in.

- Verb + preposition, for example, came across.

- Verb + adverbial particle + preposition, for example, run out of.

- Verb + object + adverbial particle, for example, bring a child up.

- Verb + adverbial particle + object, for example, bring up the child.

5) Figure of speech

Hockett (1958, p. 317) figures out that figures of speech deal with idioms and patterns of idiom formation. In this research, the researcher only analyzes four kinds of figures of speech. They are simile, metaphor, personification, and hyperbole. The following section explains the four kinds of figures of speech.

- Simile

  Simile is two different things which are compared to show a similarity. Based on Lazar (2006, p. 3), simile is a comparison between two things which resemble each other in at least one way, although they are different. A similar definition also comes from Abrams (1999, p. 97) who points out that simile is a comparison between two different things that are indicated by the word "like" or "as", e.g. "as red as a rose"; "my book is so thick like a dictionary".

- Metaphor

  Metaphor has a definition that almost similar to simile because it compares two different things. According to Lazar (2006, p. 3), metaphor is a comparison between two different things that identifies one thing with another. Besides, Abrams (1999, p. 97) adds that there is no comparison word between two things. For

example, "you are my home".

- Personification

Personification is the language style to make an inanimate object do as an animate. The example of personification is an utterance "eyes speak louder than words". It does not mean that eyes can speak like an animate object does. It means that someone's honesty can be seen more through their eyes rather than their words because mouth can tell a lie.

- Hyperbole

Hyperbole is a language style to exaggerate an expression. Abrams (1999, p. 120) claims that hyperbole is one of the figures of speech that uses the extravagant exaggeration of fact or possibility. The purpose of using hyperbole is to make a bigger effect of a statement than what it actually is. The example of hyperbole is a sentence "I love you for a thousand years." It is impossible that people can live for a thousand years. Therefore, the expression is used in order to make a bigger effect of the sentence and to show that the person will love someone for the entire life.

6) Slang

Slang can be defined as the use of informal words that are used by particular group of people. Hockett (1958, 318) includes slang as an idiom because its idiomatic nature of slang is clear. Allan and Burridge (2006) defines slang as a language of a highly colloquial and contemporary type, considered stylistically inferior to standard formal, and even polite informal, speech. It often uses metaphor and/or ellipsis, and often manifests verbal play in which current language is employed in some special sense and denotation; otherwise the vocabulary, and sometimes the grammar, is novel or only recently coined (p. 69).

Allan and Burridge differentiate slang into five types (as cited in Prihandoko, 2012). The five types of slang is explained further.

- Fresh and Creative

  Fresh and creative refer to the forming of a new informal variety of vocabulary. There are some slang words which are already familiar in our mind but we do not realize them because they have appeared in a long time ago and are commonly used by people. The example of slang is the word "bae." It refers to a term of endearment used for romantic couple.

- Flippant

  Flippant is the slang language that is form by two words

or more and do not have a correlation with the denotative meaning. The example is "a piece of cake". The word "cake" in the idiom is not something eatable. On the other hand, "a piece of cake" means something that is very easy.

- Imitative

  Imitative is a slang word that is composed by imitating the standard English words. The example is the word "innit?" that is derived from phrase words "isn't it?"

- Acronym

  Acronym is a slang word that is formed by putting the initials from a group of words or syllables. The example is the acronym "ROTFL" which stands for "Roll on the Floor Laughing." This acronym shows someone's expression towards something that is very funny.

- Clipping

  Clipping is one of the types of a slang that is composed by deleting some parts of a word to be a shorter word but it still has a similar meaning. The example is exam which is the shorter word of examination.

4. **Strategies in Translating Idiom**

According to Baker (1992, p.72), there are four strategies of

translating idioms, those are:

1. Using an idiom of similar meaning and form.

    This strategy translates an idiom from the source language into the target language using an idiom with the same meaning and equivalent lexical items. For an example is an idiom *"to find the needle in the haystack"* means *"mencari jarum di tumpukan jerami"*.

