CHAPTER V

DISCUSSIONS

This chapter presents the discussions of the research findings. There are three research question proposed in this study. The discussions were focused on the findings of the three proposed research questions. The three research questions in this study are: 1) The students' ability in translating some idioms in Poetry, (2) The translation strategies used by students in translating idioms, and (3) Causes that lead any misinterpretations among Translation Students in translating some idioms in Poetry. So, the discussions will be divided into three points of the research questions.

A. The Students' Ability in Translating Some Idioms in Poetry.

The first discussion is about The Students' Ability in Translating Some Idioms in Poetry which previously presentated by the researcher in Chapter 4: Findings. From the interview question *"Do you find any kinds of idioms in the poem?"*, the findings indicate that there are 8 students that are not aware of the idioms in the poem, whereas students who realize that they are idioms are 7 students. This greatly supports their answers about how far their knowledge of idiom

is. The majority of them replied that they were limited to only ever hear what idiom is, but did not really understand it. A few of them state that they

only know that idioms are combinations of words that cannot be interpreted one by one and form new meanings.

This is due to more of those who did not realize that the phrases found by the researcher while analyzing their poems are idioms. Meanwhile, there are some students who claimed finding some idioms in the poem but they still make some errors in interpreting the idioms. Take for example, a student with initial A.I.P. who claimed to know that the phrase *"cry for me"* in the poem is idiom, still interpret mistakenly as *"menangis untukku"*. She still translated the idiom by way of word for word which makes her misinterpret it. The translation of the idiom used in the poem "Someday" at the sentence *"Someday you will cry for me"* is should be *"Suatu hari nanti, kau akan menangis karena kehilangan aku".* As according to Lazar (2006, p. 3), idiom is a group of words that the meaning cannot be derived from the meaning of each words that makes them up.

When the students were asked about *"Do they really understand the poems of their task",* there were 11 students who said "yes". From the answers of the majority of interviewees, it is known that from all the sample students, only very few of them stated that to translate poetry they first conduct kind of research on the biography of the author and analysis of the poetry on the internet and then interpret it by linking the sentence below and above. There are four students who answered that question by doing some sorts of search on the internet first, such as students' answers with the initials D. M and N. M *"Search the author's biographical analysis, search for*

content analysis, start searching for difficult words in poetry, translate according to the content analysis" and *"Usually I try to find the history of the poem or the life background of the writer to find what happened at that time to match as what I've understood before translating it".*

There are seven students who said that they used the word by word method and relate to the whole meaning then. As stated by a student with initial M.J. *"I do translate word by word first, then I relate the whole meaning in a sentence".* While the remaining two answered with *"No pay attention on grammar and just make a good diction and make meaning",* and the rest again only read and use dictionaries only. Because in the opinions of the interviewees, poetry uses literary language which is still difficult for students taking translation course to understand at IAIN Tulungagung, and most of the poems use old English words, such as in poetry entitled "Ozymandias", "Invictus". This shows the inconsistency of students in determining the disciplines they master. They tend to be confused because they do not get material that is qualified to support their translation knowledge. This will be discussed in more detail when it comes to the third research question in this study.

In analyzing the students' ability in translation the researcher measured it using the theory below:

Rushansah (2013) classified the level of students' ability in translation, she divided it into four levels, namely:

Table 17. Level Mastery

Scale	Categories
80%-100%	Excellent
60%-79%	Good
50%-59%	Fair
0%-49%	Poor

The students' score can be seen on the table below:

Table 18. Students' Recapitulation

No.	Name	Idioms	Correct	Incorrect
1.	A.R.S.E.P.	*I'm gone* (Saya pergi)		✓
		Hold me by the hand (memegang bagian tertentu dari seseorang/sesuatu)		✓
		Day by day (seiring berlalunya hari)	✓	
2.	A.M.	*Breaking through* (melewati (dengan merusak))	✓	
		Dropped down (jatuh tersungkur)	✓	
3.	A.I.P.	*Of all the stupid* (mengekspresikan kekesalan/ketidaksabaran terhadap seseorang/sesuatu)	✓	

