

**TRANSLATING IDIOMATIC EXPRESSIONS FROM ENGLISH TO
INDONESIAN LANGUAGE: ANALYSING STRATEGIES AND
DIFFICULTIES**

(Descriptive Qualitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan in English Department*

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2024**



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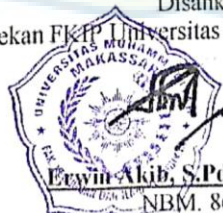
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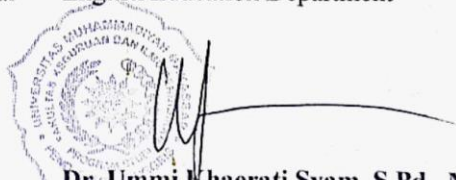
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Day / Date	Chapter	Note	Sign
11 / 08 / 2024	IV	<ul style="list-style-type: none"> • Explain the title • Pay attention to the writing rules • Use explanation in discussion and no need conclusion in findings • Write the table in the appendices • Write the analysis in discussion 	
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MOTTO

“ Dzikrillah ”

“There is no such thing as *Luck*, there is only *Allah’s help*”



I dedicate this thesis for:

My beloved parents,
My mother Aisyah and my father Arsyad (rahimahullah)
My family who keeps support me,
And also, My self

ABSTRACT

Ainun Hardillah, 2024. *Translating Idiomatic Expressions from English to Indonesian Language: Analysing Strategies and Difficulties*. English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar, supervised by Ratna Dewi and Hilda Hafid.

This research aimed to identify the strategies and difficulties in translating idiomatic expressions among undergraduate English students. This research used mix method. The data of this research was collected through translation test that consisted of 35 number. The sample of this research consisted of 11 of one class students of semester six in academic year 2023/2024. The sample was taken by using a purposive sampling.

The result of this research showed that the most intensive strategy used by students in translating phrasal verbs idioms is translating the phrasal verbs through context, translating the phrasal verbs idioms word-for-word, translating the phrasal verbs idioms using omission, translating the phrasal verbs idioms using paraphrase, and there was also other strategy such as direct translation, collocation, and reduction. The result also showed the most difficult phrasal verbs that student cannot translate it correctly.

Keyword: Translation, Idiomatic Expressions, Phrasal Verbs

ABSTRAK

Ainun Hardillah, 2024. Menerjemahkan Idiomatic Expression Dari Bahasa Inggris Ke Bahasa Indonesia: Menganalisa Strategi-Strategi Dan Kesulitan-Kesulitan. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, Dibimbing Oleh Ratna Dewi Dan Hilda Hafid.

Penelitian ini bertujuan untuk mengidentifikasi strategi-strategi dan kesulitan-kesulitan dalam menerjemahkan idiomatic expressions diantara mahasiswa S1. Penelitian ini menggunakan metode campuran. Data dalam penelitian ini dikumpulkan melalui tes penerjemahan yang terdiri dari 35 jumlah phrasal verb. Sampel penelitian ini terdiri dari 11 mahasiswa semester enam tahun ajaran 2023/2024. Sampel diambil dengan menggunakan metode purposive sampling.

Hasil penelitian menunjukkan bahwa strategi yang paling intensive digunakan siswa dalam menerjemahkan phrasal verb idiom adalah menerjemahkan phrasal verbs melalui konteks, menerjemahkan phrasal verb kata per kata, menerjemahkan phrasal verbs dengan menghilangkannya, menerjemahkan phrasal verb dengan metode paraphrase, dan ada juga strategi-strategi lain seperti direct translation, collocation, dan reduction. Hasil penelitian ini juga menunjukkan phrasal verb yang sulit untuk diterjemahkan oleh mahasiswa dengan benar.

Kata kunci: Terjemahan, idiomatic expression, phrasal verbs

ACKNOWLEDGEMENT



Alhamdulillah Rabbil ‘Alamin. All praise is due to Allah Subhanahu wa Ta’ala, the most gracious and most merciful, for the blessing and strength in completing this thesis entitle “Translating Idiomatic Expressions from English to Indonesian Language: Analysing Strategies and Difficulties”. Shalawat and salam are poured out to the Prophet Muhammad SAW, his family and friends.

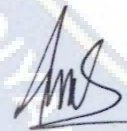
In writing this thesis, the researcher is aware of the many difficulties and shortcomings. Therefore, the researcher needs constructive criticism and suggestions in order to improve this paper. The researcher would like to express the sincere and deep gratitude to everyone who gave pray, motivation, suggestion, advice and helping hand during the process of writing this thesis, they are:

1. Dr. Ir. H. Abd. Rakhim Nanda, MT., IPU as the Rector of Universitas Muhammadiyah Makassar.
2. Erwin Akib, S.Pd., M.Pd., Ph.D as the Dean of Faculty of Teacher Training and Education of University of Muhammadiyah Makassar.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd as the Head of English Education Department of Faculty of Teacher Training and Education at the Universitas Muhammadiyah Makassar.
4. Dr. Ratna Dewi, M.Hum as the first consultant who had gave her motivation, advice and guided her to finish this thesis.
5. Hilda Hafid, S.Pd., M.Pd. as the second consultant who had gave her courage and motivation until the finish of this thesis.
6. All of lectures and everyone in English Education Department who had supported the researcher to deal with the obstacles in finishing this thesis.
7. My father (rahimahullah) and my mother for everything. Also my sister for her understanding.

8. For my classmate in class C in English Department 2017 who always reminded me and helped me in writing this thesis.
9. For my friends who have given me advices, motivation and helping hand especially Arwinda, Yuliana, Sukma Pebriani Syam, Reski Suci Ramadhani, Dewi Anggita Putri, Uswatun Hasanah, Anita, Mutmainnah, Ega Safira and Ayu.
10. The last, for everyone who I cannot mention one by one. May Allah subhanahu wa ta'ala bless us. Aamiin.

Makassar, Agustus 2024

The researcher



Ainun Hardillah



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CHAPTER 1

INTRODUCTION

A. Background

Idiomatic expression is a group of words that it is better if it is not interpreted literally or word-by-word, because the meaning or the message of the phrase would be different. According to Anjarini & Hatmanto (2022), idiom is a part of culture in learning language which the construction of words or expressions cannot be interpreted literally. The idiom will lose its meaning when it is translated in literal way (Aruji, 2021). Lennon in Ali Ta'amneh (2021) defined idioms used to enhance the language by using the existing vocabulary items, combining them in new sentences and making new meanings and functions. Orfan (2020) states the expression that the meaning cannot be figured out from its constituent parts called idioms. Caro et al., (2009) states, English is a language that rich with idioms. Without idioms, English will lose its diversity.

Learning and understanding idioms as important as learning vocabularies. Idioms help learners in using and understanding the language effectively by providing them with particular vocabulary (Cooper in Ta'amneh, 2021). However, for foreign language learners, learning idiomatic expression is a difficult task. To understand and comprehend idioms, the learners need to be more educated because idioms have figurative meaning. The meaning of idioms is not always derived from its literal meanings. Therefore, the second language learners need strategies in

learning and translating idiomatic expression. Baker (2018) suggests several strategies for translating idioms, such as: using a vocabulary of similar meaning and form, using an idiom of similar meaning but dissimilar, translation by paraphrase, and translation by omission.

Aruji, (2021) in her journal “Investigating The Most Strategy in Translating English Idiom Made by English Department Students” finds out that translation by paraphrasing is the most common strategy that students’ used to translate idiomatic expression. The reasons are the strategy is easier to compare with the other strategies, the result become natural, the readers can easily understand the meaning, and there is no word equivalence in the target language. This study used Mona Baker’s strategy as its based strategy.

In “Students’ Strategies in Translating Idiomatic Expressions into Indonesian” by Rizal (2020), the researcher found out that the strategy of paraphrase is the most strategy used by student in translating idiomatic expression. In his journal, the researcher provided 4 strategies based on Baker’s strategies. The researcher also analyzing the knowledge of students in translating idiomatic expression from English into Indonesian, and the result is most of the student have knowledge in translating idiomatic expression from English into Indonesian.

Anjarini and Hatmanto (2021) in “Challenges and Strategies in Understanding English Idioms: English as A Foreign Language Students’ Perception” find out that the difference in the meaning of idioms with the meaning of each word is the most difficult task for EFL students in

understanding idioms. This caused by the scarcity of the use of English idioms I students' daily conversation and the lack of learning that teaches about English idioms. As for strategies, the researcher found out several strategies used by EFL student, such as interpreting through context, connecting with their L1, and asking to others to find answer on the internet.

Ta'amneh (2021) in his study explored strategies and difficulties of learning English idioms among university students at Taibah University. The result showed that the students had difficulty to learn idiom due to lacking foreign cultural background. The result also showed that the most common used strategy was predicting the meaning of idiom and translating them to the first language.

Nguyen et al. (2022) examined Vietnamese students' perceptions of difficulties and learning strategies. The participant of this study is English students of EMI program at a regional public university in the Mekong Delta of Viet Nam. The result of this study is majority of students have difficulty in acquiring, recognizing, and interpreting idiom, because the strategies used in learning idioms are guessing the meaning of idioms.

There are several kinds of idiomatic expression, one of them is phrasal verb idioms. phrasal verb is an idiom that always have combination of verb and particle (adverb or preposition). Phrasal verb is the idioms that most often found and used both in writing and in daily conversation, whether consciously or unconsciously.

The previous studies give the information about challenges that students find during learning idiomatic expression and the strategies. However, the studies using a broader sample of individuals. As the previous researcher suggest the present study, the researcher will investigate the strategies and difficulties in learning idiomatic expression from English to Indonesian at Muhammadiyah University of Makassar. The highlight of this study is the perception of students about the actual attempts to translating idiomatic expression, especially in translating phrasal verb.