2. Using an idiom of similar meaning but dissimilar form.

    This strategy translates an idiom from the source language into the target language using an idiom with the same meaning but different lexical items. For example, *"like father like son"* means *"buah jatuh tidak jauh dari pohonnya"*.

3. Translation by paraphrase.

    This strategy is used when there is no match idiom in the target language or if the idiomatic expression in the target language seems inappropriate. For the example is an English idiom *"don't count your chicken before they are hatched"* that means *"jangan terlalu berharap pada sesuatu sebelum hal tersebut terjadi"*. Another example of paraphrase comes from Newmark (1988, p. 90) who claims that paraphrase is the explanation of the meaning of a segment of a text which can be done in a text that is poorly written, or has important implications and omissions.

4. Translation by omission.

    Translation by omission means deleting the idiom altogether in the large text. This case can be happened because the meaning cannot be paraphrased easily and there is no close match idiom in the target language.

5. **Difficulties in Translating Idiom**

    Baker (1992, p.65) also implies the major problems of dealing with idiom are the ability to recognize and interpret and idiom correctly. The translation of idiomatic expressions needs a particular efforts and for that reason idiom requires certain method of translation.

    One problem with sentences that contain idioms is that they are typically ambiguous. In the sense that either literal or idiomatic translation is possible. To deal with such problem, Newmark has some method of translation including a method called idiomatic translation. Once an idiom is recognized and interpreted correctly, there will be other difficulty. That is the process of finding the equivalent expression in the target language.

    Here, the writer tries to emphasize the obstacles in translating idiom based on Baker's summary (1992, p.68-71) as follows:

    1) An idiom or fixed expression may have no equivalent form in the target language. The way a language chooses to express, or not express, various meanings cannot be predicted and only

occasionally matches the way another language chooses to express the same meanings. One language may express a given meaning by means of a single word, another may express it by means of a transparent fixed expression, a third may express it by means of an idiom, and so on. It is therefore unrealistic to expect to find equivalent idioms and expressions in the target languages as matter of course.

Like single words, idioms and fixed expressions may be culture-specific. Formulae such as Merry Christmas which relate to specific social or religious occasions provide good examples. Idioms and fixed expressions which contain culture-specific items are not necessarily untranslatable. It is not the specific items an expression contains but rather the meaning it conveys and its association with culture-specific contexts which can make it untranslatable or difficult to translate. It is not the specific items an expression contains but rather the meaning it conveys and its association with culture-specific contexts which can make it untranslatable or difficult to translate. For example, the English expression he doesn't care a fig.

2) 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. To sing a different tune is an English idiom which means to say or do something that signals a change in opinion because it contradicts what one has said or done before.

3) An idiom may be used in the source text in both its literal and idiomatic senses at the same time. Unless the target-language idiom corresponds to the source-language idiom both in form and in meaning, the play on idiom cannot be successfully reproduced in the target text. E.g. He was deaf to his father's advice or I ran short of money last week.

4) 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. English uses idioms in many types of text, though not in all. E.g. take no thought for tomorrow or stick to your guns. The main cause of error in translation is human factor, the translator is not able to identify idiomatic expression, and the ability could affect the choice of the method and later influencing the final result in the target language. It has been known that idiomatic expression is not always obvious and is not fixed in their form. Moreover there are various types of idiom, some are easily recognizable than others.

6. Definition of Translation

Translation is a process of communication, the objective of translating is to impart the knowledge of the original to the foreign reader. Many scholars define translation in many ways. However, the core of each is just the same. The elements of translation are Source Language (SL), Target Language (TL), and Equivalency.

Munday (2004) states that the process of translation involves two different languages. Munday (2004) defines: The process of translation between two different written language involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).

