

**BUILDING MEANING THROUGH CONTEXT: AN ANALYSIS OF  
STUDENT'S STRATEGIES AND CHALLENGES IN TRANSLATING  
IDIOMATIC EXPRESSIONS**

**THESIS**

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UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH  
2025 M / 1446 H**

# THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirements for The Degree  
Bachelor of Education in English Language Teaching

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Date: 20 / 12 / 2024

It has been defended in *Sidang Munaqasyah*  
in front of the board of Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

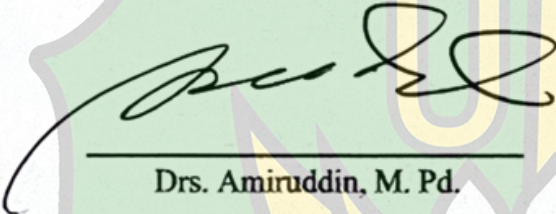
Wednesday, 08 January 2025  
8 Rajab 1446 H


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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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## ACKNOWLEDGEMENTS

*Bismillahirrahmanirrahim*

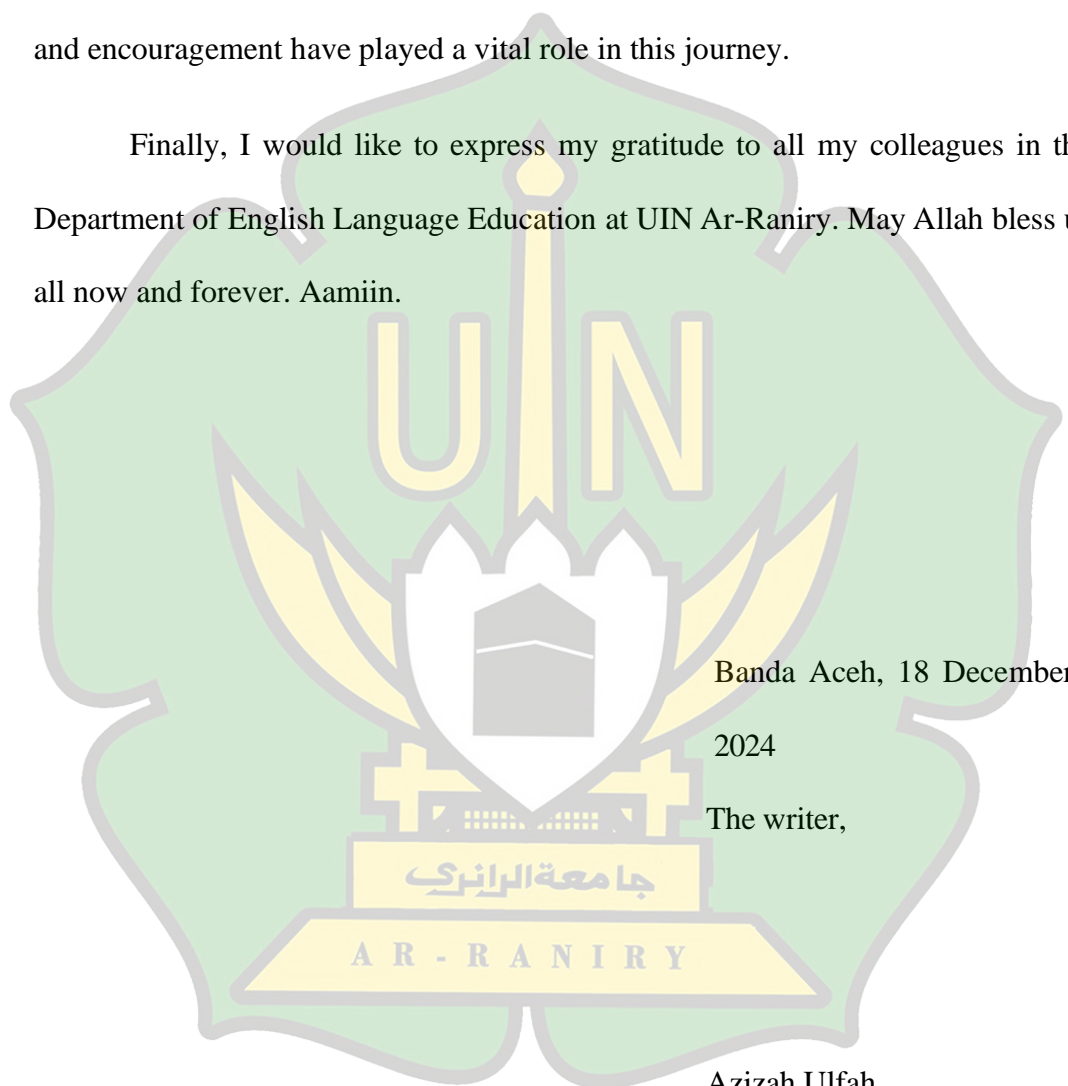
In the name of Allah, the Most Gracious, the Most Merciful. I express my heartfelt gratitude to Allah SWT for granting me the joy of life, the chance to strive, the breath of life, and the inspiration and strength to write and finalize this thesis. I also send blessings and peace upon the esteemed Prophet Muhammad SAW, whose teachings have illuminated our minds and hearts, guiding us toward knowledge and wisdom, along with his family and companions who tirelessly led their community on the righteous path.

With deep humility, I would like to express my deepest gratitude to all those who have supported, helped, and guided me in completing this thesis. I am especially grateful to my supervisor, Drs. Amiruddin, M. Pd., for his invaluable support, guidance, and encouragement during the process of writing this thesis. My thanks to my academic advisor, Mrs. Fera Busfina Zalfa, M. A., for her support and guidance during my three and half years of labor at English education department of UIN Ar-Raniry. My sincere appreciation also goes to Mrs. Syarifah Dahliana, S.Ag., M.Ed., Ph.D., chairperson of the English Education Study Program, for her unfailing support. In addition, I am very grateful to Mrs. Azizah, S.Ag., M.Pd., the secretary of my study program, for her various forms of assistance. May Allah reward their kindness and efforts abundantly. Aamiin.

I would like to express my heartfelt gratitude to my beloved family. I am thankful to my father, Irwandi, my mother, Nur Hidayah, my sister, Fathiyah, and

my brother, Mutawali, for their unwavering love, support, and encouragement. Your faith in me has been a continuous source of strength and motivation. I also extend special thanks to my dear friends Sakila, Lady, Dhea, Hilal, Rafli, Taya and Rara as well as my high school friends Iana, Azki, Acipa, Suci and Zia. Your companionship and encouragement have played a vital role in this journey.

Finally, I would like to express my gratitude to all my colleagues in the Department of English Language Education at UIN Ar-Raniry. May Allah bless us all now and forever. Aamiin.



Banda Aceh, 18 December

2024

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## ABSTRACT

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Thesis working title : Building Meaning Through Context: An Analysis of Student's Strategies and Challenges in Translating Idiomatic Expressions.  
Supervisor : Drs. Amiruddin, M, Pd  
Keywords : Student's Strategies; Challenges; Translating; Idiomatic Expressions

This study examines the difficulties faced by students in translating idiomatic expressions from English to Indonesian, highlighting the importance of effective strategies in the translation process of idiomatic expressions. Using a qualitative approach, the research involved in-depth interviews with students to gather insights into their translation strategies and the challenges they face. The research participants were ten students from the English education department of UIN Ar-Raniry Banda Aceh. The research findings show that although students use various strategies such as contextual translation, they often experience difficulties in literal translation and cultural nuances. The implications of this study suggest the need for enhanced teaching methods that address these challenges, ultimately aiming to improve students' translation skills and understanding of idiomatic expressions.

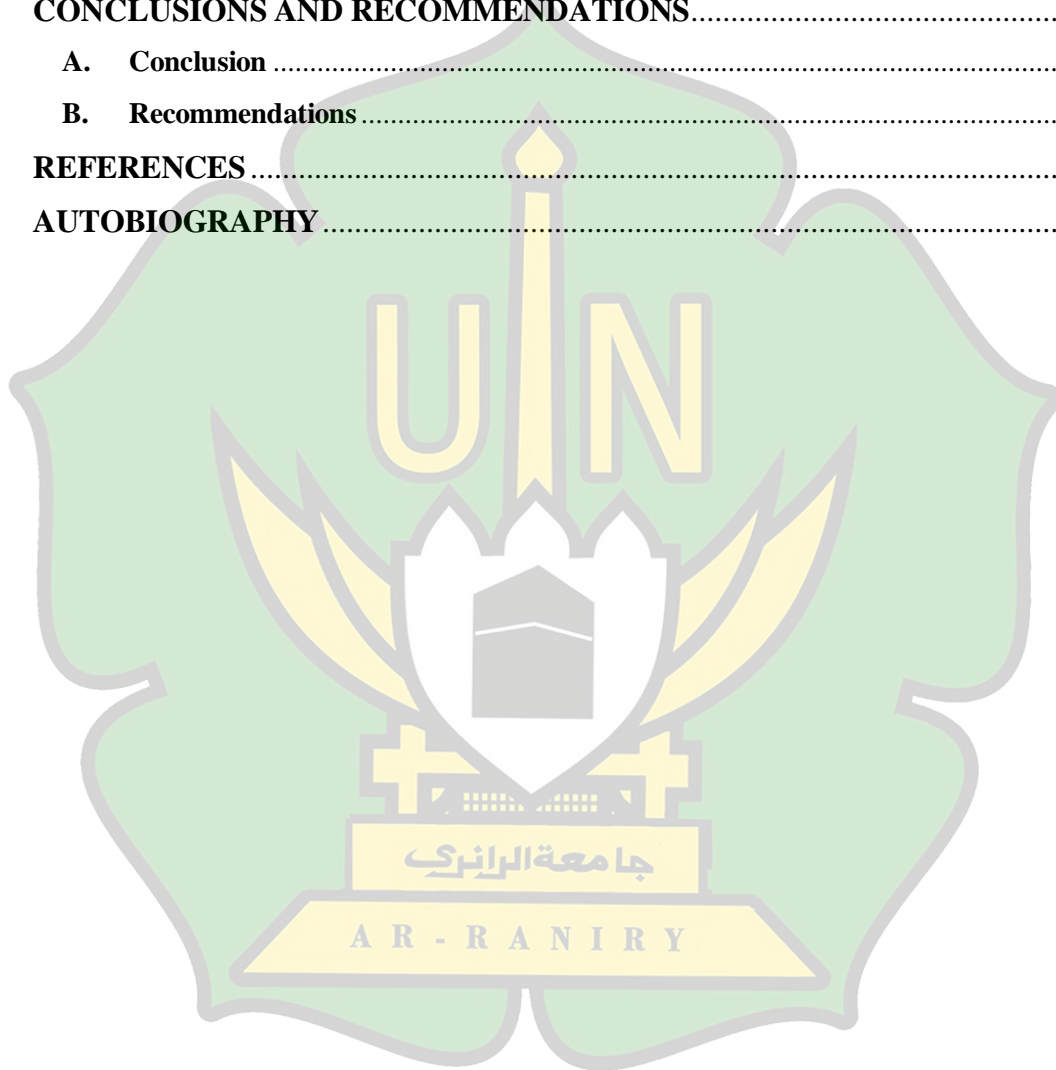


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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English functions as a universal language, facilitating connections among people from various countries who speak different languages. To successfully navigate the complexities of communication, students must master several key language skills as part of their English language learning process. This comprehensive approach enables them to grasp the nuances and meanings inherent in the language, thereby enhancing their ability to convey and understand information effectively.