No.	Nama	Frasa	✓	✓
		Cry for me (menangis karena kehilangan seseorang/sesuatu)		✓
		Cried for you (menangis karena kehilangan seseorang/sesuatu)		✓
4.	D.M.	**Looked down** (menatap/memandang kebawah).	✓	
		Bent in (melengkung/membungkuk ke dalam)		✓
		Come back (kembali ke seseorang/sesuatu)	✓	
		Traveled by (dilalui baik siang/malam oleh berbagai macam kendaraan)	✓	
		Swift as arrow (sangat cepat)		✓
5.	G.N.F.	**As if** (seperti/seakan-akan)	✓	
		Stamped on (men-cap label, tanda, pada sesuatu atau seseorang)	✓	
		High and low (di banyak tempat berbeda)		✓
6.	H.N.K.	**Leaves off** (menghentikan sesuatu)		✓
		Belongs to him (miliknya)	✓	
		Belongs to the day (bagian dari sesuatu)	✓	
		And yet (meskipun)		✓
7.	M.J.	**Take me by** (miliki aku)		✓
		In return (sebagai gantinya)		✓
8.	N.R.	**Looked for you** (mencarimu)	✓	
		Out of breath (terengah-engah)		✓

		Stayed away (menjauh)		✓
		As soon as (segera)	✓	
9.	N.M.Q.	*Lost in* (hilang)		✓
		In fears (kekhawatiran akan sesuatu)		✓
10.	N.S.J.	*Looked down* (menatap/memandang kebawah).		✓
		Bent in (melengkung/membungkuk ke dalam)	✓	
		Come back (kembali ke seseorang/sesuatu)	✓	
		Traveled by (dilalui baik siang/malam oleh berbagai macam kendaraan)		✓
		Fill up (penuh)	✓	
11.	N.A.W.	*Write me down* (mencatatku)		✓
		Beset with (dirundung)	✓	
		Falling down (menurun)		✓
		Cut me with (melukaiku dengan)		✓
		Leaving behind (meninggalkan/melupakan)	✓	
12.	N.F.	*Flying by* (secepat kilat)		✓
		At times (terkadang)	✓	
13.	S.F.F.	*Breaking the silence* (memecah keheningan)	✓	
		As if (seakan-akan)	✓	
		High and low (banyak tempat berbeda)		✓
14.	Y.K.F.	*Crash into* (menghantam dengan keras)		✓
		Draws near (semakin dekat)	✓	

		Fade into (menyatu)		✓
		Drawing to a close (hampir berakhir)	✓	
15.	Z.M.	*Torn up* (terobek/terkoyak)	✓	
		All the time (dengan tak henti-hentinya)		✓
		In the dark (diam-diam)		✓
		Turn back (berbalik)	✓	
		Set down (meletakkan)	✓	
	Total	**52**	**26**	**26**

Count the students' ability in translating idiom from English into Indonesian in percentage by used formula:

$$P = F/N \times 100\%$$

Where P: the percentage of students' personal ability

F: total score

N: maximum score

Student 1: 1/3x100% = 33%

Student 2: 2/2x100% = 100%

Student 3: 1/3x100% = 33%

Student 4: 3/5x100% = 60%

Student 5: 2/3x100% = 67%

Student 6: 2/4x100% = 50%

Student 7: 0/2x100% = 0%

Student 8: 0/2x100% = 0%

Student 9: 2/4x100% = 50%

Student 10: 3/5x100% = 60%

Student 11: 2/5x100% = 40%

Student 12: 1/2x100% = 50%

Student 13: 2/3x100% = 67%

Student 14: 2/4x100% = 50%

Student 15: 3/5x100% = 60%

From the table and calculation results above, it is known that there are 10 students who have a percentage of 50% and above, with details of students 6, 9, 12, and 14 translating half of the idioms they have correctly, and getting a percentage of 50% which means "Fair". Students 4, 5, 10, 13, and 15 translate more than half the idioms they have correctly, and get a percentage of 60%, 67%, 60%, 67%, and 60% respectively, which means "Good". Whereas only one student managed to translate all the idioms he had correctly and got a 100% percentage.