As it is defined by Munday, it can be assumed that translation needs at least two languages to make the process of translation happens. The text of source language containing message is conveyed into the target language by the translator. He changes its language but keep holding its original message. The translator plays an important role to make the process of translation happens.

Nida and Taber (1982) state that "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style." It can be assumed that translating process is not only about conveying the message from one language into another by

selecting and using the most equivalent words of the target language, but also giving attention to the writing style the translator uses.

Another theory of translation constructed by Susan Bassnet in her book *Translation Studies* (2002, p.12) said that what is generally understood as translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted. However, Peter Newmark (1988, p.5) has another definition of translation, it is rendering the meaning of a text into another language in the way that the author intended the text.

Concluding several definitions above, it can be said that translation is a process of conveying message from one into other languages without any changes, and re-modifying the style of the text depends on the translator's stylistics. A translator has to convey the message without any interruption such as deleting, adding and changing the original meaning with purpose of giving unilateral benefit to any parties. Besides, the translator can also use his writing style to replace the original style of the text as long as it can be read and understood by the readers.

7. Types of Translation

In an article about linguistics aspects of translation, Roman Jakobson (1959) generalizes that there are three types of translation. Those are described as follows:

1) Intralingual translation or "rewording" is an interpretation which uses a similar language between source language and target language.

2) Interlingual translation or "translation proper" is an interpretation which uses a different language between source language and target language.

3) Intersemiotic translation or "transmutation" is an interpretation of verbal sign into nonverbal sign system.

Mona Baker (1992) stated eight types of translation, which have been used by professional translators, to cope with the problematic issues while doing a translation task:

- Translation by a more general word. This is one of the most common strategies to deal with many types of nonequivalence. As Baker believes, it works appropriately in most, if not all, languages, because in the semantic field, meaning is not language dependent.

- Translation by a more neutral/ less expressive word. This is another strategy in the semantic field of structure.

- Translation by cultural substitution. This strategy involves replacing a culture-specific item or expression with a target

language item considering its impact on the target reader. This strategy makes the 16 translated text more natural, more understandable and more familiar to the target reader.

The translator's decision to use this strategy will depend on:

1) The degree to which the translator is given license by those who commission the translation.

2) The purpose of the translation.

- Translation using a loan word or loan word plus explanation. This strategy is usually used in dealing with culture-specific items, modern concepts, and buzz words. Using the loan word with an explanation is very useful when a word is repeated several times in the text. At the first time the word is mentioned by the explanation and in the next times the word can be used by its own.

- Translation by paraphrase using a related word. This strategy is used when the source item in lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is obviously higher than it would be natural in the target language.

- Translation by paraphrase using unrelated words. The paraphrase strategy can be used when the concept in the source item is not lexicalized in the target language. When the meaning of the source item is complex in the target language, the paraphrase strategy may be used instead of using related words; it may be based on

modifying a 17 super-ordinate or simply on making clear the meaning of the source item.

- Translation by omission. This may be a drastic kind of strategy, but in fact it may be even useful to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations.

- Translation by illustration. This strategy can be useful when the target equivalent item does not cover some aspects of the source item and the equivalent item refers to a physical entity which can be illustrated, particularly in order to avoid over-explanation and to be concise and to the point.

According to Larson (1984: 15) translation is classified into two main types, namely form-based translation and meaning-based translation. Forms-based translation attempts to follow the form of the source language (SL) and it is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation. A literal translation sounds like nonsense and has little communication value (Larson, 1984: 15). The literal translation can be understood if the general grammatical form of the two languages is similar.

Larson (1984: 16) says that idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his/her goal.

Catford (1978: 21) divides the three aspects of translation differently, those are: extent, level, and ranks.

Based on the extent, the types of translation are:

1) Full translation, it is a type of translation in which the entire SL text is reproduced by the TL text materials.

2) Partial translation, there are only some parts of the SL text to be translated into the TL text.

In terms of level, the types of translation are:

1) Total translation, the TL material replaces all levels of the SL text.