The process of transferring thoughts or meanings from one language to another is defined as translation Arono (2019). Translation is essential because it helps people share their messages accurately. In addition, Krimpas (2015) stated that practicing translation means that a person takes action to translate text from the source language to the target language. This practice is crucial for both speaking and writing. When we speak with others, translation helps ensure that what we say is understood correctly. It allows the listener to grasp the speaker's intended message, making conversations smoother and more effective. Similarly, when we write, translating texts helps us share complex ideas in a way that others can understand, regardless of their native language.

Translation also plays a key role in preventing misunderstandings. It is provided to connect people from different countries who speak different languages. However, by practicing translation, these language barriers can be broken down. This leads to clearer communication and helps people connect better with one another. Translation is an important skill that helps individuals communicate across different languages. It allows us to share information and ideas while reducing the chances of miscommunication, creating a more connected world where everyone can understand each other better.

Translation is not just about swapping words from one language to another. When you learn a new language, you also need to understand how that language works and what words mean in that context. This helps you share the same message clearly. It's also important to study the rules and ideas behind translation because different languages have their own systems and ways of organizing sentences. Finding the right meaning between two languages can be tricky. Translators often face challenges like differences in culture, how texts are organized, and the process of translating from English to Indonesian. These issues can make translation more complicated than it seems at first.

When students use English to communicate, they are actually translating ideas from their own language into English. However, the words and phrases in English do not always match exactly with those in their native language. This can make it hard for them to learn English because the context, the way words are used, and the type of text can be different. Another challenge is that the cultural references and expressions in their native language might not be found in English, which can



make it harder to understand and use English correctly. Besides, English has many words or idioms that cannot be translated literally and cannot be predicted (Bassnet, 2002).

Even if students know English very well, they can still make mistakes when translating. This often happens because they translate word by word, bringing their Indonesian thoughts directly to English. Not understanding grammar rules and not knowing enough vocabulary can also lead to errors. Another big problem is understanding idiomatic expressions, which are groups of words that do not mean what each individual word means. Because of this, students can not just translate these expressions word for word; they need to understand the overall meaning first, as idiomatic expressions have unpredictable translations.

Consequently, the problem of this study is to identify the challenges faced by translators when translating English idioms and to identify effective strategies to mitigate these challenges. By understanding the complexity of idiomatic expressions and the specific difficulties they pose in translation, we can develop guidelines and recommendations to improve accurate teaching methods in translating idiomatic expressions, especially for EFL students at UIN Ar-Raniry.

Riskaaulina (2021) conducted a study to analyze student's ability in translation idiomatic expression in narrative text that involved twenty students of fourth semester of English Department Students Universitas Maritim Raja Ali Haji. The researcher found that not all students were able to translate the idioms correctly. Of 20 students selected to translate the idioms in the narrative text presented, most

of them translated the idioms word for word, not the meaning. Most of them were able to identify only three idioms presented in the text.

Previous research addresses the general problems students face in translating idiomatic expressions. it does not focus on how these problems specifically affect students who are learning to translate. Unlike the previous research, this research will be focused on the strategies students use and the challenges they face when translating idiomatic expressions. This study will analyze ten English education department students in UIN Ar-Raniry through semi-structured interviews. it presents a clear understanding of how students can better handle the specific challenges in translating idioms. By doing so, we can help improve teaching methods and provide better support for students as they learn to translate idiomatic expressions effectively.

This study focused on English as a Foreign Language (EFL) students who aimed to understand various aspects of their learning experience, particularly in translation classes. Yoko Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Indonesian people who learn English in their country are EFL learners). It refers to the study of English by individuals who are learning the language in a country where English is not the primary or official language. This context typically involves students who have limited exposure to English outside of their classroom settings, as they primarily communicate in their native languages within their daily lives.

## B. Research Questions

Based on the background of the study, the research questions of this study are formulated as follows:

1. What are the strategies used by the students in translating idiomatic expressions?
2. What are the challenges faced by the students in translating idiomatic expressions?

## C. The Aim of Study

The aims of this study are:

1. To know the strategies used by the students in translating idiomatic expressions.
2. To find out the challenges faced by students in translating idiomatic expressions.

## D. Significance of The Study

After conducting the research, I expect this study will be useful for:

1. Students

I hope this research will help students to improve their ability to translate English texts especially in translating idiomatic expressions. I also hope that students can implement the strategies found in this study to their learning process.

## 2. Teacher

This research is expected to provide additional information and knowledge for teachers to be able to adjust the right method for teaching students. the teacher also can generate solutions based on difficulties they are facing.

### **E. Research Terminology**

Terminology is an explanation of the keywords of this study and aims to avoid misunderstandings. The following terms will describe as follows:

#### 1. Strategies

Strategies is a special way to process the information used by learners that helps to solve language problems (Gani, Fajrina and Hanifa, 2015). Strategies refers to a plan designed to achieve certain long-term goals or objectives. In the context of translation, strategies refer to the specific methods and techniques that English education department students use to effectively translate texts from one language to another. These strategies help students navigate the difficulties of translation, especially when dealing with idioms that may not have direct equivalents in the target language.

#### 2. Challenges

Challenges is something new and difficult which requires great effort and determination. Ormrod (2008) uses challenges to indicate a level at which students believe that they will be successful if they make a sufficient effort. Challenges in this study refer to the difficulties encountered by English education department students in translating idiomatic expressions.



Challenges can significantly affect the accuracy and effectiveness of the translation.

### 3. Idiomatic Expression

An idiomatic expression is a phrase or sentence whose meaning cannot be inferred from the meanings of the individual words that comprise it. Chaer (2015) stated that an idiom was a unit of speech whose meanings, its lexical and grammatical components, cannot be predicted. Lado (1961) defines idioms as terms that have more than the ordinary meaning of each word. Idioms are a fundamental part of language, and they can be used to convey complex ideas, emotions, or situations in a concise and nuanced manner.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Translation**

This chapter begins with an explanation of translation which includes definitions, methods, and process of translation.

##### **a. Definition of Translation**

Translation is a complex process that involves conveying the meaning of a source-language text into an equivalent target-language text. This task requires not only linguistic skills but also a deep understanding of the subject matter and cultural nuances of both languages involved. Translation can be defined as the communication of meaning from a source language (SL) to a target language (TL). Nida (1991) stated that in the translation that message of source language (SL) that to be transferred in such a way so the receptor of the message in target language (TL) has the same response as the receptor in source language (SL). J.C Catford (1965) defines Translation as: “The replacement of a textual material in source language (SL) by equivalent textual material in another language. “Meaning” and “Style”, to many theorists, play an essential role side by side with “equivalence”. Translation means reproducing the closest natural equivalent of the (SL) message in the receptor language, first in terms of meaning and second in terms of style.

Translation involves grasping the meaning of words, phrases, and sentences within their specific situational, cultural, and linguistic contexts. This includes

recognizing multiple meanings of words based on co-text, related texts, temporal context, bilingual resources, and non-textual factors like cultural norms and situational circumstances. Accurate translation requires considering these aspects to convey the intended message effectively, ensuring that the translation is not only linguistically correct but also culturally and situationally appropriate. Hatim and Munday (2004) explained that translation can be understood in two ways: as a process and as a product. When we think of translation as a process, we focus on what the translator does to turn the original text into a new language. On the other hand, when we think of translation as a product, we focus on the final translated text itself. Without adequate context, translation can lead to misunderstandings and inaccuracies, making contextual understanding essential for quality translation. Culler (1976) writes that one of the troublesome problems of translation is the disparity among languages. The bigger the gap between (SL) and (TL), the more difficult the transfer of message from the former to the latter will be. Translation is not just transfer the language from (SL) to (TL), but translation also must transfer the meaning too.

#### **b. Methods of Translation**

The central problem of translating has always been whether to translate literally or freely. Translation is a complex process that involves various methods and procedures to effectively convey the meaning of a source text in a target language. The distinction between translation methods and translation procedures is crucial in understanding this process. Translation methods refer to the

overarching strategies applied to an entire text. According to Peter Newmark (1988, p. 45), there are 8 translation methods:

1. Word-for-word translation

Word-for-word translation usually means translating each word exactly as it is, so it's mostly based on the order of the words. It might also include some parts of words that have similar meanings (Newmark, 1988). The translator translates the content of the source language into the content of the target language by looking at the word reference. The main use of word-for-word translation is to understand the mechanics of the source language or to interpret difficult texts as a pre-translation process.

2. Free translation

Free translation is usually not tied to proportional sentence searches, but similarities tend to occur at the sentence level. The translator must be able to push messages in the source language at the paragraph level or discourse as a whole and then exchange and express them in the target language. A free translation can change a lot. The meanings can move around in importance, but they usually focus on the main ideas. Sometimes, the translations can be about bigger sections than just one sentence (Catford, 1965)

3. Literal translation

It may begin as a word-for-word translation but then adjusts to fit the grammar of the target language. Literal translation occurs when there is an exact structural, lexical, even morphological equivalence between two



languages. This is only possible if the two languages are very close to each other (Molina and Albir, 2002). A proper literal translation may begin with something like word-to word translation, but then the translator adjusts the word order in the target sentence.

#### 4. Faithful translation

Faithful translation will attempt to produce the correct contextual meaning of the original usage structure within the limits of the target grammar. This shows that in a faithful translation, the translator must be able to decipher the meaning of the source language to communicate the aims of the researchers. Translators should know how to analyze texts and be aware of the fact that translation does not mean word-for-word replacement, but context is the most important thing to produce an accurate translation of any text (Youdelman, 2019).