Furthermore, from the table and calculation results above, it is known that there are 5 students who have a percentage below 50%, with details of students 1, 3, 7, 8, and 11 translating more than half of the idioms they have incorrectly, and getting a percentage of 33%, 33%, 0%, 0%, and 40% respectively, which means "Poor". Due to more students who have a

better category than poor, with details there are 4 students who have the Fair category, 5 students have the Good category, and 1 student has the Excellent category. By the result of the documentation of the weekly tasks of Literary Text Translation assignments done by the researcher, the students' ability cannot be concluded because the findings of idiom in poetry is vary from 2 up to 5. The idioms found in poetry of the students is different from one student to another student because they have different poetry as their assisgnment tasks. So, the translation ability of the students in translating idioms found in poetry cannot be generalized based on the value.

B. The Translation Strategies done by the Students in Translating Idioms.

Based on the findings of the study during the interviews that held on June 07 up to June 09, 2020 via video/voice online conference on WhatsApp due to the pandemic situation of COVID-19, it is identified that every student has their own comfortable way to translate Idiom or translate various texts without paying any attention much on the theories of translation. From the data presentation and findings in the previous chapter, it can be proven that each student has a way that they apply to translate texts with very little theory or their ability to understand the basic theories of translation.

From the interview answer data obtained, it can be concluded in translating idioms, students use the strategy which they know (based on their convenient way of translating, without knowing the correct rules or theories about it), which is "translate it directly, by googling, according to

the dictionary meaning, word by word then relate the whole meaning in context". Based on the most common answers obtained, the researcher concluded that students tend to use the strategy of **"Using an idiom of similar meaning and form"** which translates an idiom from the source language into the target language using an idiom with the same meaning and equivalent lexical items. 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.

In this case, the students were proven to use the first strategy of **using an idiom of similar meaning and form** as in the example, *"day by day"* means *"hari demi hari", "stamped on"* means *"dicap pada".*

Furthermore, from the data obtained from the interview, on the question *"How the way they translate sentences",* from 15 students there were 10 who answered by reading the entire sentence first, find the difficult words, then interpret word for word, sentence by sentence, and also consider the context of the text. They do not know for sure about how to translate sentences properly, because they do not get theories that offend or teach them about it in this sixth semester, such as one of the confessions of students with the initial N.M. *"The problem is the way lecturer explained the material. In the 3rd or 4th semester, we got only the material without*

having practice. While on the 6th semester (translation class) we got only the practice without getting any material at all".

Based on the decomposition of interview answers from the students mentioned above, it is evident that the majority of students tend to use the Literal translation method, where they transform the grammatical formations of SL into the closest TL equation but the lexical words are again translated singly, as they say that after finding the words difficult and using a dictionary to find their meaning, they then interpret word for word and sentence by sentence. Researchers use Newmark's theory of translational methods in assessing this.

The researcher cited Newmark's eight methods of translation (1988, p.45-47) as follows:

1. Word-for-word translation. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally.

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.

3. Faithful translation. A faithful translation tries to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

4. Semantic translation. Semantic translation is distinct from 'faithful translation' only in as far as it must take more account of the aesthetic

value. Semantic translation is more flexible than faithful translation, in other words, it is more connected to the TL.

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.

6. Freetranslation. Free translation 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.

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.

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.

Again, based on quoted answers from interviewees about how they translate sentences, students with the initial S.F. *"First, I usually translate it literally, but when I find a strange meaning or idiom, I will use Google*

Translate". Students with the initial D.M. *"Read a whole sentence, look for difficult words, start translating by considering the context of the sentence"*, students with the initials G.N.F, M.J., and N.R. *"I translate it using the word for word method and after that, determine the translation that suits the context"* and others with similar answers. The data above, shows that they tend to pay attention to the core of the reading first, then focus to find difficult words, then can translate them with word for word or sentence by sentence. Then they will relate it to the meanings around it.

The rest, there are 2 students who revealed that they immediately translate sentences and use the help of a dictionary or Google Translate without paying attention to the entire text first. The following are excerpts of answers from these students, students with the initials A.R. *"Translate it directly and read the dictionary to find the meaning"*, and students with the initial N.A.W *"I immediately translate it, according to the sentence"*. There are 2 students who said that they only need to understand the meaning and translate it into the appropriate language, and 1 student who translates only by paying attention to grammar. Whereas in my opinion, the last three answers are less clear in explaining the translation procedures they use.

Regarding how and what are the correct procedures that they should use, they don't know that. From the interview question *"Do you know procedures in translation"*, 10 children blatantly stated that they did not know it, 3 students with unclear answers such as *"Yes (but cannot describe it)"*, *"Yes, but I should read it once more to have more understanding here"*.