2) Restricted translation, it is the replacement of SL textual material with equivalent TL material at only one level; whether at the phonological level, graphological level, or at the level of grammar and lexis.

In terms of rank, translation is divided into:

1) Rank-bound translation, it means that the selection of TL text equivalent is limited at only one rank, such as word-for-word equivalence, morpheme-for-morpheme equivalence, etc.

2) Unbounded translation, it can move freely up and down the rank-scale.

Based on the purposes of translation, Brislin in Choliludin (2007: 26-30) categorizes translation into four types, namely:

1) 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 SL form and it is not conveyed with other aspects of the original language version. Example: the translation of the information about repairing a machine.

2) Aesthetic-poetic translation: it refers to translation in which the translator takes into account the affect, emotion, and feeling of an original version, the aesthetic form used by the original author, as well as any information in the message. Example: the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

3) Ethnographic translation: its purpose is to explicate the cultural context of the SL and TL versions. Translators have to be sensitive to the way words are used and must know how the word fits into cultures. Example: the use of the word 'yes' versus 'yeah' in America.

4) Linguistic translation: is concerned with equivalent meanings of the constituent morphemes of the SL and grammatical form. Example: language in a computer program and translation machine.

8. Characteristics of Good Translation

A good translation must carry the meaning and tone of the

original text, while still being culturally sensitive and appropriate for the target audience. Amira Osman (2017) says that to make good translation, certain factors should be taken in to consideration. As cited in Miremadi (1993:74) the French scholar Dolet (1509:1546) suggests that, in order to produce an adequate translation, a translator should, "avoid the tendency to translate word for word", since word for word translation, as Dolet explains, "misinterprets the original content and spoils beauty of its form".

Another important factor that leads to a fine translation is that the translated text in the TL should reflect the spirit of the original at the expense of the letter. In support to this view point, Edwards (1957:13) argues that approximate truth should be expected in translation which should bring the truest possible feel of the original. Knox (1957:5) goes in line with these viewpoints pointing out that translation should be "read with some interest and enjoyment which is reading of the original would have afforded". Therefore, it seems that both Edwards (1957) and Knox (1957) believe in "equivalent effect" as criterion of good translation Foster (1958:6) substantiates more the aforementioned views by saying that the only good translation is one which conveys the same purpose in the TL as the SL does.

Good translation is not only translating the meaning, but also the sense of the language. It aims to make the language sounds naturally after being translated into the target language. Larson (1984, p. 6)

elaborates that the best translation is the one which:

1) Uses the normal language forms of the receptor language.

2) Communicates, as much as possible, to the receptor language speakers the same meaning that was understood by the speakers of the source language.

3) Maintains the dynamics of the original source language text.

To sum up, translation which communicates the same message as the source language using the natural grammatical and lexical choices of the receptor language is the translators' goal.

Larson (1984) generalizes that unduly free is considered as an unacceptable translation. Unduly free translations are not considered acceptable translations for most purposes. Translations are unduly free if they add extraneous information not in the source text, if they change the meaning of the source language, or if they distort the facts of the historical and cultural setting of the source language text. It is not acceptable as normal translations (p. 17).

9. Translation Equivalence

Equivalence consists of the concept of sameness and similarity; it has the same or a similar effect or meaning in translation. Translational equivalence is the similarity between a word or expression in one language and its translation in another. This similarity results from

overlapping ranges of reference. A translation equivalent is a corresponding word or expression in another language.

The equivalence of the translation is how far the relation between the source language that is translated into the target language. Nida (1969) argue that there are two types of equivalence such as formal correspondence and dynamic equivalence (as cited in Panou, 2013, p. 2).

Formal equivalence translates the source language into the target language as close as possible. Therefore, in formal correspondence, translating the source language is more on word-for-word translation to minimize the corrupting message. Yet, the translation of dynamic equivalence sounds more natural than the formal correspondence. In the dynamic equivalence, the source language is translated through its meaning and its sense rather than word for word.