#### 5. Semantic translation

Semantic translation is translating less critical social words into a third or useful term which is socially impartial but not parables. The difference between faithful translation and semantic translation is that faithful translation is uncompromising, while semantic translation is more flexible, recognizes creative exceptions to accuracy, and allows the translator to intuitively empathize with the source language.

#### 6. Adaptation translation

This is the 'freest' form of translation. It is used mainly for drama (comedy and poetry subjects, characters, plots, short stories, stories, etc.). Adaptation

translation is considered one of the most complex translation procedures. Adapted translation is used in cases where the type of situation referred to by the (SL) message is unknown in the (TL) culture (Vinay and Darbelnet, 1995). It involves reworking the source text significantly to better fit cultural contexts or specific audience needs.

#### 7. Idiomatic translation

Idiomatic translation is an interpretation that produces a 'message' from the original, but tends to change the subtleties of meaning by choosing colloquial language and idioms that are usually displayed in the original.

#### 8. Communicative translation

Communicative translation is providing the appropriate contextual meaning of the original in such a way that the content and language are easily accepted and can be understood by the reader.

Nida (1964) further categorize translation methods based on their focus on form versus content: Formal Equivalence: This method aims to preserve both form and content of the original message. Dynamic Equivalence: This approach focuses on creating an equivalent effect in the TL, prioritizing reader comprehension over direct word-for-word accuracy

Understanding these various translation methods enables translators to choose appropriate strategies based on their specific goals, audience needs, and the nature of the text being translated. Each method has its advantages and challenges, making

it crucial for translators to assess context carefully before selecting a translation approach.

### **c. The Process of Translation**

According to Moentaha (2008), effective translation involves conveying the content of the source text adequately, which can be achieved through various techniques. Each technique serves a specific purpose and is chosen based on factors such as context, audience, and the nature of the text being translated. The ability of translators to select appropriate techniques directly influences the quality and accuracy of translations, ensuring that they are not only correct but also culturally and contextually relevant. In summary, translation techniques are vital tools for translators, helping them navigate challenges such as cultural differences and linguistic nuances while striving for effective communication between languages.

The translation process is intricate and involves several detailed steps to ensure that the final product is accurate, culturally appropriate, and effectively conveys the intended message of the source text. A distinction should be made between translation methods, which are part of the process, and translation techniques, which describe the result and affect smaller parts of the translation (Vinay and Darbelnet, 1995). There are two main ways to translate text. You can translate the first part to understand the style, then review the whole text before continuing or you can read the whole text several times to understand its purpose, note down the difficult parts, then start translating. In Peter Newmark (1988, p. 19), there are four levels of translation:

1. SL Text Level: Focus on the original language text, which you refer back to often.
2. Referential Level: Understand and visualize the objects and events in the text, whether real or imaginary, to help with comprehension and reproduction.
3. Cohesive Level: Look at the overall meaning, feelings, and connections in the text, which helps in understanding and reproducing it accurately.
4. Naturalness Level: Ensure the language sounds natural for the writer or speaker in a specific situation. This level helps guide your translation unless you are working with an authoritative text.

After the translation process, the translator will usually focus on ensuring that the translated message is accurate and culturally appropriate for the target audience. This can be organized the adjustment techniques by Nida (1964) addition, subtraction and alteration. This technique serves as an important strategy for translators who aim to balance linguistic and cultural gaps while maintaining the essence of the source message.

## **B. Idiomatic Expressions**

It explains clearly about idiomatic expressions consisting of definitions, characteristics, categories, and the importance of idiomatic expressions.



### **a. Definition of idiomatic expression**

An idiomatic expression is a phrase or a group of words whose meaning cannot be directly understood from the meanings of the individual words within it. This characteristic makes idiomatic expressions unique and often challenging for language learners. According to Baker (1992, p. 63), an idiom is a fixed expression in a language that doesn't allow much change in its form and often has meanings that can't be understood just by looking at the individual words. This means that idioms cannot be translated directly from one language to another without altering their meaning. According to (McCarthy and O'Dell, 2010), idioms are established phrases where the meaning is usually hard to determine based on the meanings of the individual words. An idiomatic expression conveys a meaning that is different from the literal interpretation of its components. For example, the expression "kick the bucket" means "to die," which cannot be inferred from the individual meanings of "kick" and "bucket".

Langlotz (2006) simplifies this by saying that idioms are phrases made up of two or more words, and their meaning comes from the combination of those words rather than from each word's individual meaning. Idioms are expressions made up of a group of words that create a meaning different from the literal definitions of those words. For instance, the phrase "spill the beans" means to reveal a secret, not to actually drop any beans. Because idioms often don't make sense when you analyze each word separately, they can be tricky for language learners. Understanding idioms is essential for grasping the nuances of a language and

communicating effectively. They add color and depth to conversations, making language more expressive and interesting.

### **b. The characteristics of idiomatic expression**

Every language has its own unique features that set it apart from others. Similarly, each language has idioms, which are special phrases that also have their own distinct qualities. Understanding the characteristics of idiomatic expressions is crucial for effective communication in any language. They enrich conversation, reflect cultural nuances, and provide insight into shared experiences among speakers. Mastery of idioms not only enhances fluency but also deepens appreciation for the intricacies and beauty of language. In O'Dell and McCarthy (2010, p. 22-32) idioms are classified into eight. The types includes:

1. Similes, which compares two things and always include the words such 'as' or 'like'. Similes serve to enhance descriptions, making them more relatable and engaging. For example, "as brave as a lion" illustrates bravery by comparing it to the well-known courage of a lion
2. Binomials, these concise expressions efficiently convey specific meanings by pairing words with a conjunction or preposition. An example is "by and large," This phrase is used to mean considering all factors or everything in general. It combines "by" and "large" to convey a broad perspective.
3. Trinomials, which are similar to binomials, which three words are joined. Trinomials are phrases made up of three words that typically follow a specific structure and order, often connected by conjunctions like "and" or

"or." An example is "blood, sweat and tears" meaning hard work and effort put into achieving something.

4. Proverbs, which are short sentences which refer to something most people have experienced and give advice or warnings. An example is "a stitch in time saves nine," meaning taking care of problems promptly can prevent them from worsening
5. Euphemisms, it's a mild or indirect word or expression used instead of a more direct or harsh one to soften the impact or convey a more pleasant image. Such expressions may be helpful when you write an opinion essay. For example "Passed away" is a euphemism for "died," aiming to provide a gentler way of expressing the concept of death.
6. Cliché, often used in certain common, everyday situations, such as everyday conversation, advertising slogans and newspaper headlines. These are overused phrases that have lost their originality and impact, like "time will tell" or "the ball is in your court." They often reflect common situations but can sound unoriginal.
7. Fixed Statement, an idiom that we can often hear and use in daily conversation that convey specific meanings, such as "locked up," which means to confine something securely
8. Other Languages, that primarily derive from languages such as Latin or French. This category includes phrases that are often used in English but have origins outside of it, reflecting a blend of cultural and linguistic influences. For example, expressions like "ad hoc" illustrate this concept, as

they are borrowed from Latin and are commonly used in English contexts to convey specific meanings that may not be immediately apparent from the words themselves

Idioms are made up of two or more words, not just a single word, and their meanings cannot be understood by looking at the individual words alone. For example, expressions like "get along," "look up," and "glance over" consist of two words, while longer idioms such as "kick the bucket" (meaning to die) and "pass the buck" (meaning to avoid responsibility) illustrate this concept. Knowing the literal meanings of the words in an idiom doesn't help in grasping the idiomatic meaning; for instance, "hold one's tongue" means to stay silent, and "ups and downs" refers to good and bad times. Therefore, idioms must be learned as complete phrases rather than interpreted literally, as their actual meanings often differ significantly from what the words suggest.

Idioms are phrases that have a specific meaning, and they usually stay the same way, as long as their meaning doesn't change. According to (Baker,1992) if a phrase is hard to understand and doesn't create confusion in a certain situation, it is more likely to be seen as an idiom by translators. This information from experts about idioms is meant to help English students understand them better. Many students often use idioms without realizing they are doing so. By learning about idioms, students can improve their language skills and communicate more effectively.

### c. Categories of idioms

Idioms are often referred to as fixed phrases. In everyday language, many idiomatic expressions come in various forms, which can make them tricky to use and difficult to locate in a dictionary. This discussion will cover some types of variations found in idioms. Many idioms can show more than one type of variation. By grasping the main idea of an idiomatic expression and how it can change, you can better recognize and use its variations in many different situations.

Suliman (2013) mention that idioms can be classified into various categories based on their characteristics and usage. According to several linguistic studies, idioms are often divided into five main categories:

1. Colloquialisms

These are informal expressions or phrases used in everyday conversation. They often reflect the culture and social norms of a particular group or region.

2. Proverbs

Proverbs are traditional sayings that convey a general truth or piece of advice. They are often metaphorical and encapsulate wisdom passed down through generations.

3. Slang

Slang consists of informal words or phrases that are often specific to particular groups, such as youth or subcultures. Slang can change rapidly and may not be widely understood outside its originating group.



#### 4. Allusions

Allusions are references to well-known people, events, or literary works that carry deeper meanings. They rely on the audience's familiarity with the referenced material to convey additional context.

#### 5. Verb Phrases

This category includes idiomatic expressions that primarily consist of verbs combined with other words, forming phrases that have a specific meaning not deducible from the individual words (e.g., "kick the bucket" meaning "to die").

Fernando's theory, as explained by Siti Haniah, categorizes idioms into three distinct types: pure idioms, semi-idioms, and literal idioms. Pure idioms are phrases where the individual words do not relate to the overall meaning; for instance, "spill the beans" means to reveal a secret rather than anything about actual beans. Semi-idioms combine both literal and non-literal elements, such as "foot the bill," where "foot" is figurative and means to pay, while "bill" refers to a statement of charges. Lastly, literal idioms are straightforward and easily understood because their meanings directly reflect the words used, like "on foot" or "tall and beautiful." This classification helps clarify how idioms work in language, illustrating the range from completely figurative expressions to those that are more direct and clear in meaning. Understanding these categories enhances our grasp of idiomatic language and its nuances.

#### **d. The importance of idiomatic expression**

Idiomatic phrases improve language quality by enabling speakers to communicate ideas and feelings more vividly. They are essential for efficient communication since they are frequently used in literature, media, and casual discussions. Idioms can sometimes be difficult for language learners to understand because their meanings can range greatly between cultures and are not always obvious. For English language learners, idioms are both challenging and fascinating aspects of mastering the language. Understanding idioms can enhance vocabulary and provide insights into various cultures, social dynamics, and historical contexts. Additionally, incorporating idioms into our speech can make it sound more natural and closer to that of native speakers.