One student with her own opinion *"Read the text, understand it, and translate it, maybe"* which is the answer is not correct. And only one who firmly answered "Yes (with the reason)".

When it comes to the next question which is *"What is possible procedure that is likely to use",* 10 students directly answered not knowing it. It indicates that the majority of them do not know the basic thing, even though it is the key for translators in recognizing mistakes or deficiencies that they might have by knowing their translation method. One student answered word for word, one student answered transference, one student answered free translation, and another answered according to the context (which is so confusing to be understood by the researcher).

C. Causes That Lead Any Misinterpretations among Translation Students at IAIN Tulungagung in Translating Some Idioms in Poetry.

The problem underlying this happens is because students do not master the basics of knowledge related to translation. This is evidenced by based on the data obtained from conducting interviews, the researcher found that the translation of students' knowledge of Good Translation Characteristics showed that out of 15 students, there was only 1 student who clearly said "yes" along with the correct reason. Four students openly say "no", that they don't understand about it and 2 students who answered "yes" but are reluctant to make clear reasons.

The majority of the rest, answering based on their opinions only (but with the correct answers), such as *"In my opinion, good translation is when translation can convey meaning in accordance with the initial language"* and *"I don't know, but I guess that good translation must be understandable and include the meaning of the original",* where the answer is correct as according to Osman (2017), a good translation must carry the meaning and tone of the original text, while still being culturally sensitive and appropriate for the target audience.

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.

Regarding the statements of the students above, it can be proven that they are only guessing and have their own opinions about Good Translation. This is also supported by proving that of the 15 students, there are 10 students who directly say that when they translate, they never take action to look for theories that help their translation in knowing tips how to translate

well and theories that supply their knowledge in Good Translation even though in fact they are students of translation.

The next important point they missed was the point about Equivalent Effect in translation. Translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. Equivalence is very closely related to the sameness or similarity of one thing to another. In terms of this study about translation is the resemblance of Source Language and Target Language. To what extent their knowledge of equivalent effect in translation proves that there are 12 students who directly say *"no, I know nothing about it"* when they asked about the equivalent effect in translation. Equivalence consists of the concept of sameness and similarity; it has the same effect or meaning in translation, but the majority of them do not have knowledge of this matter which is unfortunate for students who take the concentration of translation as the focus of their college goals.

In this case, the researcher use the theory from Nida (1969) 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.

IAIN Tulungagung translational students tend to use translation equivalence with the type of **formal correspondence** rather than dynamic equivalence, based on the theories of Nida (1969) and Newmark (1988).

Where in formal correspondence, translating the SL is more on word-for-word translations to minimize the corrupting message. The theory states that based on SL emphasis, they tend to still translate it by means of word-for-word translation where they interpret singly sentences, then they turn to literal translation where they transform SL grammatical construction to the nearest TL equivalents but the lexical words are again translated singly, and faithful translation where it tries to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures, and be a semantic translation where translation is translated into the source language semantically or literally and more connected to the TL.

This is coherent with the previous results discussed in the second question discussion, that from the data obtained from the interview, on the question *"How the way they translate sentences",* the majority of students answer by *"Reading the entire sentence first, find the difficult words, then interpret word for word, sentence by sentence, and also consider the context of the text".* They are not sure about how to translate sentences properly.

The data also shows that the translation done by IAIN Tulungagung students tends to be less communicative. Using Newmark and Nida's theory as cited above, the researcher consider that they are the type of **formal correspondence** which only translates the source language into the target language as close as possible.

Jump to what factors can cause misinterpretation or why there are still ambiguous things about students' understanding of the basic knowledge

of translation, here the researcher will peel one by one. First, regarding whether they have received sufficient knowledge in terms of material, data shows that of the 15 students, there were 13 students who said that they were only told to do assignments by translating 3 types of texts (Academic, Basic, and Literary) without knowing the theory of how to translate well. As in the statements of these students, *"The lecturer does not explain the material clearly. She only asked us to find some journals, poems, and articles then we have to translate it by ourselves", "Yes, but in this semester the teacher hadn't taught me about the procedures or the theories, she just gave a book and ask me to find a text, translate and send them via e-mail", "during this semester, we just get the work to translate without knowing the material (procedures, kinds, theories, etc)".*