Newmark (1988, p. 45) claims that there are two equivalence translations such as semantic translation and communicative translation.

SL Emphasis	TL Emphasis
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

Newmark (1988) shows that semantic translation is translated into

the source language semantically or literally. In other words, semantic translation is similar to Nida's (1969) theory of formal correspondence which translates the source language into the target language as close as possible. On the other hand, shows that Newmark (1988) tries to explain that communicative translation is the source language that is translated into the target language idiomatically. It is also similar to Nida's (1969) theory of dynamic equivalence which is translating the source language into the target language as natural as possible. Therefore, the target language will sound naturally.

Larson (1984, p. 16) presumes that literal translation consistently err in choosing literal equivalents of the words, especially in translating idioms, figures of speech, etc. The result of the translation will be unnatural, unclear, and nonsensical. For example, an English idiom, *"do not count your chicken before they hatch",* is translated into Indonesian as *"jangan hitung anak ayammu sebelum mereka menetas".* For Indonesian listeners, the translation does not deliver the meaning of the source language. The proper translation for the idiom is *"jangan terlalu berharap pada sesuatu sebelum hal tersebut menjadi nyata."*

Larson (1984) also explains that a truly idiomatic translation does not sound like a translation because it uses natural forms of the receptor language. For example, *"she is a good woman"* will not be translated into Indonesian as *"dia adalah wanita yang bagus".* It is

better if the translation is translated as *"dia adalah wanita yang baik"*.

The belief of equivalency is the core issue in translation. Susan Bassnett (2002, p.34) noted that:

> *The problem of equivalence, a much-used and abused term in Translation Studies, is of central importance. Translation involves far more than replacement of lexical and grammatical items between languages and, as can be seen in the translation of idioms, the process may involve discarding the basic linguistic elements of the SL text and then problems of determining the exact nature of the level of equivalence aimed for begins to emerge.*

The question of defining equivalence is being pursued by two lines of development in translation studies. The first, rather predictably, lays an emphasis on the special problems of semantics and on the transfer of semantic content from SL to TL. With the second, which explores the question of equivalence of literary texts, together with more recent developments in discourse analysis, have broadened the problem of equivalence in its application to the translation of such texts.

The question of cultural difference between SL and TL also plays another difficulties in reaching equivalency. Susan Bassnett (2002, p.36) noted that:

James Holmes, for example, feels that the use of the term equivalence is "perverse", since to ask for sameness is to ask too much. Equivalence in translation, then, should not be approached as a search for sameness, since sameness cannot even exist between two TL versions of the same text, let alone between the SL and the TL version.

10. Newmark's Translation Method

Newmark mentions –While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language (1988, p.81). Newmark also emphasizes one problem concerning translation by stating –the central problem of translating has always been whether to translate literally or freely. The argument has been going on for a long time, many writers favored some prominence of free translation: the spirit, not the letter; the sense not the words; the message rather than the form; the matter not the manner.

The writer tries to explain Newmark's eight methods of translation (1988, p.45-47) as follows:

1. Word-for-word translation

This is often showed as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings,

out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre-translation process. In Bahasa Indonesia, we can find some examples of this kind of translation, such as:

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

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

   According to that translation, the translation is awkward and makes no sense because of the phrase *"kecil anak"* is not instantly accepted or understood in the structure of Bahasa Indonesia. The meaning of the phrase *"harus tidak"* is also incorrect. Both phrases should be translated as *"anak kecil"* and *"seharusnya tidak"* and the whole translation should be *"Lihat anak kecil, kalian semua seharusnya tidak melakukan itu."*

2) SL: I like that clever student.

   TL: Saya menyukai itu pintar anak.

   The translation is not accepted in Bahasa Indonesia, because the translation should be *"anak pintar itu"* instead of *"itu pintar anak"* and the whole translation is supposed to be *"Saya menyukai anak pintar itu."*

3) SL: I will go to New York Tomorrow.