People use idioms to make their language more lively and interesting. According to (Langlotz, 2006), the wide variety of idiomatic expressions creates challenges for linguists trying to define and classify them, as well as to explain how they work grammatically. Understanding the different types of idioms and their variations can help in using them effectively. Idioms often break standard language rules, both in meaning and grammar, which can make them complex. However, they serve important functions in communication, allowing speakers to convey ideas more vividly and expressively.

Joodi (2012) identified several challenges learners face when trying to understand idioms. Firstly, idioms are figurative and do not convey their meanings literally. Secondly, they vary in levels of formality, ranging from slang to expressions suitable for formal contexts. Thirdly, idioms can be categorized based

on transparency; some are semi-transparent, where the meaning can be inferred metaphorically or through a literal interpretation of part of the phrase, while others are completely opaque. Lastly, idioms that are rarely used pose additional difficulties for learners. In everyday conversation, native speakers frequently use idiomatic expressions, making them a crucial component of English vocabulary. For non-native speakers, mastering these expressions is essential. Therefore, it is vital for them to become familiar with and practice using idioms in a manner similar to native speakers. Consequently, incorporating idiomatic expressions into English language classrooms and teaching materials is important for effective learning.

### **C. Previous studies**

The following is a description of previous studies related to this research.

#### **1. Strategies in translating idiomatic expressions**

Ardhiani (2018) this research focuses on how idiomatic expressions from Laura Ingalls Wilder's novel *Little House on the Prairie* are translated into Bahasa Indonesia. The study aims to identify the translation strategies used and assess how closely the meanings of the original and translated idioms match. Using a descriptive qualitative approach, the researcher analyzed 141 idiomatic expressions, finding that the most common strategy was paraphrasing, which accounted for 52.5% of translations. Other strategies included using idioms with similar meanings but different forms (39%) and omission (4.25%).

Another study was conducted by Delia, Ni and Sari (2021) to analyze the types of idioms and strategies in translating. The objectives of this research are to

identify the types and strategies in translating idioms used in Paula Hawkins' novel *The Girl on the Train* employing descriptive qualitative approach. The data is obtained using note taking method, in which phrases that are suspected to be idioms were marked and put into a list. Then the researcher found the meaning of the idiom using the English idiom dictionary. In the research shows that there are 74 types of idioms that exist in the novel *The Girl on the Train*. Since this novel contain daily conversations, the majority of idioms found are fixed statements (36 data). Following that are clichés (19 data), euphemisms (14) and binomials (2). Proverbs, similes and other languages all showing similar results (1).

## 2. Challenges in translating idiomatic expressions

Another study by Seran (2020) examined the comprehension of idiomatic expressions among sixth-semester students in Class A of the English Study Program at Nusa Cendana University. Using a descriptive method, the researchers collected data through tests and questionnaires, revealing that students had a comprehension rate of 43.21%, which is considered fair. The study identified key issues affecting understanding, including a tendency to interpret idioms literally and a lack of knowledge about the cultural context of the target language. Additionally, students faced challenges such as limited vocabulary and unfamiliarity with certain idiomatic expressions.

Arono and Nadrah (2019) investigated the challenges faced by students in translating English texts at the State Institute for Islamic Studies in Bengkulu. Utilizing a descriptive quantitative approach, the researchers aimed to identify types of errors, difficulties encountered, and factors influencing these errors among 24

students. Findings revealed that the most common errors were related to translating idioms (87.5%), ellipses (67.29%), and textual meanings (73.54%). The primary difficulties stemmed from a lack of vocabulary (87.5%), challenges in translating Islamic texts (75%), and literary works (66.66%). Factors contributing to these difficulties included ignorance of ellipsis, inability to identify idiomatic expressions, and a lack of effective translation strategies.

Andayani (2023) this research explores the complexities of translating idiomatic expressions found in musical lyrics, highlighting the unique challenges translators face when conveying meanings across different languages. Idioms often reflect cultural nuances and contextual peculiarities, making their translation a specialized task that requires a deep understanding of both the source and target languages. The study identifies several key challenges: selecting appropriate translation strategies, capturing the internal meanings of idioms, conveying social and cultural contexts, and creating expressions in the target language that fit the fragmented nature of song lyrics. The findings emphasize the necessity for translators to possess extensive knowledge of both languages and their use in music. Additionally, the research advocates for the adoption of diverse methodological approaches and techniques.

Pham, Nguyen, and Pham (2022) examine the challenges faced by English language students in translation courses at a private university in Vietnam. Utilizing a mixed-method approach that combines quantitative surveys and qualitative interviews, the researchers identified four primary factors impacting translation difficulties: lexis, grammar, culture, and existing knowledge. The findings revealed



that students perceived lexis as the most challenging aspect of translation, followed by existing knowledge and culture, while grammar was considered less difficult.

Based on the previous studies above, they describe diverse strategies in dealing with idioms in translation. Ardhiani (2018) focuses on specific strategies used in translating idioms such as paraphrasing, while Delia, Ni and Sari (2021) use idiom translation strategies based on the types of idioms commonly used in contemporary dialogues. Seran (2020) found that their understanding of idioms was only 43.21%, categorized as sufficient. The problem is that students interpret idioms literally and lack of cultural context. Meanwhile, Arono and Nadrah (2019) found that idiomatic expressions were the biggest challenge, with 87.5% errors. Andayani (2023) pointed out that translators must face unique challenges, so that they can choose the right strategy and maintain the original meaning. Pham et al. (2022) studied university students and found that idioms were the most challenging aspect of translation. Overall, these studies collectively underscore the significant obstacles students face in mastering idiomatic expressions, which are influenced by limited vocabulary, cultural understanding and contextual nuances across different forms of communication.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter described the research methodology used in this study. This chapter consisted of the research design, research participants, methods of data collection, and methods of data analysis.

#### **A. Research Design**

This study utilized qualitative research to collect and analyze data. It applied a semi-structured interview method, which provided a consistent framework with pre-determined questions. Semi-structured interviews offered opportunities for follow-up questions in the form of open-ended inquiries. The researcher customized the interviews based on participants' responses, allowing for more in-depth exploration while maintaining consistency throughout the process. According to Creswell (2009), in a qualitative approach, a case is examined for a specific period using detailed and in-depth data collection, resulting in a comprehensive case description. In this study, the researcher described the strategies and challenges faced in translating idiomatic expressions as experienced by students, without manipulating data or drawing conclusions.

#### **B. Research Participants**

The participants of this study were ten English education department students, consisting of two males and eight females, selected purposively

because they had studied idioms in their translation class. Showkat & Parveen (2017) defined purposive sampling as a method where the researcher selects participants based on their own judgment, considering the study's purpose. The decision to choose ten participants aimed to identify specific limitations within this study, which was expected to be significant yet relatively small; larger samples were deemed unnecessary. Smaller samples enable researchers to engage more closely with participants, facilitating a deeper exploration of their perspectives and experiences. According to Creswell (2009), a sample size of around ten participants is generally sufficient to achieve data saturation, meaning that after interviewing several participants, no new themes or insights emerged from the data.

Interviews were conducted from November 25 to 30, 2024, with a total of ten students from the English Language Education Department, batches 2021 and 2022. The interviewees were identified by the initials CDA, SDF, HLY, ZAM, AFR, ERD, LDH, IKD, DHA, and MSK.

### **C. Data Collection**

The instruments used in this research were the interview method. The interview method is essential for effective recruitment practices and qualitative research, as it provides structure and consistency, which can enhance the quality of data collection while allowing for a deeper exploration of participants' experiences. This method not only helps achieve specific objectives but also contributes to better decision-making based on reliable information.

According to George (2022), an interview is a qualitative research method that relies on asking questions to collect data. There are three types of interviews: highly structured, semi-structured, and open-structured interviews. This research utilized the semi-structured interview format. Semi-structured interviews are often open-ended, allowing for flexibility while following a predetermined thematic framework, which provides a sense of order.

#### **D. Data Analysis**

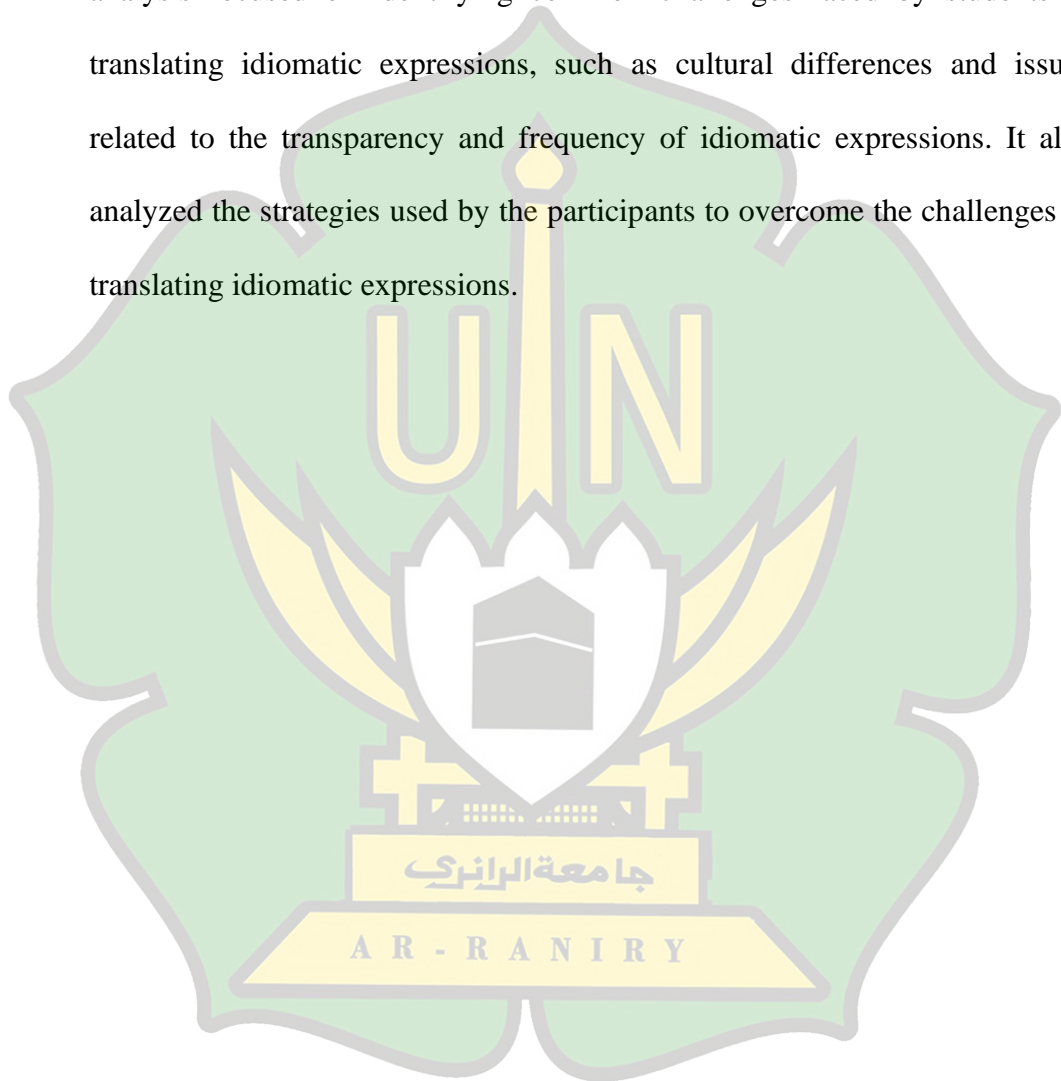
To analyze the data, the researcher applied Lacey and Luff's (2009) five-step process. Transcription was the initial stage. This was the process of putting information into writing. The obtained data had to be completely transcribed. A researcher could not just transcribe data that was considered important or exciting because the researcher had to first complete the transcription stage before moving on to the next step.