B. Research Question

1. What are the strategies used by students of Muhammadiyah University of Makassar during translating idiomatic expression?
2. What are the difficulties faced by the students in translating English idiomatic expression?

C. Research Objectives

the objectives of this research as follows:

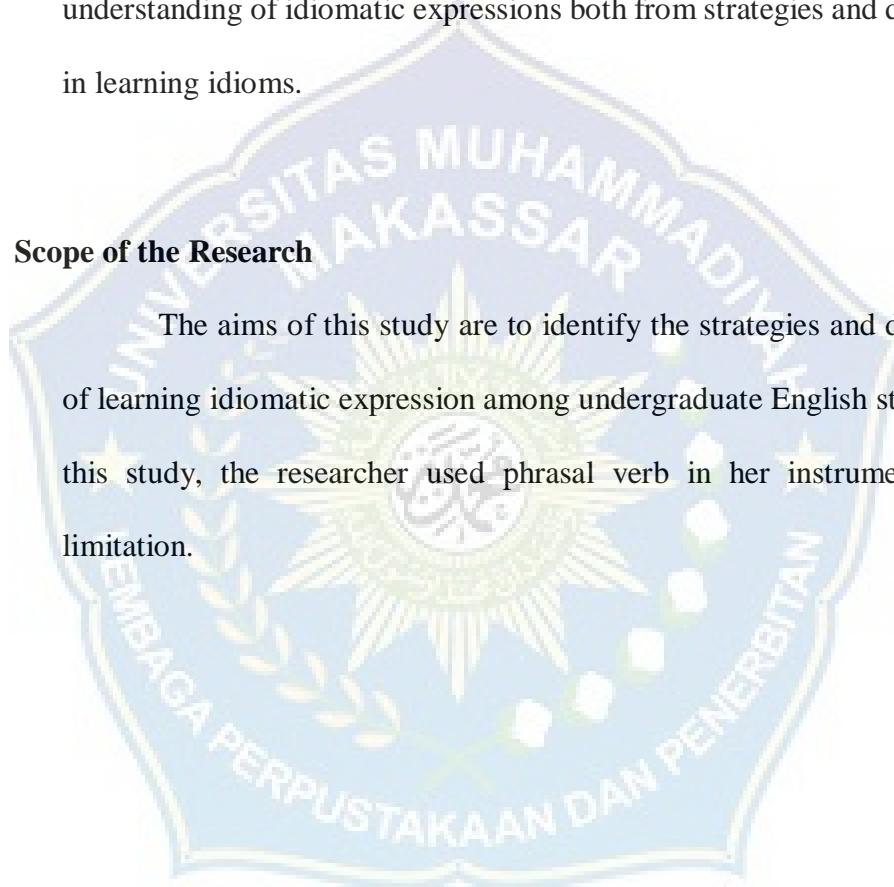
1. To identifying the strategies that students use in translating idiomatic expression
2. To find out the difficulties that students faced during translating idiomatic expression from English to Indonesian

D. Significant of the Research

The significances of this research are supposed to give the knowledge for readers, both students or teacher in English learning and teaching process. The researcher also expects this research will be reference in learning English especially study of translation and could provide an understanding of idiomatic expressions both from strategies and difficulties in learning idioms.

E. Scope of the Research

The aims of this study are to identify the strategies and difficulties of learning idiomatic expression among undergraduate English students. In this study, the researcher used phrasal verb in her instrument as the limitation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

There are many researchers have been conducting studies relate to this research, there are as follows:

1. Anjarini and Hatmanto (2021) in their journal *Challenges and strategies in Understanding English Idioms: English as a Foreign Language Students' Perception*, found the difficulty faced by students in understanding idiomatic expression is the meaning of idiomatic expression is different with the meaning of each word. Furthermore, there are several strategies that students used to solve the problem. There are, using internet to find the answer, connect with their L1, and interpreting through context.
2. Lika et al. (2020) in *Students' Strategies Used for Idiom Translation at SMA Swasta Pencawan Medan*, found the most strategy students used in translating idiomatic expression is translation by paraphrase. The researcher also found that the lack of students' ability in translating idiomatic expression because of students have limitations idioms; the students also does not give their attentions to study English more and knowing words much more.
3. Rizal (2020) in his journal *Students' Strategies in Translating Idiomatic Expressions into Indonesian*, found that most of the student have knowledge in translating idiomatic expressions from English into

Indonesian by analyzed the questionnaires. Further, the researcher provided 4 strategies based on Baker's strategies, the researcher found the most strategy used by students in translating idiomatic expression was strategy of paraphrase.

B. Pertinent Ideas

1. Concept of Translation

a. Definition of Translation

According to Ance, et. al (2020) the process of translator translating a text from the source language to the target language, called translation. In the process of translating text to target language, the translator needs to find the equivalent both in meaning and the culture. Fitriyah (2020) stated translation demand a deep understanding of both grammar and culture. That means the translator need to understand the rules of the target language as well as the habits of the native speaker.

Translation is defined by Hartono (2012, p. 185) as cited in Ahdillah et al., (2020). as "an activity of reading the source text author and reproducing it by the recipient of the message or the target text reader". Sari (2021) defined translating means to express the information from source language into target language communicatively based on the TL structural and grammatical rules. According to Newmark (1988:5), translation is the way of the author supposed to translate the meaning of the text into another language.

Based on the definition above, translation is a process to transform the message of a text from source text into target text accurately and acceptable both in meaning and the culture. Furthermore, Munday (2016) explained that there are two meaning of translation, they are the product which is the text that has been translated and the process which means the act of producing the translation.

b. Translations Methods

There are several methods of translation according to Newmark (1988):

a. Word-for-word Translation

In this method, the translator enables to transfer SL text into TL singly by their most common meanings and the cultural words are translated literally.

b. Faithful translation

This method attempts to reproduce the proper contextual meaning of the original within the constraints of the TL grammatical structure. In faithful translation, the translation tries to be faithful to the intention and the text-realization of the SL writer.

c. Semantic translation

Different from faithful translation, semantic translation took more account of the aesthetic value (the beautiful and natural sound), compromising on meaning where appropriate so that no assonance, word-play or repetition jars in the finished version.

d. Adaption

Particularly, this method is used for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten.

e. Free translation

Free translation translates the content without the form of original.

f. Idiomatic translation

Idiomatic translation transfers the message of the SL but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

g. Communicative translation

This method in such a way try to translate the exact contextual meaning of the original both content and language are readily acceptable and comprehensible to the readership.

c. The Difficulties of Translation

Hartono (2009) as cited in Ayuningtyas et al., (2018) classified the difficulties of translation, they are:

- a. Lexical difficulties
- b. Stylistic difficulties
- c. Grammatical difficulties
- d. Cultural difficulties

2. Concept of Idiomatic Expression

a. Definition of Idiomatic Expression

Idiomatic expression is a group of words that it is better if it is not interpreted literally or word-by-word, because the meaning or the message of the phrase would be different. Idiomatic expression is the one of issues in learning new language especially in translation studies. Every language has their idiomatic expression, according to the environment, habit, culture or even century. Idiomatic expression or well-known as idiom is a group of word that the meaning of the sentence will difference with the meaning of each word when its separated. According to *McGraw-Hill's Dictionary of American Idioms*, idiomatic is a phrase that cannot be understood even if the reader or audience know the meaning off all the words and understanding the grammar, the meaning of the phrases still be confusing. For example: *a piece of cake*, the meaning of this phrase is something easy to do and not have any connection with a part of cake.

Juniarna et al. (2021) states idiom is a group of words that from each member word as a whole sentence. It means to convey the purpose of idiom the group of words must be treated as one without omitting a word. Fitriyah (2020) states the idiom's meaning must be seen as a unit, not from each of the components that make up the idiom. According to Tambunan (2021), a fixed combinations of words whose meaning cannot be determined by looking at the expression itself called idioms.

According to Mona Baker (1992: 63) “They are frozen patterns of language which allow little or no variation in form and in the case of idioms, often carry meanings which cannot be deduced from their individual components”. Moreover, Mona Baker also mentioned the cases where idiom could be misinterpreted easily. First, some of the idioms seem transparent; second, an idiom in the source language have a very close counterpart in the target language. Based on those statements, idiom is such combination of words that must not be translated based on its individual components but must be translated as a whole sentence.

Furthermore, idiomatic expressions are expressions which employ non-literal meaning and may have ambiguity (Hanim, 2021). Originally idiom is created based on the native speaker own culture and it is used in daily conversation. As L2 student and non-native speaker, it is important to learn idioms in order to learn communication and a new culture. Also, translating idiom means finding the equivalent meaning which does not exist in the source language, not only transferring the message of the source language (Newmark, 1998). It is not easy for non-native speaker to translate idioms if they do not have any knowledge of the culture, even though dictionary of idiomatic expression is available.

b. Classification of Idiomatic Expression

Since idiomatic expression being one of the problems in translating, the translator must be aware in translating SL text into TL text. In this case, the main problem for translator is to recognize idiomatic expression and distinguish idiomatic from non-idiomatic expressions. There are characteristics of idiomatic expression according to some experts, they are as follows:

Fernando (1996) in Krisandini (2021) classified idiom into two. There are as follows:

1. Structural idioms. This idiom is divided into: Compounds (e.g. black-and-blue), phrases, semi clause, and full clauses.
2. Lexical idioms. This idiom is divided into:
 - a. Pure idiom. This idiom consists of multiple words and bears with non-literal meaning. It means this idiom difficult to defined in literal way.
 - b. A semi-idiom. This is the type of idiom which one of its item has literal correlation with the meaning of the idiom. Meanwhile, the other item consists of non-literal meaning.
 - c. Literal idiom. This type is invariant, it is making the idiom less semantically complex than pure and semi-idiom.