   TL: Saya akan pergi ke New York besok.

   The translation of sentence 3 is not so bad because the structure

of sentence is not so complex.

2. Literal translation

    The SL grammatical constructions are transformed to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved. Here are some examples of literal translation:

    1) SL: It's raining cats and dogs.

        TL: Hujan kucing dan anjing.

    2) SL: His heart is in the right place.

        TL: Hatinya berada ditempat yang benar.

    Seen from the translation, some literally translated sentences make no sense. For instance, sentence 1 is supposed to be translated as *"Hujan lebat"* or *"Hujan deras".* As for sentence 2 is should be translated as *"Hatinya tentram".*

3. Faithful translation

    A faithful translation tries to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It attempts to be completely faithful to the intentions and the text-realization of the SL writer. The translation sometimes feels hard to understand and sounds unfamiliar. Examine the following example:

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

        TL: Ben menyadari terlalu baik bahwa ia nakal.

2) SL: I have quite few friends.

TL: Saya mempunyai sama sekali tidak banyak teman.

4. Semantic translation

Semantic translation is distinct from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Semantic translation is more flexible than faithful translation, in other words, it is more connected to the TL. Have a look at the following example:

1) SL: He is a book-worm.

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

The phrase book-worm is flexibly translated and somehow suitable with cultural context and functional constraint in the TL. However the sentence is less exactly translated, it is supposed to be *"Dia seorang kutu buku."*

5. Adaptation

This is the 'freest' form of translation. It is used mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued

period plays.

6. Free translation

Free translation reproduces a little excessive translation. It focuses on the matter without considering the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original.

Here are the examples of this kind of translation:

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 example 1, there is a shift of meaning in the prepositional phrase *"in the garden"* which becomes a clause *"yang tumbuh di kebun"* in the TL. Whereas in example 2, the clause *"on what he makes"* is paraphrased as *"dengan penghasilannya"* in the TL.

7. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original form but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original form. The translation is not recognized by the readers as something hard to be understood. Here are some example:

1) SL: I can relate to that.

TL: Aku mengerti maksudnya.

2) SL: Excuse me?

TL: Maaf, apa maksud anda?

3) SL: A quick swim in the morning makes me feel like a million dollars.

TL: Berenang di pagi hari membuatku sehat wal'afiat.

8. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. This method emphasizes on the principles of communication. An example of this kind of translation can be understood in the translation of the word "spines" in the phrase *"thorns spines in old reef sediments."* If the word "spines" is translated by a Biologist, then it would be "spina" (a Latin technical term). Since the word is translated for more general readers or audience, therefore the word is translated as "duri"

11. Definition of Poetry

Poetry is one kind of literature product that is born through human senses. Human sense is the only one thing that could be connected to reach the actual meaning of poet. Some poets need silence even in crowded place to let their mind and sense work to catch every moment and apply it in a poem. As mentioned before, it is interesting to analyze a poem because it has a deep meaning and our senses are

engaged in analyzing the meaning. The feel, to see, to touch, to hear, and to engage our minds are necessary to analyze a poem.

Mark Flanagan (2013) gives definition that poetry is the chiseled marble of language. It's a paint-spattered canvas-but the poet uses words instead of paint, and the canvas is you. Many poems can let readers to think about human being, society, death, nature, value of life, etc. In a poem, these are a lot of imaginations, but the number of words being used limited. So it needs more interpretation to express the meaning. One of the most popular forms of literary work is the poetry in which it is mostly created by using of word choice. The use of word choice is the most important thing to describe the content and message of the poem.

Perrine Laurence says that literary critics is "sees poetry from its language style said that poetry might be defined as a kind of language that is more intensely that ordinary language does". (1965: 553).