Data organization was the next step. The researcher kept the identity of the interviewee when collecting data from an interview. Following this, the researcher needed to go through the data familiarization procedure. The researcher read, watched, and listened to the data collected several times in order to facilitate the following stage and guarantee that nothing was overlooked.

The next step was coding. The researcher assigned a code to each incident identified during the interview. The transcript was coded so that the researcher could understand it. The final step involved themes. Transcripts that had passed

the coding stage were then sorted again by the researcher to concentrate on occurrences that were highly relevant to the investigation.

Interview results from the participants were analyzed qualitatively. The analysis focused on identifying common challenges faced by students in translating idiomatic expressions, such as cultural differences and issues related to the transparency and frequency of idiomatic expressions. It also analyzed the strategies used by the participants to overcome the challenges in translating idiomatic expressions.





## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter analyzes study data in two areas. These are study findings and discussions. The research findings section summarizes the findings that address the study's two research topics. The discussion section relates the findings to previous research and expertise.

#### **A. Research Findings**

To answer the two research questions posed in this study, I used observation to collect data. During the interview, the researcher asked nine questions related to the strategies students used in translating idiomatic expressions and the challenges they faced when translating idiomatic expressions. After analyzing the data, the researcher found several findings related to this research. Below are the findings from this research which are explained in detail.

##### **a. Strategies Used by Students in Translating Idiomatic Expressions**

After conducting interviews, the researcher had collected answers to the first research question. Based on the interview results, the students used several strategies to translating idiomatic expressions. The strategies had been divided into four parts.

##### **1. Translation by Paraphrasing**

This strategy is often used by students when translating idiomatic expressions. They think it is the easiest way to know the meaning of a sentence.

In the absence of alternative idioms, paraphrasing is often used. This involves

explaining the meaning of the idiom by using non-idiomatic phrases or simpler vocabulary that conveys the message without relying on idiomatic expressions. This method is often used when translating complex or culturally specific idioms. SDF said that this strategy is easy to do because she can understand the meaning of the whole sentence. she usually paraphrases the whole sentence so that the purpose of the sentence can be understood correctly. According to CDA, this strategy helps her to find the correct meaning and make more sense. When she focuses on the idiomatic expressions found in the text, the meaning of the sentence can become irrelevant.

## 2. Using an Idiom of Similar Meaning but Dissimilar Form

This strategy allows for the use of an idiom that conveys a similar meaning but differs in lexical components. Sometimes, an idiom may not have a direct equivalent in the TL, but the meaning can still be consistent. In such cases, the translator may use a different idiom that can capture the essence of the original language. This is often used when encountering idioms where a direct equivalent does not exist. CDA said that when translating idioms, she will focus more on the meaning rather than the literal word. she will look for the meaning of the idiom to find the target language.

According to ZAM, he usually analyzes the idiom first and look for the meaning of the idiom in different forms. As well as MSK, she would focus on the idiom she found and then search the dictionary or online tools for the origin, meaning and purpose of the word in a different expression. AFR translates idioms by comparing idioms with different expressions. For example, in English there is

an idiom “spilled milk” to express that it is too late. Instead, she can interpret it as “nasi telah menjadi bubur”. ERD also says that this strategy can be used to guess the meaning of idioms, for example the idiom “felling blue” can be interpreted as sadness, because the word blue refers to something gloomy or a sad situation. IKD interprets idioms by finding the appropriate meaning by using social media or tiktok. There are several videos on social media that present idioms about the same meaning in other languages.

### 3. Translation by Omission

This strategy is used if the expression does not contribute significantly to the overall meaning or if including it would confuse the target audience. In some cases, students may choose to omit an idiom if it does not translate well or if it may confuse the target audience. This strategy is used only when other options are not possible. HLY used this strategy when he could not analyze which idiom in the text. According to DHA, she sometimes ignored the idioms in the sentence, when they were not familiar to her. She would just translate the other words to guess the meaning of the idioms.

### 4. Using an Idiom of Similar Meaning and Form

This strategy involves finding idiomatic expressions in the target language that match the meaning and lexical structure of the source idiom. HLY says that idioms can be interpreted directly as literal words. this strategy can be used when the meaning of the next word is appropriate to the context of the idiom. LDH also explained that using idioms with meaning and form is slightly similar to the word-for-word translation method. This strategy preserves the meaning and

structure, while the word-for-word translation strategy for translating idiomatic expressions often changes or removes the original meaning.

#### **b. The Student's Challenges in Translating Idiomatic Expressions**

Regarding the challenges faced by students when translating idiomatic expressions, participants in this study had many varied responses. They explained that there are various things that must be faced in order to increase their ability to translating idiomatic expressions. Some of the challenges they face were lack of familiarity with idiomatic expressions, insufficient vocabulary mastery, inability to recognize idioms within texts and cultural differences.

##### **1. Lack of familiarity with idiomatic expressions**

Unfamiliarity with idiomatic expressions can lead to awkward or incorrect translations. This is especially a problem when translating texts where idioms play an important role in conveying tone, humor or emotion. A lack of understanding of idiomatic expressions can have a significant impact on understanding, communication and cultural engagement. According to ZAM, memorizing and remembering idioms is very helpful in translating idiomatic expressions. In the least, he feels familiar or have encountered many idioms in his daily reading or conversation. AFR also explained that idioms are something that must be familiarized, not just implemented in the scope of learning. Therefore, she often explores idiomatic expressions more in non-lesson hours. DHA is also arguing that idioms are something to be familiarized with. she finds it difficult to translate

idioms that she has never heard before. This is because idioms are not something that can be interpreted word for word.

SDF said that idioms cannot be interpreted by the ordinary meaning of the vocabulary, but must also understand the root meaning of the idiom. Without a strong understanding of the vocabulary, students may end up using a literal translation of the idiomatic expression. For example, translating “spill the beans” directly into another language without understanding its meaning (to reveal a secret). In addition, ERD said that she had difficulties when translating idiomatic expressions in a text because of her limited understanding about idioms. She cannot define idioms without the help of a dictionary or other online tools. In the same way, IKD finds idioms difficult to understand because there are many forms and different analogies. she often finds idioms that have the same or similar meaning, but with different expressions, making it difficult for her to find the correct meaning of the idiom. MSK said that it was difficult for her to get used to remembering the idioms she learned because the meanings are not literal.

## 2. Inability to recognize idioms within texts

Many students find it difficult to identify idiomatic expressions. This suggests that students often use literal translation due to their inability to recognize idioms, which leads to failure in conveying the intended meaning of the source text. HLY said that he often could not analyze idioms in the sentences. This is because there are some idiomatic expressions that appear without following standard grammatical rules so it is difficult to recognize



them as idioms. LDH also admitted to having the same problem of not being able to recognize the difference between idioms and non-idioms, so he translated the text or the whole sentence word by word, which led to a failure in conveying the meaning of the text.

### 3. Cultural differences

Cultural context plays an important role in understanding idioms. Students often encounter idiomatic expressions that have no direct equivalent in their native language, which can lead to confusion and misinterpretation. For example, cultural differences between English and Indonesian can make it difficult to find the right translation, as idioms often reflect specific cultural nuances. This challenge was reported by a large number of students, who expressed difficulty in recognizing and interpreting idioms due to these cultural differences. CDA said that the main difficulty when translating idiomatic expressions is that they are deeply connected to the cultural context, so their meaning is highly dependent on the situation. For example, the idiom “a head turner” literally means *pemutar kepala*, but on the other hand, it is interpreted as a person who is attractive and looks stunning. ZAM and LDH also said that when translating idioms, we should look into the cultural context and situation that the idiom is referring to.

on the other hand, IKD claimed that it was difficult for her to relate to the cultural context and the language used. she thinks that when translating idiomatic expressions, we are required to have a deep understanding of both the source culture and the target culture in order to convey the meaning of the idiom effectively.

## B. Discussion

This research aims to find out the strategies students use in translating idiomatic expressions. In addition, the researcher also discussed the challenges faced by students when translating idiomatic expressions. The following section is a discussion of the findings of the above research. There are two research questions in this study. These two research questions have been answered through the data collected during the interviews.

### 1. Strategies in translating idiomatic expressions

To answer the first research question, “What are the strategies used by the students in translating idiomatic expressions?”. The results showed that in translating idiomatic expressions, students used different strategies. The strategies used are translation by paraphrasing, using an idiom of similar meaning but dissimilar form, translation by omission, and using an idiom of similar meaning and form.

Translation by paraphrasing was reported as the most frequently used strategy among English education department students. The participants mentioned that paraphrasing helps them understand the overall context and meaning of the original text, making it easier to convey the intended message. This is similar to research (Ardhiani, 2018) which shows that paraphrasing is popular due to its simplicity and effectiveness in conveying meaning. The second strategy most used by English education department students in translating idiomatic expressions is to use idioms that have the similar meaning but different forms. This is supported by the statement (Chung & Ahn, 2022), these idiomatic expressions are eliminated in

the target language because there is no equivalent in the target language and cannot be easily paraphrased. Therefore, students use idioms that have similar meaning but different forms. The aim is to maintain the meaning.