Palmer (1976) as cited in Roswana & Nurdiawati, (2021) divided idioms into:

1. Phrasal verb

Phrasal verb is the combination of the verbs and adverbs. This is a very general type of idiom, which is usually known as the phrasal verb. Examples: *give in* (to yield to someone or something), *figure in* something (to play a role in something).

2. Partial idiom

Partial idiom is the combination of the verb and noun. This idiom is an idiom that one of the words has a common meaning and the other word has an odd meaning. For examples: *tell tales out of school* (to tell secrets or spread rumors), *rush hour* (the period of time when heavy traffic is moving into or out of a city)

3. Preposition verb

Preposition verb is the combination of the verb and preposition. This is the series of verb and preposition. For examples: *take after* (to resemble a close, older relative), *roll over* (to turn over; to rotate one half turn)

Meanwhile, Makkai (1972) as cited in Abdi (2019), classify idiomatic expression into two classes, sememic idioms and lexemic idioms. Sememic idioms consist of several sub-classes, such as first base idioms, idioms of institutional politeness, idioms of institutionalized greeting, proverbial idioms with moral, familiar quotations, institutionalized understatements, and institutionalized

hyperbole idioms. Meanwhile, lexical idioms are divided into six-subclasses:

1. Phrasal verb idioms. Phrasal verb is an idiom that always have combination of verb and particle (adverb or preposition). For example: *Look for* (to seek someone or something), *hold on* (to be patient).
2. Tournure idioms. This idiom consisted of at least three words and divided into seven category, they are:
 - a. The form containing compulsory definite or indefinite article. For example: *let someone a hand with something* (to help with something)
 - b. The form containing an irreversible binomial. For example: *play cat and mouse with someone* (to be coy and evasive with someone)
 - c. A direct object and further possible modifiers following the primary verb.
 - d. The leading verb not followed by direct object but by preposition plus noun or nothing.
 - e. The leading verb be. For example: *be in aid of* (to be intended to help cure, or solve)
 - f. The form containing the compulsory it.
 - g. The form functioning as an adverb composed of several words.

3. Irreversible binomials. This idiom has fixed structure which cannot be changed and usually consist of two separated by a conjunction.
4. Phrasal compound idioms. The idiom that refers to a nominal compound made up of preposition/adjective plus noun, noun plus noun, and verb plus noun.
5. Incorporating verb idiom. This idiom is usually separated by (-), and has some forms such noun-verb, and adjective-verb.
6. Pseudo idioms.

Adelnia (2019) classify idioms into five categories, they are as follows:

1. Colloquialism

Rather than formal speech or writing, this expression only appropriate for casual, ordinary, familiar, or informal conversation.

The native-speaker used colloquialism in daily conversation.

2. Proverbs

In general, proverb is used to expresses facts and truth based on common sense. Proverb normally contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorisable form. The application of proverb in speaking gave more beauty in communication because proverb also is a way of saying a fact gently and smoothly and to make it more reliable and valid.

3. Slang

The most informal expressions that are not considered as the standard use of language is slang.

4. Allusions

A figure of speech that makes a reference to event, literary work, place, or work of art, by implication called allusions.

5. Phrasal verbs

Phrasal verb is used informally in daily conversation. It is the combination of a verb and an adverb, or a verb with both an adverb and a preposition.

c. The Difficulties in Translating Idiomatic Expression

There are 4 difficulties of translating idiomatic expression that Baker (1992) mentioned, they are: (1) some idioms may have no equivalent idiomatic expression in the target language; (2) an idiom may have similar part in the target language but has different uses; (3) the idiom sometimes refers to both its literal and idiomatic sense in source language; (4) the frequency of use may be different in target language and source language. Other than that, Hartono (2009) mention some parts of the difficulties in translating idiomatic expression, such as Lexical difficulties, stylistic difficulties, grammatical difficulties, and cultural difficulties (Ayuningtyas et al., 2018)

Anjarini (2021) express there are 4 difficulties in understanding idiomatic expression faced by ELED students, they are:

- a. Difficulty in understanding the different meaning of expression from meaning of each word. The hidden meaning of idiom makes idioms difficult for student to understand aside from having different meaning from the translation of each word.
- b. Difficulty caused by the scarcity of students found and use the English idioms. English idioms were rarely used by students, this caused the students unfamiliar with idioms sentences. In addition, Saleh and Zakaria (2013) and Alhaysony (2017) in Anjarini (2021) found that the lack of experience of the students' working with idiom is the greatest difficulties in understanding idioms.
- c. Difficulty caused by the lack of discussion of English idioms in classroom. Idiom never been thought in school as subject caused students are unfamiliar with the term.
- d. Difficulty in distinguishing between idiom and ordinary English phrases. The absence of specific sign between an idiom and a regular sentence, causes the students found it difficult to distinguished which one the idiom and which one the regular sentence. This problem makes them try to interpret the idiom in the same way as they try to interpret regular sentence.

d. Strategies in Translating idiomatic expression

In order to translate idiomatic expression, the translator is required to know and understanding some of strategies in translate

idioms. Therefore, Baker (1992) suggests 4 strategies that will help the translator in translating idiomatic expression.

1. Using an idiom that have similar meaning and similar form. Strategy that translator can use is to finding an idiom that have similar meaning and form. This strategy can only be used for certain idioms because not all idioms have the same form and same meaning with the target language.
2. Using an idiom that have similar meaning but dissimilar form. This strategy uses different lexical items to express more or less the same idea.
3. Translation by paraphrase. This is the usual way to translating idiom and it is often to apply especially when the translator cannot be found the appropriate meaning in target language.
4. The last strategy is translation by omission, this used because the meaning of the idiom cannot be simply paraphrased. There are several cases that omission is allowed such as when there is no close equivalent in the target language; when it is difficult to paraphrase; and an idiom may be omitted for stylistic reason.

Anjarini (2021) stated 4 strategies implemented by ELED students in understanding idioms.

- a. Understanding idioms through context. Mostly, the students understand the meaning of idiom through the context of the

conversation. This can be known because idiom have a relationship with the sentences before or after.

- b. Searching the idioms meaning using the internet. This is the easiest strategy that students used in understanding idioms because through internet, students can figure out the deeper meaning of idioms. In understanding idiom through internet, the students prefer to use the keywords of the idiom which were search for than use online dictionary.
- c. Connecting the meanings with Bahasa Indonesia. Violetta (2015) as cited in Anjarini (2021) stated fact that someone who has a good knowledge of idioms in their language can understand English idioms very easily.
- d. Asking others about the meaning of idioms. The last strategy used by students in understanding idioms is asking others which also means asking friend or teachers who understands idioms better.

e. The Advantages in Learning Idiomatic Expression

English is a language that rich in idioms, idioms are using as daily conversation by native speaker which make idiom is an important to learn as second language student. (Caro et al., 2009) claimed that English would lose its variety and humor both in speech and writing without idioms. Learning idiom can enrich the vocabulary of the

students because idiom is a part of vocabulary building (Roswana, 2020).

De Caro (2009) expressed several advantages learning idioms. first, learning idiom can increase the vocabulary of students; second, understood conversation easily, because generally idiomatic expression is informal form of language that people who speak English as mother tongue used in their daily conversation; third, learning idiomatic expression gave the right meaning of idioms itself.

3. Concept of Phrasal Verb

a. Definition of Phrasal Verb

Phrasal Verb is an idiomatic phrase that consist of verb and particle Phrasal verb is usually used by native speaker in their daily conversation, and also commonly being a part of written and formal English. Phrasal verb is a part of multi-word verb. Multi-word verb is combination of verb and one or two particles or preposition. Multi word verb has three types, they are: phrasal verb, phrasal-prepositional verbs, and prepositional verb. As idioms, the meaning of phrasal verb cannot easily guess from their individual parts as well.

b. Importance of Phrasal Verb

Phrasal verbs are the kind of idioms that native speaker used in their daily conversation, it makes phrasal verb being informal verb than

formal, while the equivalent word or the synonym of phrasal verb (one-word verb) itself are more often used in formal context. Fletcher (2005) in Boucherit and Grimes (2018) states that it is almost impossible for learner to gain fluency in English without having good knowledge of phrasal Verbs and an ability to use them appropriately.

c. Types of Phrasal Verb

There are two types of phrasal verbs according to Wyatt (2006) cited in Boucherit and Grimes (2018), they are:

1. Intransitive phrasal verbs. This is phrasal verbs that do not have or require an object.
2. Transitive phrasal verbs. this is the phrasal verbs that need an object after the particle. If the object is a pronoun, it must come between the verb and the particle, such as *put it on*.

Furthermore, there three cases of transitive phrasal verbs, such as:

1. Transitive phrasal verbs. the phrasal verbs that require an object to come between verb and the particle.
2. Transitive phrasal verbs that require an object to come after the particle.
3. Phrasal verbs with two objects. The phrasal verbs that use two objects, one comes after the verb and the other after the particle. For example, they put their success down to good planning.

According to their grammar behavior in sentences, Acklam (1992) cited in Amret and Yousif (2018) classified phrasal verb into four types:

1. Verb + Adverb (no object)

This type of phrasal verbs is intransitive. In this category, the verb and the adverb cannot be separated.

2. Verb + Adverb + Object / Verb + Object + Adverb

In this category, the verb and adverb can be separated. If the object is noun, it can come either after or before adverb. If the object is pronoun, it must be before the adverb.

3. Verb + Preposition + Object

In this category, the verb and preposition cannot be separated.

4. Verb + Adverb + Preposition + Object

In this category, the verb has two particles. The verbs and the two particles cannot be separated.