Poetry consists of the language packages which have wide and deep meaning. In creating poetry, poet always tries to see the most beautiful and appropriate words to make it meaningful. A word in poetry has interpretation that can bring the reader to use their senses. So, in order to understand about poetry, the reader has to understand about the poet's background because poetry is a language that can be used to communicate experience.

There are some elements in the poem that are important notes. Those elements are as follows;

- Form

  Poetic form refers to various sets of "rules" followed by poems of certain types. The rules may describe such aspects as the rhythm or meter of the poem, its rhyme scheme, or its use of alliteration.

- Rhyme

  A rhyme is a tool utilizing repeating patterns that brings rhythm or musicality in poems which differentiate them from prose which is plain. A rhyme is employed for the specific purpose of rendering a pleasing effect to a poem which makes its recital an enjoyable experience. Rhyme is used to give poetry a typical symmetry that differentiates poetry from prose. It makes recital of poetry a pleasurable experience for the readers as the repetitive patterns renders musicality and rhythm to it.

- Sounds

  Sound devices are resources used by poets to convey and reinforce the meaning or experience of poetry through the skillful use of sound. After all, poets are trying to use a concentrated blend of sound and imagery to create an emotional response. The words and their order should evoke

images, and the words themselves have sounds, which can reinforce or otherwise clarify those images. All in all, the poet is trying to get you, the reader, to sense a particular thing, and the use of sound devices are some of the poet's tools.

- Tone

    Tone is the feeling that the reader gets when he/she reads a poem. When the reader read a poem, attempt to articulate precisely how the poem made the reader feel. The reader may have a feeling of sadness, but he/she should be able to have a little deeper and question why he/she is feeling sad.

12. Meaning of Poetry

According to the Oxford English Dictionary's definition, theme is "the subject of a piece of writing". According to Stanton (1965:20) and Kenny (1966:88), theme is the meaning contained by a story. But there are many meanings conceived and offered by the novel, and then the problem is a special meaning which can be expressed as the theme. The theme is the ideas of common bases that sustains a work of literature and are contained in the text semantic structure and regarding commonality or differences (Hartoko and Rahmanto, 1986:142).

The theme became the basis of development of the whole story, so its represent the whole stories. A common theme has a

generalization, wider, and abstract. Principal theme as the meaning work of a fiction is not deliberately hidden because this is precisely what offered to the reader. However, the theme is the meaning of which supported his story itself would be hidden behind the story that support it.

B. Previous Studies

There are five studies which are closely related to this thesis. The first is the thesis conducted by Siti Maimunah, she was the student of English Department at The State Islamic University of Malang who graduated in 2008. The thesis entitled "AN ANALYSIS OF LEXICAL AND CONTEXTUAL MEANING ON THE IDIOMATIC EXPRESSIONS FOUND IN *JALALLUDDIN RUMI'S* POEM". This study can be said as the closest study to this thesis. It is simply because the object of research of the study is the same, which is the translation of idiomatic expression found in poem. This study was conducted to identify the lexical and contextual meanings of idiomatic expressions in poem. The result showed that there are forty six kinds of idiomatic expressions with their lexical and contextual meaning used in *Jalalluddin Rumi's* poems from ten data which are presented in this study. The writer found that most of contextual meaning of idiomatic expressions has the same meaning with lexically. The misinterpretation in translating idiomatic expression is the use of literal translation procedure to translate idiomatic expression because the

translator probably does not understand about the idiomatic expressions and its meaning in the context.

The second one is "AN ANALYSIS OF THE IDIOMATIC TRANSLATION FOUND IN THE SUBTITLES OF MOVIE ENTITLED *SCREAM*" conducted by Dhian Ambarwati, a student at English Department, Airlangga University graduated in 2006. This study was to find out whether the translator already has a good ability in terms of translating idioms in the film. The analysis showed that the translator of this movie has already had a good understanding about translating idiomatic expression.