## 2. Challenges in translating idiomatic expressions

The second research question in this study is “What are the challenges faced by the students in translating idiomatic expressions?”. The researcher found that there were several challenges faced by students in translating idiomatic expressions. These challenges were lack of familiarity with idiomatic expressions, inability to recognize idioms within texts and cultural differences. (Andayani, 2023) Idioms come from different cultures, and therefore, the translation of idioms should be approached in a different way from the translation of other components of natural language use. Many participants admitted to a low level of familiarity with idiomatic expressions in the source language, which challenged their ability to interpret and translate them accurately. (Seran, 2020) They tend to translate the idiom literally due to the lack of vocabulary and unfamiliarity with idioms.

Another difficulty faced by EFL students is that they cannot determine the context of the sentence. As a result, they fail to determine the meaning of the given idiomatic expression. (Dewayanti, 2024) Idioms are deeply rooted in cultural context, often reflecting historical, social and linguistic nuances that may not have direct equivalents in other languages. The translator should have a strong understanding not only of the spoken forms of the source and target languages, but also an understanding of how culture affects cognition and projects in both languages.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents conclusions and recommendations from the research that has been conducted. Conclusions are made based on the research results that have been presented in the previous chapter. Then recommendations are written to be a reference for the further research in the future.

#### **A. Conclusion**

This study investigates the strategies and challenges faced by college students majoring in English education when translating idiomatic expressions. Through interviews with ten students, the research aims to uncover their approaches to translation and the difficulties encountered in the process. The findings emphasize the significance of idioms in language learning and translation.

One prominent strategy employed by students is paraphrasing. Rather than translating idioms directly, students explained their meanings in their own words. This method proved beneficial as it allowed them to grasp the overall context better, facilitating a more accurate conveyance of the intended message. Paraphrasing emphasizes understanding meaning over specific wording, which aids in clearer communication. Another effective strategy identified was the use of idioms with similar meanings but different forms. When students could not find a direct equivalent in the target language, they opted for idioms that expressed similar ideas. This adaptability showcases students' resourcefulness and their ability to maintain the original meaning despite linguistic differences.

Despite these strategies, several challenges emerged during the translation process. A significant number of participants reported a lack of familiarity with idioms in the source language, which hindered accurate translations. Many students resorted to literal translations, leading to confusion and misinterpretation of meanings. Additionally, cultural differences presented a notable barrier; idioms are often deeply rooted in specific cultural contexts, and without a solid understanding of these backgrounds, students struggled to grasp the true meanings behind certain expressions.

In conclusion, this study underscores the necessity for improved teaching methodologies focused on idiomatic expressions within language education. By enhancing students' familiarity with idioms and their cultural contexts, educators can significantly bolster translation skills. Understanding idiomatic expressions is vital for effective communication across languages; thus, addressing these challenges will empower students to become more confident translators.

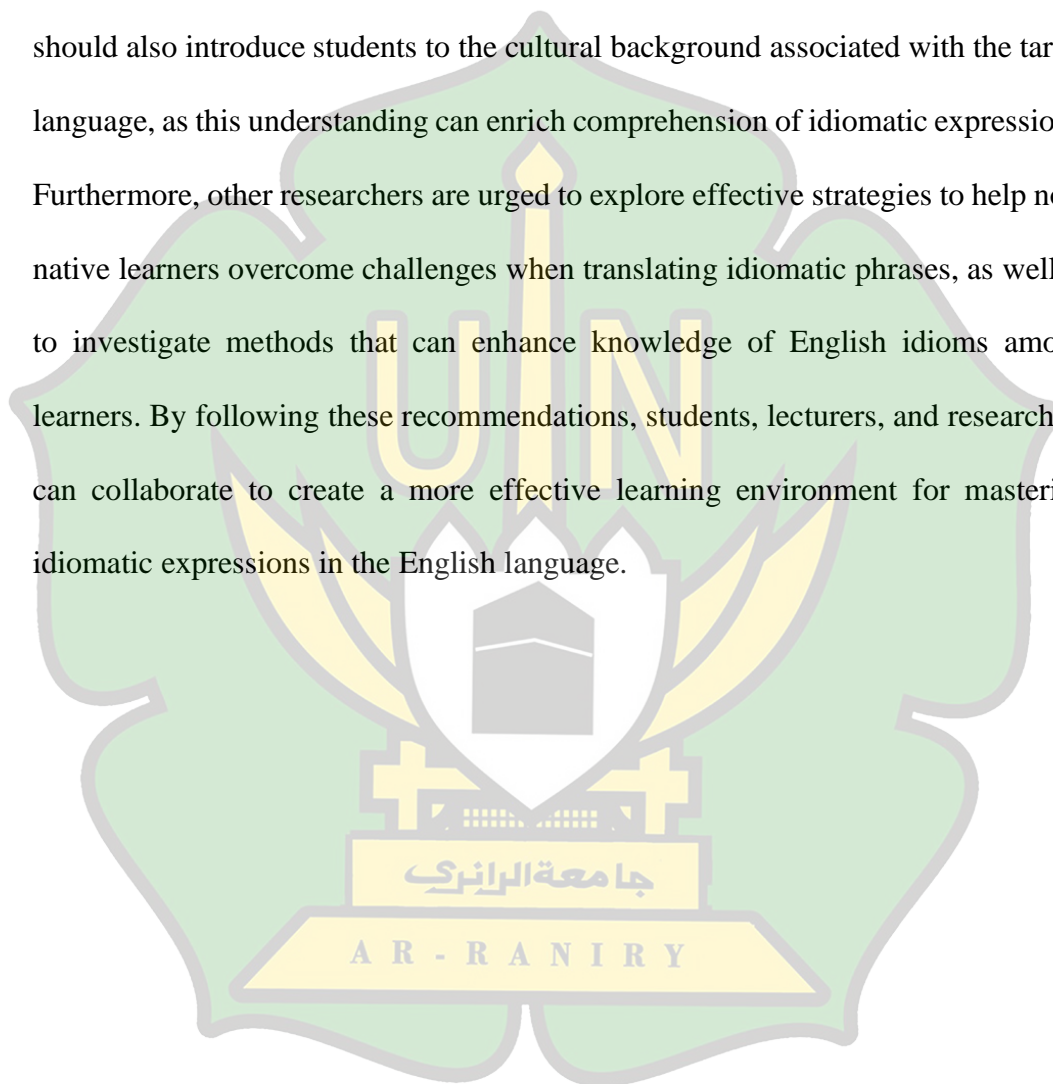
## **B. Recommendations**

Based on the results of the study, the researchers have put forward several suggestions aimed at students, lecturers, and fellow researchers to enhance the learning and teaching of idiomatic expressions. Students are encouraged to deepen their understanding of idioms by reading idiom dictionaries, which will help them gain a better grasp of their meanings and uses in various contexts. Additionally, learners should work on expanding their vocabulary by not only learning new words but also practicing how to interpret different words, phrases, and clauses based on the context in which they appear. Regular practice in using idiomatic expressions



in both spoken and written communication is also essential for building fluency and confidence.

Lecturers play a crucial role in this process by focusing on vocabulary development and placing a strong emphasis on idioms in language classes. They should also introduce students to the cultural background associated with the target language, as this understanding can enrich comprehension of idiomatic expressions. Furthermore, other researchers are urged to explore effective strategies to help non-native learners overcome challenges when translating idiomatic phrases, as well as to investigate methods that can enhance knowledge of English idioms among learners. By following these recommendations, students, lecturers, and researchers can collaborate to create a more effective learning environment for mastering idiomatic expressions in the English language.



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## Appendix A: Appointment Letter of Supervisor



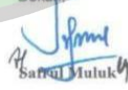
**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR: 558 TAHUN 2024

**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**  
**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	Menunjuk Saudara : <b>Drs. Amiruddin, M.Pd</b> Untuk membimbing Skripsi Nama : <b>Azizah Ulfah</b> NIM : <b>210203095</b> Program Studi : <b>Pendidikan Bahasa Inggris</b> Judul Skripsi : <b>Building Meaning Through Context: An Analysis of Student's Strategies and Challenges in Translating Idiomatic Expressions</b>
KEDUA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KEEMPAT	Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.


Ditetapkan di : Banda Aceh  
Pada tanggal : 11 November 2024  
Dekan,



**Samud Muluk**

**Tembusan**

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

**Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-10077/Un.08/FTK.1/TL.00/11/2024  
 Lamp : -  
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
 Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 210203095  
 Nama : AZIZAH ULFAH  
 Program Studi/Jurusan : Pendidikan Bahasa Inggris  
 Alamat : dusun sejahtera jalan medan- banda aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **BUILDING MEANING THROUGH CONTEXT: AN ANALYSIS OF STUDENT'S STRATEGIES AND CHALLENGES IN TRANSLATING IDIOMATIC EXPRESSIONS**

Banda Aceh, 25 November 2024  
 An. Dekan  
 Wakil Dekan Bidang Akademik dan Kelembagaan




Prof. Habiburrahim, S.Ag., M.Com., Ph.D.  
 NIP. 197208062003121002

Berlaku sampai : 31 Desember 2024



جامعة الرانيري  
 A R - R A N I R Y

### Appendix C: Confirmation Letter from English Education Department



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**  
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Email : [pbi.fik@ar-raniry.ac.id](mailto:pbi.fik@ar-raniry.ac.id). Website : <https://ar-raniry.ac.id>

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**SURAT KETERANGAN**  
 Nomor: B-729/Un.08/PBI/Kp.01.2/12/2024


Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:


Nama	: Azizah Ulfah
NIM	: 210203095
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Ds. Tanah Terban, Kec. Karang Baru, Kab. Aceh Tamiang

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

*"Building Meaning Through Context: An Analysis of Student's Strategies and Challenges in Translating Idiomatic Expressions"*

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 Desember 2024  
 Ketua Prodi Pendidikan Bahasa Inggris,  
  
 Syarifah Dahliana



**AR-RANIRY**

## Appendix D Interview Protocol

### Interview Protocol

Project : Building Meaning Through Context: An

Analysis of Student's Strategies and

Challenges in Translating

Idiomatic Expressions

Time of interview :

Date :

Place : UIN Ar-Raniry, Banda  
Aceh

Interviewer : Azizah Ulfah

Participant :

Position of Interview : Student of English Language Education Department

This research is about student's strategies and challenges in translating idiomatic expressions. The purposes of this research are to find out the strategies that are used by the students in translating idiomatic expressions. Data will be obtained through a semi-structured interview and the data will be recorded. The data will only be used for research purposes to protect the privacy of the interviewees. During the interview, the participant will be asked several questions. The interview process will take about 15-20 minutes.