C. Conceptual Framework

The conceptual framework below is referring from previous statements, related to Analysing Students' Strategies and Difficulties in Translating Idiomatic Expression from English to Indonesian. It is described by the following figure 2.1:

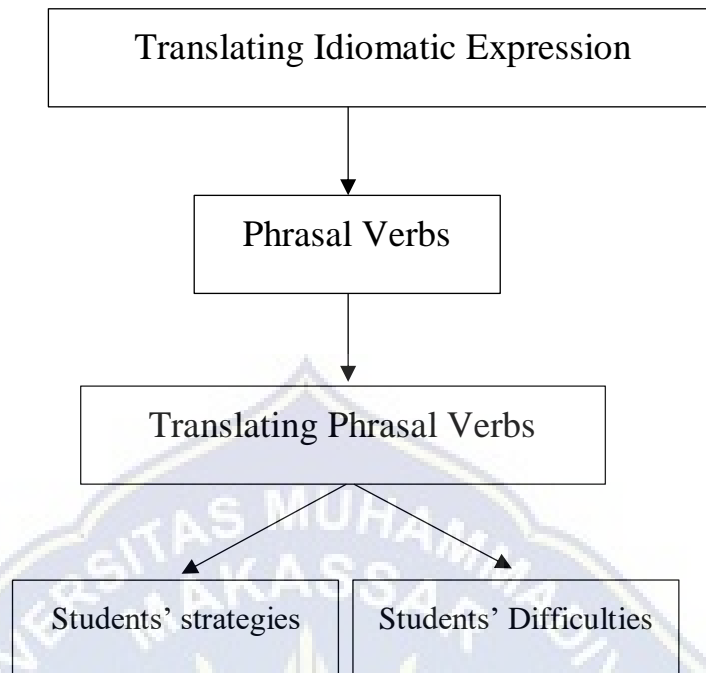


Figure 2.1: The Conceptual Framework

The figure 2.1 above describe about the purpose of the research. In this case, the researcher analysed the strategies and the difficulties that student face in translating idiomatic expressions.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive qualitative method. The purposes of this research are to finding the strategies that student used to translate and their difficulties during translating idiomatic expression.

B. Research Indicators

Indicators of this research was analyzing the strategies and difficulties in translating idiomatic expression from English to Indonesian.

C. Population and Sample

1. Population

As the population of this research, researcher took the third years of student in University of Muhammadiyah Makassar in academic year 2023/2024. There are four classes which each class consist of 13 students. Thus, the total population is 52 students.

2. Sample

Researcher chose the class and the samples using purposive sampling technique. Purposive sampling or selective or subjective sampling is a technique to choose a sample according to certain characteristic or some of considerations. In this research, the researcher would choose one class from third year students from English Department of University of Muhammadiyah Makassar as

sample, the total of the sample is 13 students. Based on the communication with the members of the class and the lecturer, the researcher got information that they have been learned about translation as subject in fifth and sixth semester.

D. Research Instrument

In this research, the instrument that researcher used to analyze the students' strategies and difficulties in translating idiomatic expression is a test that adopted from questionnaire of Ali (2016). The researcher would give a test in a form of worksheet. In the test, the sample translated sentences and write down a kind of strategy their use in translating the phrasal verbs idiom.

E. Data Collection

The procedure that researcher used in collecting data as follows:

1. The researcher provided text which contain phrasal verb and the brief explanation of strategies that students would use in translating phrasal verbs idioms. Also, the worksheet consists of sentences that students need to translate and write down the kind of strategy their use in translating the phrasal verbs idioms.
2. The translating document and the paper-based test would distribute to all the students in the classroom.
3. The participant would have 30-60 minute to complete English idiom test.
4. The researcher analyses the data that has been submitted by the students.

5. The researcher manages the data and makes a conclusion.

F. Data Analysis

After the data collected, the researcher would analyse the data into several steps. These steps are as follows:

1. To know the students' score ability in translating phrasal verb, the data will calculate by using the following formula:

$$\text{Score} = \frac{\text{Students' Corret Answer}}{\text{Maximum Score}} \times 100$$

(depdiknas in Hermawan,

2016)

2. To find out mean score of students' test, the researcher would use the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Average Score

$\sum x$ = Correct Answer

N = Number of Question

(Gay, 1981)

3. The results of test are analyses by using the following percentage system:

$$P = \frac{f}{N} \times 100 \%$$

Notes:

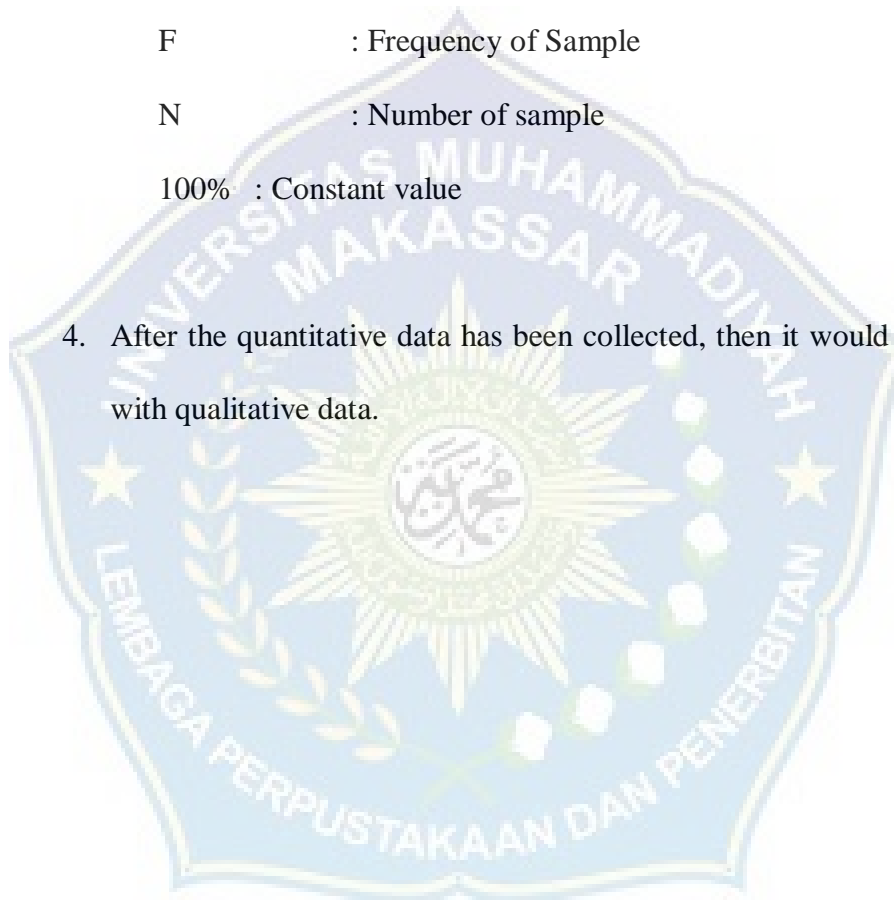
P : Percentage

F : Frequency of Sample

N : Number of sample

100% : Constant value

4. After the quantitative data has been collected, then it would follow up with qualitative data.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This part is divided into findings and discussion. The findings present the data and the discussion contain analysis of the data in findings.

A. Finding

The finding of the research is based on the data analysis result. The translating test was given to find out the strategies used by student in translating idiomatic expression and the difficulties students faced in translating idiomatic expression classified by the students' wrong answer. The data describes as follows:

1. The Strategies Used by the Students in Translating Idiomatic Expression

The strategies in translating idiomatic expressions are the ways of the students translated the idiomatic expression. There are four kinds of strategies provided by the researcher to choose by the students. They are translating using (1) paraphrase, (2) omission, (3) context, (4) word per word, (5) other strategy named by students

Table 4.1 Strategies in Translating Idiomatic Expression

Strategies	Total Phrasal Verb	Percentage
Paraphrase	46	11.9%
Omission	72	18.70%
Context	158	41.03 %
Word-for-word	96	24.93%
Direct translation, collocation, and reduction	7	1.81%

Table 4.1 shows the majority of the strategies used by students in translating idiomatic expression is translating the verb phrase idioms through context (41.03%), the second strategy is translating the verb phrase idioms word-for-word (24.93%), the third strategy is translating idioms using omission (18.70%), the fourth strategy is translating the verb phrase idioms using paraphrase (11.9%), and the last strategy is the different strategies from the four strategies before.

In the last strategy, there are 7 (1.81%) phrasal verbs which are translated using different strategies. There are 3 kind of strategies, such as direct translation, collocation, and reduction.

2. Difficulties in translating idiomatic expression

The difficulties in translating idiomatic expressions are the difficulties that the students faced in translating idiomatic expression. The difficulties faced by students were classified based on the wrong answer produced by the students.

Table 4.2 Students' Difficulties in Translating Verb Phrase Idioms

Number of Phrasal Verb idiom	Result		Incorrect Answer Percentage
	correct	incorrect	
22	0	11	100 %
7 – 25 – 30	6	5	45 %
8	11	0	0 %

Table 4.2 states the most difficult phrasal verb with no one students can translate it correctly. It is the phrasal verb no.22 “catch up” (100%) and there is also phrasal verb that everyone can translate it correctly, that is no.8 “setting up” (0%) which is categorized as easy. The phrasal verbs no. 7 “fill

up”, no. 25 “cool down”, and no.30 “stick around” (45%) are categorized as medium, which 6 of 11 students can translate it correctly, meanwhile the other was not.

B. Discussion

In this section, it is analyzed the strategies and the difficulties identified in translating idiomatic expression. the data has been collected from 11 students of one class of semester six of English Department Students of University of Muhammadiyah Makassar in academic year 2023/2024. The researcher provided a text which contain 35 phrasal verbs, also 4 kinds of strategies with its short explanation and one option provided blank which was given to students to name it, identified as other strategy in translating idiom expression. Then the students are asked to translate sentences containing phrasal verbs and write down what strategies they use in translating them.