The third one is conducted by a student of English Language Education, Yogyakarta State University named Anggun Ardhiani entitled "TRANSLATION STRATEGIES OF IDIOMATIC EXPRESSIONS IN LAURA INGGALLS WILDER'S *LITTLE HOUSE ON THE PRAIRIE* IN DJOKOLELONO 'S TRANSLATION OF *RUMAH KECIL DI PADANG RUMPUT*" that was completed in 2018. This study focused on describing the translation strategies used in translating the idiomatic expressions with Baker's theory. The findings of this study showed that most of the idiomatic expressions were translated by using paraphrase strategy (74 out of 141 or 52.5%). In terms of the degrees of meaning equivalence, it can be concluded that most of the idiomatic expressions are translated in equivalent meaning.

The fourth study was conducted by Muhammad Jaidie, entitled "THE

ABILITY OF TRANSLATION STUDENTS IN TRANSLATING A DESCRIPTIVE ENGLISH TEXT INTO INDONESIAN". His research was about the ability of translation students at Malang Muhammadiyah University in translating text. It showed that the ability of eighth semester students of academic year 2008/2009 who joined Translation III at English Department of University of Muhammadiyah Malang was poor in translating the descriptive English text into Indonesian with the average score 43.7. According to Machali (2002) in her assessment criteria, the score 43.7 was included in the poor ability in the translation.

Later, the writer found another study completed in 2018 Entitled "AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING THE ANALYTICAL EXPOSITION TEXT IN ELEVENTH GRADE OF SMK N 11 MEDAN", by Gusti Yessy and Erika Sinambela. The objective of this research was to find out students' ability in translating the analytical exposition text in 11th grade students of SMKN 11 Medan. The result of this study showed that the students are able to translate the analytical exposition text. It can be seen from the median of students score which is higher that (KKM) that is determined in the school (70.6 > 70).

If those studies are compared with this study, there are some similarities and differences. The first study has something in common, the thing which investigated in the research is poetry. Researcher makes poetry as an object to get the data, namely idiomatic expressions. The difference lies, in the formulation of the problem to be examined in the research. In

the first study, researcher intended to identify the lexical and contextual meanings of idiomatic expressions in poem, while in this study, researcher will examine the ability of students in interpreting idioms contained in poetry. The second study analyzed whether translator of the film have already good knowledge in translating, while this study analyzes the translation ability of students which are taking Translation Course in IAIN Tulungagung. The second study also analyzed what causes misinterpretation of the translation which is the same as this research.

Compared with the third study, it analyzed the translation strategies that are used in translating some idiomatic expressions in the movie which is the same as this thesis is going to conduct. But, the difference lies in the object of research to get the data, the previous study used the film subtitle while in this study using poetry. In this study, the researcher tries to show that in translating idiomatic expressions in poetry, one must consider the choice of translation method. Because the choice of translation method will affect the results, which are meaning of poetry itself.

Compared again with this study, the third and fourth studies have similarities with this study because the aim is to find out the subject's translation ability, but there is a significant difference in obtaining the data. In the previous studies, the researchers conducted a kind of test on the subjects to assess their ability to interpret the idioms found and then draw conclusions about the subject's translational abilities. However, in this study, the researcher will obtain the data, which is idiomatic expression,

by collecting the translation poetry assignments from students who were previously given by the lecturer in Literary Text Translation. After knowing how the students' translation ability is, the researcher then find out what can cause it. Is it possible because of the lack of provision of material being taught or the lack of references from teachers who teach students which are taking Translation Course.

The researcher concluded that good translation must reproduce the information given in the source text. The language must be adapted to its readers and it should be appropriate for people who read or listen to it. The aim of this study is analyzing the occurrence of English idiomatic expressions in poetry. This study focus on analyzing the translation ability of the sixth semester students taking translation course. The translation ability analysis also includes what strategies used in translating the idiomatic expressions by the students and the reason why misinterpretations happened in the translation done by the students in interpreting idiomatic expressions.