Many are concerned about the provision of material or theory which is only limited to semesters 4 and 5 which is still too general. As in the statements of these students, *"Yes, but the material is given by the lecturer in the 4th semester not this semester", "The problem is the way the lecturer explained the material. In the 3rd or 4th semester, we got only the material without having practice. While in the 6th semester (translation class) we got only the practice without getting any material at all", "In my opinion, not yet. Because when I was in semester 5, when I was taught basic translation, the theory was still a very general theory and the lecturer did not explain in detail, even many that I could not understand. And it is unfortunate for this 6th semester, there are 3 types of translation, but the lecturer only always*

gives practical assignments and never gives material on how to translate well. But at the time of collection of tasks, will be given feedback".

Talking about the feedback given, the data obtained also shows that the lecturer corrects the students' tasks in general, based on the statement of students with the initial H.N.K *"The correction was still very general. So we don't really understand what is right or wrong. And as we know, each students has different points, the assignments are different, but the method of correcting them is actually categorized in general, so it doesn't seem appropriate".*

Whereas two of them who answered "appropriate" were still along with unpleasant appendages such as, *"Yes, but I'm still confused sometimes and need more understanding again"* and *"Yes, but it lacks details".*

Continuing on what they can absorb as long as they follow this concentration of translation, the researcher asked related questions, namely "What knowledge that you can remember from this translation course". The researcher then concluded from most of the answers of the students that in translating journals, they have to pay attention to articles (a, the, an), so they know the correct placement of subjects or objects in translating. They added, that they must know the position of the word whether it is noun, adjective, adverb, or verb. So, they can translate it. Others answered that they learned about the intrinsic and extrinsic elements of poem. Speaking of the sequel, in translating we need to see and consider the context, use intuition. The other two answered that they forgot.

Arriving at further information about what they can get in taking this concentration of Translation, more of them answered that they only added vocabularies, knowing the different types of the three translations from the existing courses. Some even responded with the following *"In this semester, not much. Only what is important can translate text"*. While the remaining two answered with different statements *"We need to translate poem by knowing the biography of the writer to see what messages he/she wants to give to the reader", "Sometimes we have to look for the background of the writer and the writing to get suitable meaning. So, translation makes me explore more"*.

And finally, almost all students said that the campus was still insufficient in providing translation course along with their reasons and suggestions. From the interview questions about whether the campus is sufficient in providing good translation knowledge for the translation course, there are 14 students who answered "yes, insufficient". As in concluding the answers to the statements of the students, the researcher found that the problem they faced was that they got the same lecturer from three different translation courses. Students also say that it should not be just one, so the three courses are divided to be taught by three different lecturers in each translation course so they can understand the translation aspects correctly.

In terms of material, the media, all of them are still monotonous, seems boring. The media in the campus is just paper and pen, the teaching

style is still monotonous, not interesting. The students also said that their understandings is also lacking, as long as coming and going home, just like that. Start from organizing the language class, it has too many students in each classes that makes the lecturer doesn't really pay attention on each students and gets difficulty while scoring too many works. Besides, students cannot show their original works because when they have many classmates, some of them may cheat on others' works. On the other hand, the way lecturer explaining the material is important.

Furthermore, the researcher also found suggestions that were felt needed for students taking translation course, that there was a need to hold a program such as an internship or come to a translation company as did students who took the Tourism concentration who held a real journey tour and the real picture of how would be a tour guide or tour planner by going to Bali and Yogyakarta. As suggested by the student, *"I think the campus must provide the supported "facilities and infrastructure" especially to improve skills in translating".*

Whereas 2 of the remaining students stated that the campus was good enough in terms of providing translation course needs in supporting students who took it because she thought that when it comes to translation, it only requires practice, and on the other hand, the lecturer must be right in the way they teach. The facilities on the campus are mediocre, students have been given material (even though in the very little portion and it only gotten

from the last semesters) and then told to translate. So it's not easy nor hard for them.

From the explanation of the data above, it can be concluded that **the factors that influence students still have obstacles and misinterpretations in translating idioms are as follows**:

1. Students lack of knowledge in the translation methods and techniques.

2. Students directly translate the text by dictionary and using Google Translate.

3. Lack of learning facilities and infrastructure in Translation Course.