There were 158 (41.03%) number of phrasal verbs which were identified as the third strategy in translating idiomatic expression. The strategy is translating the verb phrase idioms through context. This strategy allows the translator to guess the meaning of idiom through context. This strategy was the easiest strategy to be used because this strategy used by the highest number of students. This finding is related to the finding found by Anjarini (2021) who said that this strategy is easy to be predicted its meaning by just looking at words before and after the idiom.

The second strategy found were 96 (24.93%) number of phrasal verbs which used the word per word strategy. This strategy allows the translator translated the idiom based on the meaning of each word in the idiom. For example, the phrase number 12. *Look around*. In English, *Look around* mean “to investigate some place”. Meanwhile in Indonesian, it means “take a look”, the way the idiom translated is translating using word-for-word strategy.

The third strategy found was 72 (18.70%) number of phrasal verbs that used omission strategy. In this strategy, the translator applies omission strategy to translate the phrasal verbs idioms. The translator used this strategy, if there was no equivalent meaning for the idiom, if it is difficult to paraphrase, and to use for stylistic reason.

The fourth strategy found was 46 (11.9%) number of phrasal verbs that used the first strategy. This strategy allows the translator to translate the verb phrase idioms using paraphrase. In this strategy, the idioms were translated through giving explanation using the translator own words. For example, the phrase *cool down*. In English, *cool down* means “get cooler”. Meanwhile in Indonesian, it means “refresh”. One student translates it as “relieve thirst” this was considered as paraphrasing to the meaning of the idiom.

The last strategy was used by 7 (1.81%) number of phrasal verbs that were translated using different strategies from the strategies that researcher provided. There were 3 different strategies used by one student in translating

phrase verbs, such as direct translation, collocation, and reduction. Direct method, also known as the natural method, this method allows students to communicate with others by sharing information. Collocation is a combination of words that are often used together. Some of collocations be translated from one language into another language without any kind of difficult to guess, but there are also many other types of collocations which differ across languages and culture. Reduction is the techniques in translating phrases by compress the information in source text into the target text (Molina & Albir in Anwar: 2020). These results indicates that there are more strategies in translating idiomatic expression especially phrasal verbs.

The analysis of students' difficulties in translating idiomatic expressions is focused on the difficulties faced by the students. Starting from the most difficulties to the easiest phrasal verb idiomatic expressions, they were classified based on the wrong answer produced by students. The most difficult phrasal verb was number 22 (100%). It means there was no student could translate it correctly, the phrase was "catch up". Catch up in English means "do something that should have been done earlier", meanwhile in Indonesian, catch up means "finish". Most of the student translate "catch up" as "focus", because contain of the sentence about reading book activity. Then, the easiest phrasal verb idiom that everyone could translate is number 8 (0%), the phrase is "set up". Set up in English means "prepare equipment, software, etc. and for use something", meanwhile in Indonesian, set up means "organize, ready, prepare".

The result above indicates that idiomatic expression still being the difficult subject to translate. The reasons can be because the student use idiom rarely, idiom is the unfamiliar subject to discuss in classroom, the hidden meaning of idiom, and also distinguishing between idiom and ordinary English. Moreover, idiom also has no equivalent in the target language and may have similar part in the target language but has different uses.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The most intensive strategy used by student in translating phrasal verbs idioms is translating the phrasal verbs through context, translating the phrasal verbs idioms word-for-word, translating the phrasal verbs idioms using omission, translating the phrasal verbs idioms using paraphrase, and other strategy such as direct translation, collocation, and reduction.

The most difficult phrasal verbs idiom was a phrase “catch up” which no one of students can translate it correctly. This is transitive phrasal verbs. It means this phrasal verb need an object to come after the particle. most of the transitive phrasal verb cannot translated by students, the cause could be the student use idiom rarely, idiom was unfamiliar subject to discuss in classroom, the hidden meaning of idiom, and also distinguishing between idiom and ordinary English. Moreover, idiom also has no equivalent in the target language and may have similar part in the target language but has different uses.

B. Suggestion

The researcher recommends the following in view of the data analysis's outcome and the previous conclusion:

1. Students need to be more conscious of the use of idiomatic expressions, particularly phrasal verbs, in both everyday discourse and the classroom.
2. Students should improve their ability in translating text.

3. The findings of this study can also be consulted further in subsequent investigations. The researcher wished for additional research to be carried out by other researcher.



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APPENDIX 1

TRANSLATION TEST

Read the following text!

A Day at the Beach

It was a perfect summer day, the kind that made you want to wake up early and **head out**¹ to the beach. As I **set off**², the sun was just starting to **come up**³, casting a golden glow over the horizon. I had to **stop by**⁴ the store to **pick up**⁵ some snacks and drinks, making sure not to **leave out**⁶ anything important.

When I finally arrived, the beach was already starting to **fill up**⁷ with people. Families were **setting up**⁸ their umbrellas and laying out towels, while children **ran around**⁹, excited to **jump into**¹⁰ the water. I found a nice spot and began to **lay out**¹¹ my things.

As I **looked around**¹², I noticed a group of friends trying to set up a volleyball net. They were having a bit of trouble, so I decided to **come over**¹³ and offer a hand. Together, we managed to **get it up**¹⁴ and soon enough, a lively game was underway. It felt great to **join in**¹⁵ and **get along**¹⁶ with everyone, even though I didn't know them well.

After a few rounds, I decided to take a break and sit down by the shore. I watched the waves **roll in**¹⁷ and **crash down**¹⁸ on the sand, each one leaving behind a trail of foam. The rhythmic sound was incredibly soothing, and I found myself **drifting off**¹⁹ into a peaceful state of mind.

The scent of sunscreen and saltwater filled the air as beachgoers continued to **move around**²⁰, **checking out**²¹ the different activities. Some were building sandcastles, while others were trying to **catch up**²² on their reading. A few surfers were further out, attempting to **ride out**²³ the waves.

I decided to walk around and explore a bit. As I **wandered through**²⁴ the crowded beach, I stumbled upon a small stand selling fresh coconuts. I couldn't resist and quickly bought one to enjoy. The cool, sweet water was the perfect way to **cool down**²⁵.

. The day **wore on**²⁶, and the sun began to **go down**²⁷, painting the sky in shades of pink and orange. People started to **pack up**²⁸ their things and **head back**²⁹ home, but I decided to **stick around**³⁰ a bit longer. There was something magical about **watching** the sunset **over**³¹ the ocean, a sight that always managed to take my breath away.

As the beach gradually **cleared out**³², I took the opportunity to **look back**³³ on the day's events. It had been a day full of simple pleasures and new connections. I felt grateful for the chance to **take in**³⁴ the beauty of nature and **wind down**³⁵ from the hustle and bustle of everyday life.

Finally, with the last light of the day fading, I began to make my way back to the car. It was time to head home and rest up for the next adventure. As I drove away, I couldn't help but feel a deep sense of contentment, knowing that days like this were what made life truly special.

After reading the above text, translate the text sentence by sentence in the place given in the following table. Pay attention to the VERBAL PHRASE IDIOMS in each sentence, then try to identify the way you translate them based on the following strategies and write the name of the strategy on the place provided in table.

1. **Translating the verb phrase idioms using paraphrase.** The idioms are translated through giving explanation using the translator' own words.
2. **Translating the verb phrase idioms using omission.** The translator uses this strategy, if there is no equivalent meaning for the idiom, if it is difficult to paraphrase, and for stylistic reason
3. **Translating the verb phrase idioms through context.** The translator tries to guess the meaning of idiom through context.
4. **Translating the verb phrase idioms Word-for-word.** The translator translated the idiom based on the meaning of each word in the idiom.
5. **Any strategy that you use different from the four strategies above.** Mention the name.

No	Sentence	Translation	Strategies
1	It was a perfect summer day, the kind that made you want to wake up early and head out ¹ to the beach.		1.
2-3	As I set off ² , the sun was just starting to come up ³ , casting a golden glow over the horizon		2. 3.
4-5-6	I had to stop by ⁴ the store to pick up ⁵ some snacks and drinks, making sure not to leave out ⁶ anything important.		4. 5. 6.
7	When I finally arrived, the beach was already starting to fill up ⁷ with people.		7.