**Questions:**

1. What do you think about idiomatic expression?
2. Do you think idioms are important in language learning? Why or why not?
3. How often do you come across idioms in your study?
4. What strategies do you use when translating idiomatic expressions?
5. Do you find it easier to translate idioms literally or to find similar expressions?
6. What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
7. What challenges do you face in understanding the meaning of idioms?
8. In your opinion, what could improve your ability to translate idioms effectively?
9. What advice would you give to someone struggling to translate idioms?



## Appendix E: Transcripts of Interview

Interviewer : Azizah Ulfah (AU)

Participant : CDA

AU	What do you think about idiomatic expressions?
CDA	In my opinion, idiomatic expressions are an interesting part of language because they add depth to a culture. However, idioms are not something that can be translate into literal meaning.
AU	Do you think idioms are important in language learning? Why?
CDA	Yes, idioms are important in language learning. Because it can help learners to understand the cultural nuances of a language, and also make their communication more natural and relatable.
AU	How often do you come across idioms in your study?
CDA	Idioms are often found in learning context, especially in literature classes and informal conversation. Usually it also depends on the material.
AU	What strategies do you use when translating idiomatic expressions?
CDA	When translating idiomatic expressions, I focus more on meaning rather than literal words. So I try to find similar expressions in the target language or rephrase them to effectively convey the same meaning.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
CDA	As I said before. It's usually easier and more effective to translate idioms by find similar expressions. Because when I translate the idiom by word to word, the meaning seems like irrasional and fails to capture the true meaning. It also can confuse the reader.
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
CDA	Of course I always use tools or resources, especially dictionary for idioms in online tools (e.g., language forums or translation apps, deepl).
AU	What challenges do you face in understanding the meaning of idioms?
CDA	The main challenge is hard to translate idioms because they are deeply rooted in cultural context, and their meaning can vary significantly based on situation. For example, idiom “a head turner” dalam situasi tertentu itu diartikan sebagai pemutar kepala. Tapi di sisi lain ini juga diartikan sebagai orang yang attractive and look stunning

AU	In your opinion, what could improve your ability to translate idioms effectively?
CDA	To improve my ability, I need to interact more to native speakers, and continue practice with authentic materials (like movies or novels). I prefer to read more books that can help my idiom knowledge.
AU	What advice would you give to someone struggling to translate idioms?
CDA	Based on my experience, you just need to focus on understanding the underlying meaning of the idiom. You can also use resources such as idiom dictionaries. And practice it by analyzing idioms in context and trying to use them in your writing or speech.



Interviewer : Azizah Ulfah (AU)

Participant : SDF

AU	What do you think about idiomatic expressions?
SDF	Idiomatic expressions are phrases that have a meaning different from the literal meanings of the individual words. They are often used in everyday language to present ideas in interesting ways.
AU	Do you think idioms are important in language learning? Why?
SDF	I think idioms are very important because idiomatic expressions help to present emotions and ideas more effectively. They are an essential part of communication, making conversations lively and relatable.
AU	How often do you come across idioms in your study?
SDF	I commonly found idiomatic expressions in language courses such as linguistics and sociolinguistics class. Actually idioms may be introduced as part of vocabulary lessons or cultural studies.
AU	What strategies do you use when translating idiomatic expressions?
SDF	I usually translate idioms by paraphrasing strategy. How it works is like, when there is no direct expression, so that people can express the meaning in their own words. So I just paraphrase the part of an idiom in the sentences.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
SDF	I think it's easier when I translate idioms word by word, because I can better understand what the sentence means. Sometimes it is difficult to translate by paraphrasing an idiom because i lack understanding the sentence. Tapi balik lagi, saya akan mencocokkan dengan konteks kalimatnya.
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
SDF	When I translate idioms, I often use an online dictionary such as deepl
AU	What challenges do you face in understanding the meaning of idioms?
SDF	I find it difficult to understand the meaning of idioms because like I said before, lack of knowledge of understanding the sentences that show idioms. Karena dalam mentranslate idiom, pengetahuan vocabulary itu sangat berpengaruh
AU	In your opinion, what could improve your ability to translate idioms effectively?

SDF	I think what should be improved from my ability is to read more idioms words so that it can be easier later when translating idioms. Karena dengan metode membaca dapat membantu kita mengingat new vocabulary.
AU	What advice would you give to someone struggling to translate idioms?
SDF	The advice that I can give to students who are struggling to translate the idiom, so before attempting to translate an idiom, ensure you fully understand the meaning in the source language.



Interviewer : Azizah Ulfah (AU)

Participant : HLY

AU	What do you think about idiomatic expressions?
HLY	In my opinion, idiomatic expressions are phrases that do not have the same literal meaning or significance as the written words. So this idiom has another meaning that cannot be guessed.
AU	Do you think idioms are important in language learning? Why?
HLY	I think idioms are not very important for students who are just start to learn english. Because, mereka bisa saja menggunakan normal phrases. but we still need to learn it later, maybe after the basic lessons.
AU	How often do you come across idioms in your study?
HLY	Based on my experience, I often found idioms in literature classes because I have to learn about poetry and novels in that class. Honestly, I more often find idioms in song lyrics and films.
AU	What strategies do you use when translating idiomatic expressions?
HLY	I usually translating idioms as a whole sentence. Because, there are several situations where I can't analyze which idiom it is. So I just translate the meaning according to the context.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
HLY	It's easier for me to translate idioms by finding a similar expression. As I said before, I need to refer to the context too.
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
HLY	I usually use AI like chat gpt. because when I use Google translate or something like that, it is difficult to translate their real meaning. And that is the easiest way to do.
AU	What challenges do you face in understanding the meaning of idioms?
HLY	The challenges that I faced when we translate idioms is I cannot use the basic dictionary and I can't translate it word by word. So saya harus berpikir lebih dalam and sometimes menebak nebak artinya.
AU	In your opinion, what could improve your ability to translate idioms effectively?
HLY	I think to improve my abilities when translate the idiom is by reading more idiom word or maybe you need to remember idiom word. Also I can make some notes when I find the new idiom.
AU	What advice would you give to someone struggling to translate idioms?



HL Y	For students who just started learning about the idiom, you need to read more because it's the effective way to familiar with idiom. Also you can memorize the idioms through a dictionary.
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Interviewer : Azizah Ulfah (AU)

Participant : ZAM

AU	What do you think about idiomatic expressions?
ZAM	I think idiomatic expression is a group of words in a sentence. The context of this word usually difference from its literal meaning.
AU	Do you think idioms are important in language learning? Why?
ZAM	Of course idioms are important in language learning. For example, if we don't learn idiomatic expressions, we will face struggles to answer or to understand the meaning of idioms. Nowadays, people often use idioms in their conversation.
AU	How often do you come across idioms in your study?
ZAM	If in the context of study, I do not really often find idioms. Sometimes I can find it in the literature class when I am reading some poem or text. But in terms of reading a comic, I always find it. Some authors put it in every chapter.
AU	What strategies do you use when translating idiomatic expressions?
ZAM	Firstly, I will analyze what the meanings of idioms first and then if I don't understand I will go to google and ask to dictionary idioms to find the meaning. And also i usually will mengkaitkan the meaning of idiom through the context or situation of sentences.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
ZAM	Personally, I think it is easier to translate idioms by find a similar expression .
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
ZAM	The tool that I usually used to translate an idiom is you.com. It is an AI. because this app has a clear meaning. On another hand, for some idioms I find the meaning by references.
AU	What challenges do you face in understanding the meaning of idioms?
ZAM	The challenge I face when translating or understanding idioms is difficult to know the logical meaning. because for some Idioms it has cultural meaning so we must know what the culture before translate the idioms. And for some cases, we need to remember or memorize some idiom, because If we memorize it, when we find the Idioms we don't need to open the dictionary or open tools to translate it.

AU	In your opinion, what could improve your ability to translate idioms effectively?
ZAM	In my opinion, I just need to expand my vocabulary and contextual understanding. And usually I used to reading comics to improve that.
AU	What advice would you give to someone struggling to translate idioms?
ZAM	My advice to them who struggling to translate idioms is you must be often to use an idiom dictionary and learn common idioms in context. And the last one is just focus on the meaning of the words. Also, you can apply the idioms through their daily conversation as your practice.

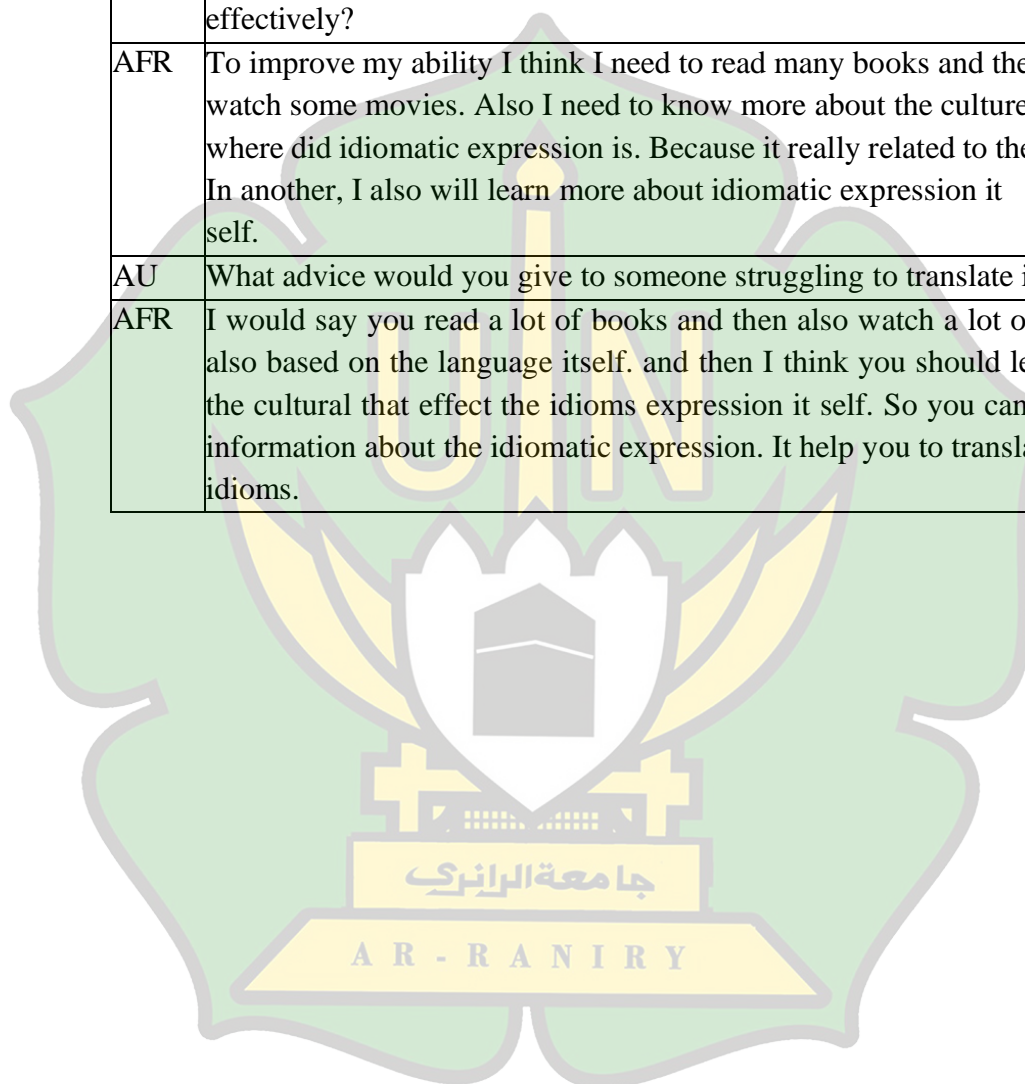


Interviewer : Azizah Ulfah (AU)