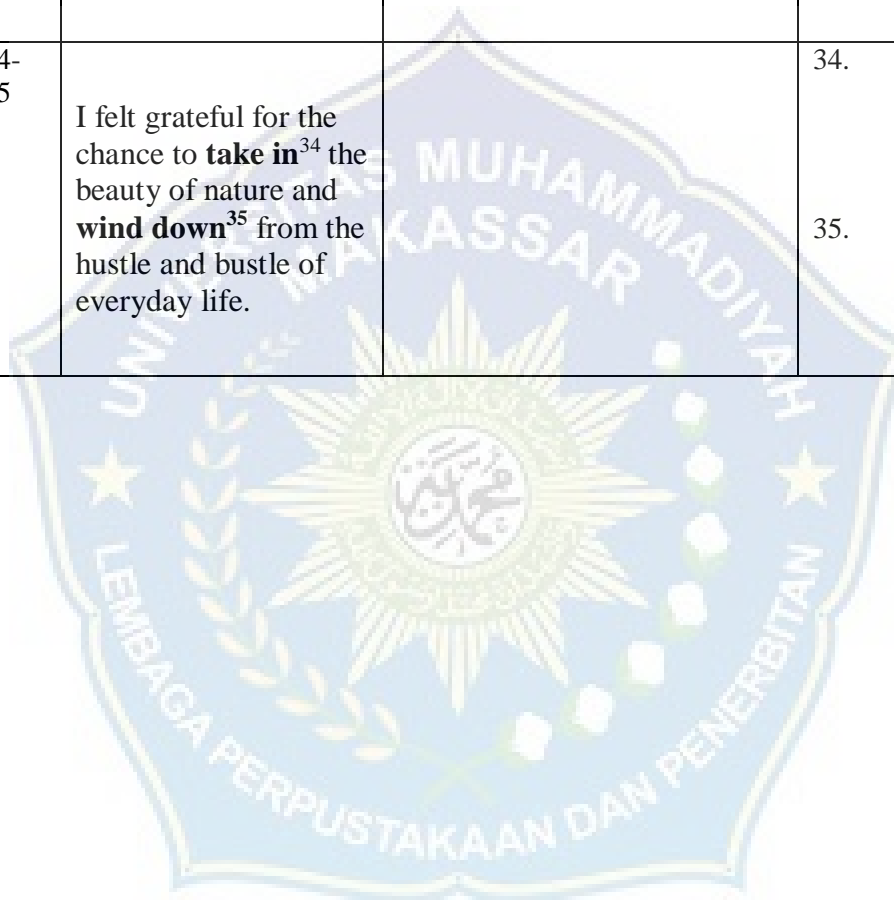
No	Sentence	Translation	Strategies
8-9-10	Families were setting up ⁸ their umbrellas and laying out towels, while children ran around ⁹ , excited to jump into ¹⁰ the water.		8. 9. 10.
11	I found a nice spot and began to lay out ¹¹ my things.		11.
12	As I looked around ¹² , I noticed a group of friends trying to set up a volleyball net.		12.
13	They were having a bit of trouble, so I decided to come over ¹³ and offer a hand.		13.

No	Sentence	Translation	Strategies
14	Together, we managed to get it up ¹⁴ and soon enough, a lively game was underway.		14.
15-16	It felt great to join in ¹⁵ and get along ¹⁶ with everyone, even though I didn't know them well.		15. 16.
17-18	I watched the waves roll in ¹⁷ and crash down ¹⁸ on the sand, each one leaving behind a trail of foam.		17. 18.
19	The rhythmic sound was incredibly soothing, and I found myself drifting off ¹⁹ into a peaceful state of mind.		19.

No	Sentence	Translation	Strategies
20-21	The scent of sunscreen and saltwater filled the air as beachgoers continued to move around ²⁰ , checking out ²¹ the different activities.		20. 21.
22	Some were building sandcastles, while others were trying to catch up ²² on their reading.		22.
23	A few surfers were further out, attempting to ride out ²³ the waves.		23.
24	As I wandered through ²⁴ the crowded beach, I stumbled upon a small stand selling fresh coconuts.		24.

No	Sentence	Translation	Strategies
25	The cool, sweet water was the perfect way to cool down ²⁵ .		25.
26- 27	The day wore on ²⁶ , and the sun began to go down ²⁷ , painting the sky in shades of pink and orange.		26. 27.
28- 29- 30	People started to pack up ²⁸ their things and head back ²⁹ home, but I decided to stick around ³⁰ a bit longer.		28. 29. 30.
31	There was something magical about watching the sunset over ³¹ the ocean, a sight that always managed to take my breath away.		31.

No	Sentence	Translation	Strategies
32-33	As the beach gradually cleared out ³² , I took the opportunity to look back ³³ on the day's events.		32. 33.
34-35	I felt grateful for the chance to take in ³⁴ the beauty of nature and wind down ³⁵ from the hustle and bustle of everyday life.		34. 35.



APPENDIX 2
THE RESULT OF STUDENTS TRANSLATION TEST

The Intensity of The Strategies Used by Student in Translating Idiomatic Expression

Students	Intensity of the Strategies used					Unanswer question	Total question
	1	2	3	4	5		
1	1	2	12	16	-	4	35
2	1	4	19	11	-		35
3	3	11	12	8	-	1	35
4	-	1	27	7	-		35
5	8	14	8	5	-		35
6	7	4	15	9	-		35
7	3	7	14	11	-		35
8	10	16	6	2	-	1	35
9	2	3	19	11	-		35
10	2	5	15	13	-		35
11	9	5	11	3	7		35
Total	46	72	158	96	7	6	379
Percentage	11.9 %	18.70 %	41.03 %	24.93 %	1.81 %	1.55 %	100 %

Phrasal Verb idiom	Intensity of the strategies Student used										
	1	2	3	4	5	6	7	8	9	10	11
1	4	3	3	3	1	1	2	2	3	2	3
2	2	3	4	3	1	4	2	2	4	2	2
3	3	3	1	3	2	4	3	1	3	3	1
4	3	4	4	4	1	1	3	1	4	3	Direct translation
5	3	4	2	2	1	3	3	1	4	3	Direct translation
6	1	4	3	3	1	1	1	3	4	1	Collocation
7	4	3	2	3	4	1	4	2	3	4	Collocation
8	4	4	2	4	1	4	2	1	4	4	1
9	4	4	1	3	2	1	3	2	4	4	Collocation
10	4	4	3	4	2	3	3	2	4	4	2
11	3	3	1	3	2	4	4	1	3	3	1
12	3	4	3	4	4	3	4	2	3	3	Reduction
13	-	3	4	3	4	4	4	3	4	4	3
14	4	2	-	3	3	3	4	2	3	4	1
15	3	4	3	4	2	4	2	1	4	4	4
16	3	3	4	3	2	3	4	2	3	4	3
17	3	4	2	4	3	3	3	1	4	3	2
18	4	3	3	3	3	4	3	-	2	3	3
19	4	3	3	3	4	2	3	2	3	3	3
20	3	2	3	3	2	3	3	3	3	3	1
21	4	4	2	3	3	1	3	3	1	3	3
22	2	3	4	3	4	3	3	2	3	3	3
23	3	2	3	3	3	3	4	4	3	4	3
24	4	3	2	3	2	3	4	4	3	4	3
25	4	3	2	3	2	4	1	2	3	3	1
26	3	3	1	3	3	3	3	1	3	3	2
27	4	4	3	3	3	4	3	2	4	3	1
28	3	2	3	3	2	2	2	1	2	2	4
29	4	3	4	3	1	3	2	2	3	2	Collocation
30	4	1	2	3	1	1	3	3	1	3	3
31	4	3	4	3	2	3	4	2	3	4	4
32	4	3	3	3	3	3	1	3	3	1	1
33	-	3	2	4	2	2	2	2	2	2	2
34	-	3	2	3	2	3	4	2	3	4	3
35	-	3	4	3	2	2	4	1	3	4	1

The Wrong Answer Produced by Students

Question	Students											Result		Percentage	
	1	2	3	4	5	6	7	8	9	10	11	correct	incorrect		
1	✓	✓	×	×	✓	×	✓	✓	✓	✓	✓	8	3	27 %	
2	✓	×	×	×	✓	×	✓	×	×	✓	×	4	7	63 %	
3	✓	✓	×	✓	✓	✓	✓	×	✓	×	✓	8	3	27 %	
4	✓	×	✓	×	✓	×	✓	×	×	✓	×	5	6	54 %	
5	✓	✓	✓	✓	×	✓	✓	×	✓	✓	✓	9	2	18 %	
6	✓	✓	✓	✓	✓	×	✓	×	×	✓	✓	8	3	27 %	
7	×	✓	×	✓	×	×	✓	×	✓	✓	✓	6	5	45 %	
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	0	0 %	
9	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	10	1	9 %	
10	✓	×	✓	✓	✓	×	✓	✓	×	✓	✓	8	3	27 %	
11	✓	✓	×	×	✓	✓	✓	×	✓	✓	×	7	4	36 %	
12	✓	✓	×	✓	✓	✓	✓	×	×	✓	×	7	4	36 %	
13	✓	✓	×	✓	✓	✓	✓	✓	✓	×	×	8	3	27 %	
14	×	×	✓	✓	✓	✓	✓	×	✓	✓	✓	8	3	27 %	
15	✓	✓	✓	✓	✓	×	✓	✓	✓	×	✓	9	2	18 %	
16	×	✓	✓	✓	×	×	✓	×	✓	×	×	5	6	54 %	
17	×	✓	×	✓	×	✓	✓	×	✓	×	×	5	6	54 %	
18	×	×	×	×	×	×	×	×	×	×	✓	1	10	90 %	
19	×	×	×	×	✓	✓	×	×	×	×	×	2	9	81 %	
20	✓	✓	✓	✓	✓	×	✓	✓	×	✓	✓	9	2	18 %	
21	×	✓	×	×	×	×	×	×	×	×	×	1	10	90 %	
22	×	×	×	×	×	×	×	×	×	×	×	0	11	100 %	
23	×	×	×	✓	×	×	×	×	×	×	×	1	10	90 %	
24	×	×	×	✓	✓	✓	×	✓	×	×	×	4	7	63 %	
25	×	×	✓	✓	✓	×	✓	✓	×	×	✓	6	5	45 %	
26	×	×	×	×	×	×	✓	✓	×	✓	✓	4	7	63 %	
27	×	✓	✓	✓	×	✓	✓	×	✓	✓	✓	8	3	27 %	
28	✓	✓	✓	×	×	✓	×	×	✓	✓	✓	7	4	36 %	
29	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	10	1	9 %	
30	×	×	✓	×	✓	✓	✓	✓	×	×	✓	6	5	45 %	
31	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	10	1	9 %	
32	×	×	×	×	×	×	×	×	×	×	✓	1	10	90 %	
33	×	×	×	✓	×	×	×	×	×	×	✓	2	9	81 %	
34	×	×	✓	×	✓	×	✓	×	×	✓	✓	5	6	54 %	
35	×	×	×	×	×	×	✓	×	×	✓	✓	3	8	72 %	
The average of Incorrect answer percentage															46%

APPENDIX 3
STUDENT WORKSHEET

No	Sentence	Translation	Strategies
1	It was a perfect summer day, the kind that made you want to wake up early and head out ¹ to the beach.	Hari ini adlh hari musim Panas yg sempurna. ini membuat kita ingin cpt bangun dan pergi ke pantai.	1. 2
2-3	As I set off ² , the sun was just starting to come up ³ , casting a golden glow over the <u>horizon</u>	Saat matahari ke saat aku berangkat, matahari baru saja mulai muncul memancarkan cahaya keemasan di atas cakrawala.	2. 2 3. 3
4-5-6	I had to stop by ⁴ the store to pick up ⁵ some snacks and drinks, making sure not to leave out ⁶ anything important.	<u>saya mampir ke toko</u> untuk <u>minggambil</u> beberapa makanan ringan & minuman. memastikan untuk tdk <u>meninggalkan</u> sesuatu yg penting.	4. 3 5. 6. 3 1
7	When I finally arrived, the beach was already starting to fill up ⁷ with people.	ketika saya sampai, pantai sudah mulai <u>pnuh</u> dgn orang-orang.	7. 4

No	Sentence	Translation	Strategies
8-9-10	Families were setting up ⁸ their umbrellas and laying out towels, while children ran around ⁹ , excited to jump into ¹⁰ the water.	Keluarga sedang <u>menyiapkan</u> Payung mereka dan <u>meletakkan</u> handuk, anak-anak <u>berlari</u> dengan semangat untuk <u>melompat</u> ke dimair.	8. 2 9. 3 10. 3
11	I found a nice spot and began to lay out ¹¹ my things.	Saya menemukan tempat yg bagus, dan mulai <u>meletakkan</u> barang saya	11. 4
12	As I looked around ¹² , I noticed a group of friends trying to set up a volleyball net.	Saat aku <u>lihat</u> sekeliling, saya menemukan melihat teman mencoba mengatur jaring bola voli	12. 4
13	They were having a bit of trouble, so I decided to come over ¹³ and offer a hand.	dia memiliki masalah, dan jadi saya mencoba <u>mendatangi</u> nya dan membantunya.	13. 4

No	Sentence	Translation	Strategies
14	Together, we managed to get it up ¹⁴ and soon enough, a lively game was underway.	bersama, kami berhasil Untuk membangun dan dgn sukrapnya, akhirnya permainan bisa berlangsung	14. 4
15- 16	It felt great to join in ¹⁵ and get along ¹⁶ with everyone, even though I didn't know them well.	Sangat rasanya bisa <u>bergabung</u> & <u>bergaul</u> dgn semua orang, meskipun saya tdk mengenal mereka	15. 2 16. 4
17- 18	I watched the waves roll in ¹⁷ and crash down ¹⁸ on the sand, each one leaving behind a trail of foam.	aku melihat ombak <u>berguling</u> <u>bergelut</u> dan jatuh di atas pasir. hingga mninggalkan jejak	17. 4 3 18. 3
19	The rhythmic sound was incredibly soothing, and I found myself drifting off ¹⁹ into a peaceful state of mind.	Suara rieme suara Sangat menyenangkan, dan saya <u> hanyut </u> dlm keadaan tenang.	19. 3

No	Sentence	Translation	Strategies
20-21	The scent of sunscreen and saltwater filled the air as beachgoers continued to move around ²⁰ , checking out ²¹ the different activities.	aroma mata-hari dan air asin memenuhi Udara saat pengunjung Pantai terus beraktivitas, memeriksa aktivitas berbeda ²¹	20. 3 21. 3
22	Some were building sandcastles, while others were trying to catch up ²² on their reading.	beberapa sedang membangun istana pasir, sementara yg lain mencoba mengejar ²² , pada bacaan mereka	22. 3
23	A few surfers were further out, attempting to ride out ²³ the waves.	beberapa peselancar, keluar lebih jauh, mencoba menaiki ombak	23. 4
24	As I wandered through ²⁴ the crowded beach, I stumbled upon a small stand selling fresh coconuts.	Saat saya mencoba berjalan melalui pantai yg ramai, saya menemukan sebuah kios kecil yg menjual kelapa segar.	24. 4

No	Sentence	Translation	Strategies
25	The cool, sweet water was the perfect way to cool down ²⁵ .	Air yg sejuk dan manis a sangat sempurna untuk <u>menenangkan diri</u>	25. 1
26-27	The day wore on ²⁶ , and the sun began to go down ²⁷ , painting the sky in shades of pink and orange.	hari <u>berlalu</u> dan matahari mulai <u>terbenam</u> , melukis langit di m nuansa merah muda dan jingga	26. 3 27. 3
28-29-30	People started to pack up ²⁸ their things and head back ²⁹ home, but I decided to stick around ³⁰ a bit longer.	Orang <u>mulai mengemas</u> barang mereka dan <u>kembali ke rumah</u> , tetapi saya <u>membeskan</u> brehan lebih lama	28. 2 29. 2 30. 3
31	There was something magical about watching the sunset over ³¹ the ocean, a sight that always managed to take my breath away.	ada sesuatu yg ajaib tentang <u>mnyaksikan</u> sunset di atas laut. Pemandangan yg selalu berhasil membuat saya <u>terpukau</u>	31. 4

No	Sentence	Translation	Strategies
32-33	As the beach gradually cleared out ³² , I took the opportunity to look back ³³ on the day's events.	Saat Pantai secara bertahap dibersihkan saya ngambil kesempatan ^{tetap} melihat acara hari itu.	32. 1 33. 2
34-35	I felt grateful for the chance to take in ³⁴ the beauty of nature and wind down ³⁵ from the hustle and bustle of everyday life.	Merasa bersyukur atas kesempatan untuk menikmati keindahan alam dan bersantai dari hiruk pikuk kehidupan sehari-hari.	34. 4 35. 4

↳ Saat Pantai secara bertahap dibersihkan saya tetap melihat pemandangan yg (sunset) Pda hari itu.

No	Sentence	Translation	Strategies
1	It was a perfect summer day, the kind that made you want to wake up early and head out ¹ to the beach.	hari ini adalah hari musim panas yang sempurna. membuat kamu ingin bangun tepat dan <u>pergi</u> ke pantai	1. 2.
2-3	As I set off ² , the sun was just starting to come up ³ , casting a golden glow over the horizon	Saya berangkat, matahari baru dimulai <u>kembali</u> dengan energi telah melebihi horizon.	2. 2 3. 1
4-5-6	I had to stop by ⁴ the store to pick up ⁵ some snacks and drinks, making sure not to leave out ⁶ anything important.	Saya harus <u>berhenti</u> <u>membawa</u> beberapa makanan dan minuman, tidak membuat <u>kelewat</u> apapun yang penting.	4. 1 5. 1 6. 3
7	When I finally arrived, the beach was already starting to fill up ⁷ with people.	ketika saya selesai. pantai nya sudah siap untuk memulai <u>masyarakat</u> dengan orang	7. 2.

No	Sentence	Translation	Strategies
8-9-10	Families were setting up ⁸ their umbrellas and laying out towels, while children ran around ⁹ , excited to jump into ¹⁰ the water.	Keluarga <u>menyiapkan</u> payung mereka dan ke <u>saat anak-anak</u> berlari sangat gembira untuk <u>melompat ke air</u> .	8. 1 9. 2 10. 2
11	I found a nice spot and began to lay out ¹¹ my things.	Saya <u>menemukan</u> spot yang bagus untuk <u>menyebarkan</u> benda-benda.	11. 1.
12	As I looked around ¹² , I noticed a group of friends trying to set up a volleyball net.	Sebagai <u>lihat</u> , saya melihat sekelompok sahabat yang <u>menyoba</u> <u>menyapa</u> memasang sebuah net bola volly.	12. 2.
13	They were having a bit of trouble, so I decided to come over ¹³ and offer a hand.	Mereka <u>menyapa</u> i sebuah kesulitan. Jadi saya <u>datang</u> dan <u>membantu</u> bantuan.	13. 3.

No	Sentence	Translation	Strategies
14	Together, we managed to get it up ¹⁴ and soon enough, a lively game was underway.	bersama-sama membuat untuk mengambilnya dan itu cukup, sebuah kehidupan game.	14. 2.
15-16	It felt great to join in ¹⁵ and get along ¹⁶ with everyone, even though I didn't know them well.	Merasa lebih baik untuk bergabung dan tidak sendiri, dengan semuanya walaupun saya tidak tau mereka dengan baik.	15. 1 16. 2
17-18	I watched the waves roll in ¹⁷ and crash down ¹⁸ on the sand, each one leaving behind a trail of foam.	Saya menunggu maju ke depan dan jatuh di	17. 1 18.
19	The rhythmic sound was incredibly soothing, and I found myself drifting off ¹⁹ into a peaceful state of mind.	itemisoundnyalangat luar biasa, dan saya menemukan bahagia dalam ingatan.	19. 2.

No	Sentence	Translation	Strategies
20-21	The scent of sunscreen and saltwater filled the air as beachgoers continued to move around ²⁰ , checking out ²¹ the different activities.	udara matahari dan air asin memenuhi udara saat pantai, terus bergerak menikmati aktivitas berbeda	20. 3 21. 3.
22	Some were building sandcastles, while others were trying to catch up ²² on their reading.	beberapa orang membangun istana pasir sementara orang lain mencoba mengejar di bacaan.	22. 2.
23	A few surfers were further out, attempting to ride out ²³ the waves.	beberapa peselancar berada lebih jauh. mencoba menaiki ombak.	23. 1.
24	As I wandered through ²⁴ the crowded beach, I stumbled upon a small stand selling fresh coconuts.	Saat saya berjalan melewati pantai saya melihat kios kecil yang menjual kelapa segar.	24. 1

No	Sentence	Translation	Strategies
25	The cool, sweet water was the perfect way to cool down ²⁵ .	dingin, air manis adalah kesempatan untuk <u>meningikan</u> <u>diri</u>	25. 2.
26- 27	The day wore on ²⁶ , and the sun began to go down ²⁷ , painting the sky in shades of pink and orange.	hari bertalu dan matahari mulai hilang, langit berubah dari dari pink dan orange	26. 1 27. 2.
28- 29- 30	People started to pack up ²⁸ their things and head back ²⁹ home, but I decided to stick around ³⁰ a bit longer.	orang-orang mulai untuk <u>mengangkat</u> barang mereka dan kembali ke rumah, tapi saya memilih untuk <u>bertahan lebih lama</u>	28. 1 29. 2 30. 3
31	There was something magical about watching the sunset over ³¹ the ocean, a sight that always managed to take my breath away.	sesuatu yang menakutkan tentang <u>mengikuti</u> matahari <u>berada</u> keluar. sebuah tanda membuat untuk saya kembali	31. 2.

No	Sentence	Translation	Strategies
32-33	As the beach gradually cleared out ³² , I took the opportunity to look back ³³ on the day's events.	Sebagai pantai yang baru jelas. Saya menerima kesempatan untuk melihat kembali di hari lain.	32. 3 33. 2
34-35	I felt grateful for the chance to take in ³⁴ the beauty of nature and wind down ³⁵ from the hustle and bustle of everyday life.	Saya merasa bahagia untuk dapat mengambil keindahan alam dari angan setiap kehidupan	34. 2 35. 1

No	Sentence	Translation	Strategies
1	It was a perfect summer day, the kind that made you want to wake up early and head out ¹ to the beach.	Ini adalah hari di musim panas yang sempurna, hari yang membuat and ingin bangun awal dan keluar berjalan-jalan ke pantai.	1. I try to translate it using the through strategi the context of the text. (2)
2-3	As I set off ² , the sun was just starting to come up ³ , casting a golden glow over the horizon	Dalam perjalanan saya ke sana, matahari mulai terbit membuat seluruh langit bersinar seperti emas.	2. (2) 3. (1)
4-5-6	I had to stop by ⁴ the store to pick up ⁵ some snacks and drinks, making sure not to leave out ⁶ anything important.	Saya harus berhenti di toko untuk mengambil beberapa camilan dan minuman untuk memastikan saya tidak meninggalkan sesuatu yang penting.	4. Direct Translation 5. Direct Translation 6. Collocation
7	When I finally arrived, the beach was already starting to fill up ⁷ with people.	Ketika saya sampai di lokasi, pantai tersebut telah mulai penuh dengan orang yang ramai.	7. Collocation

No	Sentence	Translation	Strategies
8-9-10	Families were setting up ⁸ their umbrellas and laying out towels, while children ran around ⁹ , excited to jump into ¹⁰ the water.	Keluarga yang berada di sana memasang payung- teduh dan membentang- kan tikar, sementara anak-anak berlari teruja untuk terjun ke dalam air pantai.	8. (1) 9. Collocation 10. (2)
11	I found a nice spot and began to lay out ¹¹ my things.	Saya menemukan sebuah area yang bagus dan mulai untuk menyimpan barang-barang saya.	11. (1)
12	As I looked around ¹² , I noticed a group of friends trying to set up a volleyball net.	Ketika saya melihat sekitar pantai, saya menyadari ada sekelom- pok teman yang sedang mencoba untuk memasang net bola poli.	12. Reduction
13	They were having a bit of trouble, so I decided to come over ¹³ and offer a hand.	Mereka mengalami sedikit kesulitan, jadi saya memutuskan untuk ke sana dan membantu mereka.	13. (3)

No	Sentence	Translation	Strategies
14	Together, we managed to get it up ¹⁴ and soon enough, a lively game was underway.	Bersama kami berkeja untuk memasang net itu dan beberapa waktu kemudian, permainan permainan yang seru telah berlangsung	14. (1)
15-16	It felt great to join in ¹⁵ and get along ¹⁶ with everyone, even though I didn't know them well.	Rasanya sangat seru bisa bergabung dan beradaptasi dengan semua orang, walaupun saya tidak terlalu mengenal mereka.	15. (4) 16. (3)
17-18	I watched the waves roll in ¹⁷ and crash down ¹⁸ on the sand, each one leaving behind a trail of foam.	Saya melihat ombak yang bergerak dan menimpa pasir di pantai dan meninggalkan lakaran lembab di pantai	17. (2) 18. (3)
19	The rhythmic sound was incredibly soothing, and I found myself drifting off ¹⁹ into a peaceful state of mind.	Irama ryntim sangat menenangkan, dan saya merasa merasa-kan diri saya hanyut ke dalam pikiran yang tenang saya	19. (3)

No	Sentence	Translation	Strategies
20-21	The scent of sunscreen and saltwater filled the air as beachgoers continued to move around ²⁰ , checking out ²¹ the different activities.	Aroma matahari dan air asin memenuhi memenuhi udara dikala para pengunjung pantai itu bergerak di area pantai, mencari ke aktivitas lain yang bisa dilakukan.	20. (1) 21. (3)
22	Some were building sandcastles, while others were trying to catch up ²² on their reading.	Beberapa orang sedang membuat istana pasir, sedangkan yang lain fokus mencoba fokus dengan bacaan mereka.	22. (3)
23	A few surfers were further out, attempting to ride out ²³ the waves.	Beberapa penyelam mulai berangkat dan bersiap untuk menulushi ombak di lautan.	23. (3)
24	As I wandered through ²⁴ the crowded beach, I stumbled upon a small stand selling fresh coconuts.	Sementara saya menulushi pantai yang ramai itu, saya menemukan sebuah stan kecil yang menjual kelapa segar	24. (3)

No	Sentence	Translation	Strategies
25	The cool, sweet water was the perfect way to cool down ²⁵ .	Air manis yang dingin adalah cara yang tepat untuk menghilangkan rasa dahaga .	25. (1)
26-27	The day wore on ²⁶ , and the sun began to go down ²⁷ , painting the sky in shades of pink and orange.	Hari terus bertalu , dan matahari mulai terbenam yang melakar langit ke dengan dalam warna bentuk berwarna merah muda dan oranye.	26. (2) 27. (1)
28-29-30	People started to pack up ²⁸ their things and head back ²⁹ home, but I decided to stick around ³⁰ a bit longer.	Orang-orang mulai membereskan barang-barang mereka dan berangkat pulang , tetapi saya menilih untuk tinggal lebih lama di pantai.	28. (4) 29. Collocation 30. (3)
31	There was something magical about watching the sunset over ³¹ the ocean, a sight that always managed to take my breath away.	Ada sesuatu yang istimewa dalam tentang melihat matahari terbenam ke dalam laut, sebuah pemandangan yang bisa membawa ditiku tenggelam dalam pikiran.	31. (4)

No	Sentence	Translation	Strategies
32-33	As the beach gradually cleared out ³² , I took the opportunity to look back ³³ on the day's events.	Ketika pantai mulai sepi dan tenang, saya mengambil kesempatan ini untuk ^{memori} memutar kembali tentang kejadian hari ini.	32. (1) 33. (2)
34-35	I felt grateful for the chance to take in ³⁴ the beauty of nature and wind down ³⁵ from the hustle and bustle of everyday life.	Saya bersyukur ^{atas} untuk kesempatan ^{untuk} menikmati keindahan alam dan tenang dari keriwahan sehari-hari tentang hidup sehari-hari.	34. (3) 35. (1)



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Nim : 105351107417
Program Studi : Pendidikan Bahasa Inggris

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"TRANSLATING IDIOMATIC EXPRESSIONS FROM ENGLISH TO INDONESIAN LANGUAGE: ANALYSING STRATEGIES AND DIFFICULTIES"

Yang akan dilaksanakan dari tanggal 14 Juli 2024 s/d 14 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

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Language: Analysing Strategies and Difficulties**
Tanggal Ujian Proposal : **14 Juni 2024**
Tempat/Lokasi Penelitian : **Universitas Muhammadiyah Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis, 18 Juli 2024	Membagikan worksheet, Translation test	Dr. Rayna Dewi, M. Hum	
2				
3				

Makassar, 2024

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Telah Melaksanakan Penelitian Di Universitas Muhammadiyah Makassar pada tanggal 14 Juli s/d 14 Agustus 2024. Yang berjudul :

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LETTER OF ACCEPTANCE
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Dear AINUN HARDILLAH

It is our pleasure to inform you that, after review your paper:

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has been ACCEPTED to publish with **Journal of Translation Studies**, ISSN (paper) 2988-1692 ISSN (online) 2988-4837. We appreciate your contribution.

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Makassar, 26 August 2024 M
22 Shafar 1446 H

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Ainun Hardillah was born in Tawiri, Maluku, May 20th, 1997. She is the second child of Arsyad and Aisyah. She started her education in elementary school at SD Inpres Benteng Timur in 2003 and moved at SD Inpres Kalang Tubung II in 2006 and graduated in 2009. She continued her school at junior high school at SMP Negeri 14 Makassar and graduated in 2012. Then she continued her school at SMA Negeri 17 Makassar and graduated in 2015. In the different year, she continued her study in the undergraduate program at English Education Department in University of Muhammadiyah Makassar.

At the end of her study, she could finally finish her study entitle *“Translating Idiomatic Expressions from English to Indonesian Language: Analysing Strategies and Difficulties”*.