Participant : AFR

AU	What do you think about idiomatic expressions?
AFR	In my opinion idiomatic expression is some words or phrases that we use to tell something indirectly. and I think idiomatic expressions are different in each language. That's why sometimes we need to really know about idiomatic expressions like in different languages.
AU	Do you think idioms are important in language learning? Why?
AFR	In context of language learning I think idiomatic expression is really important because sometimes idiomatic expressions can make us expressing our feeling more clearly than the direct words. It can help us with an indirect word so that our feelings can be clear like other people get information about what we are talking about. So It really helpful for me
AU	How often do you come across idioms in your study?
AFR	In the situation of class, I think it happened rarely but sometimes when I couldn't express my feelings well during discussion, I used that idiomatic expression. so when I want another student or listener understand more about what is the meaning of my explanation, sometimes I use that idioms
AU	What strategies do you use when translating idiomatic expressions?
AFR	The strategy that I used it depends. sometimes I use my feeling to translate it but sometimes also like I related idioms to something. as I said before idioms it different from each languages for example like in english we use split milk to express something that already late but in indonesia we use nasi telah menjadi bubur the meaning is actually similar but its different phrases.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
AFR	Of course by find similar expression
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
AFR	One of my lecturer told me before, if you want to know more about idiomatic we should learn it from the dictionary. There is a dictionary for idiomatic expression so I often use that
AU	What challenges do you face in understanding the meaning of idioms?

AFR	Sometimes in the classroom my lecture didn't really explain about the idiomatic expression. that's why when I want to more understand the meaning of idiom, I need to learn more by myself. and it is hard to get the real meaning.
AU	In your opinion, what could improve your ability to translate idioms effectively?
AFR	To improve my ability I think I need to read many books and then maybe watch some movies. Also I need to know more about the cultures from where did idiomatic expression is. Because it really related to the culture. In another, I also will learn more about idiomatic expression it self.
AU	What advice would you give to someone struggling to translate idioms?
AFR	I would say you read a lot of books and then also watch a lot of movie it also based on the language itself. and then I think you should learn about the cultural that effect the idioms expression it self. So you can get more information about the idiomatic expression. It help you to translate the idioms.



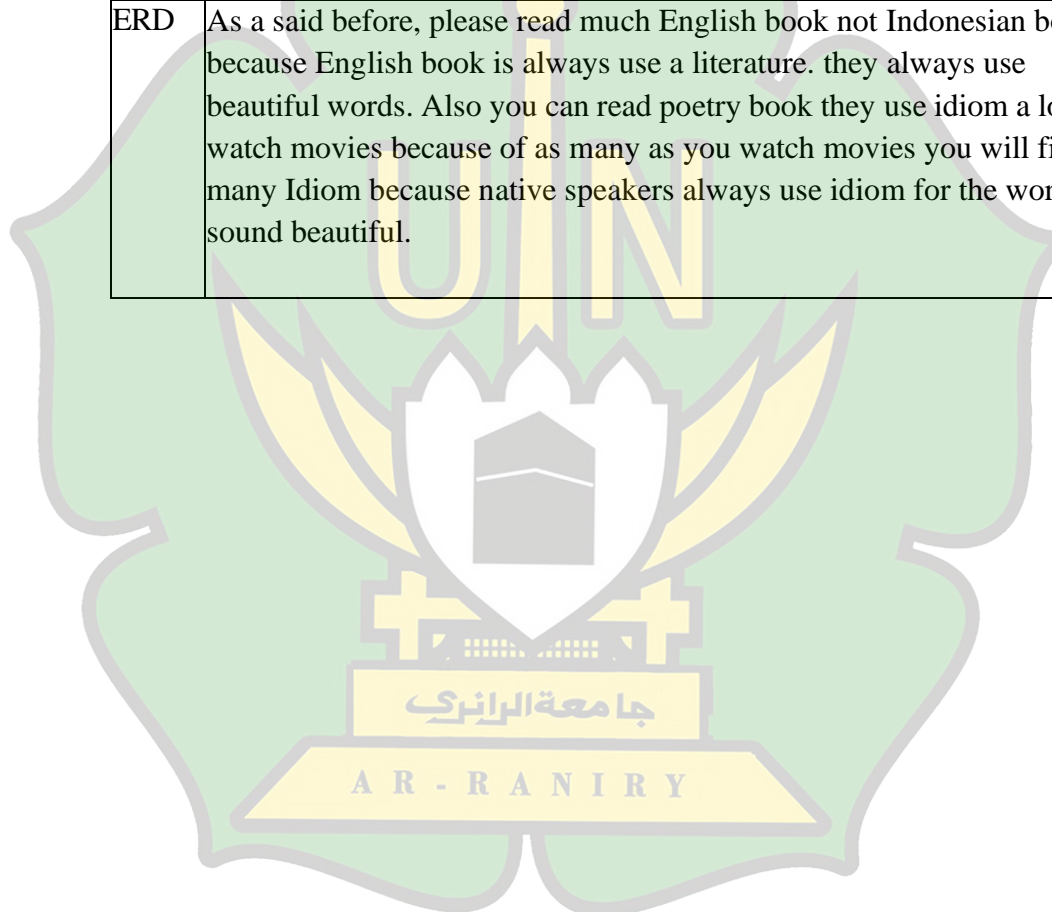


Interviewer : Azizah Ulfah (AU)

Participant : ERD

AU	What do you think about idiomatic expressions?
ERD	Well, idiomatic expression is like other words from the main word. like you want to express your feelings by not directly saying by the vocabulary. I cannot say it phrases. This is indirect expression. For example, if you want to say your heart broken but you need to paraphrase the word into the idioms.
AU	Do you think idioms are important in language learning? Why?
ERD	I believe idiomatic expression is important because the native speaker like the American or England people, always use idiom than the real word.
AU	How often do you come across idioms in your study?
ERD	I often find idioms when I read some books or novels. Also when i watch a movies too. On my opinion, in daily conversation we use the original language and for class situation we more used academic language.
AU	What strategies do you use when translating idiomatic expressions?
ERD	The strategy that I used for translating idiom is by feelings or by logic. For example, the idiom "I'm feeling blue" as we know blue is refer to gloomy thing or sad situation. so I conclude it, feeling blue is meaning sad.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
ERD	By find similar expression, because either I translate it word by word, I can looking for it through social media or googles so I could know clearly what the meaning. Because if you translate it by yourself sometimes it is wrong.
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
ERD	sometimes I use AI or Google to find the idiom. Also social media like tiktok. So step is, if Google cannot find the meaning I'm going to Ai and when this tools can't help me then I'm going to tiktok for looking if people using it.
AU	What challenges do you face in understanding the meaning of idioms?
ERD	During the class, I found myself hard because of the lecture is sometimes forbid us to use social media or some tools so we have to

	think by ourself while i believe that I'm lacking for vocabulary. I was afraid that the meaning is wrong.
AU	In your opinion, what could improve your ability to translate idioms effectively?
ERD	Read a lot of book. In my opinions, idioms is something that repeat. So when you have find it once in this book you also gonna find this idiom again in another book. Also watching video from native speaker from tiktok or another social media because all we need is just terbiasa.
AU	What advice would you give to someone struggling to translate idioms?
ERD	As a said before, please read much English book not Indonesian book because English book is always use a literature. they always use beautiful words. Also you can read poetry book they use idiom a lot. and watch movies because of as many as you watch movies you will find many Idiom because native speakers always use idiom for the word sound beautiful.



Interviewer : Azizah Ulfah (AU)

Participant : LDH

AU	What do you think about idiomatic expressions?
LDH	I think Idiomatic expressions are an interesting language to learn because they contain cultural nuances and linguistic creativity.
AU	Do you think idioms are important in language learning? Why?
LDH	Yes, it is very important to learn especially for learners. Karena it help us in conversation way to sound more natural and fluent in english language.
AU	How often do you come across idioms in your study?
LDH	During my study, I find the idioms often. It usually can appear in written and spoken language during conversational or reading text.
AU	What strategies do you use when translating idiomatic expressions?
LDH	The strategies that I used when translating idioms, I often look for an similar expression in the target language that shows the same meaning or feeling. If there is no similar expression, I will change my strategie. I will translate the expression to a more literal meaning. So yes, translate it word to word.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
LDH	For me it is easier to find similar expressions because idioms are very context dependent and I realize in some idioms, they have a meaning that do not make sense.
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
LDH	I always use a idiom dictionary website by farlex. You can search it on google. it is very helpful in translating idioms
AU	What challenges do you face in understanding the meaning of idioms?
LDH	One of the challenges that I faced is the cultural gap. Idioms itu sangat relate kedalam konteks situasi dan some culture. So its hard to translate when you don't understand the situation that expalain in the sentence.
AU	In your opinion, what could improve your ability to translate idioms effectively?
LDH	Using a reading and speaking skills. You will get many of idioms word during your reading activity. Terutama saat membaca buku literature. Next, you can apply it in your conversation. Jadi kamu bisa mengingatnya dengan baik.

AU	What advice would you give to someone struggling to translate idioms?
LDH	For you who feel difficult to translate an idiomatic expression. All you need is just to focus on understanding the meaning behind the idiom rather than a literal translation. So better for us, belajar idiom dengan menggunakan kamus atau dari native speaker. You will be confuse when you translate it word to word, or by your own word.



Interviewer : Azizah Ulfah (AU)

Participant : IKD

AU	What do you think about idiomatic expressions?
IKD	I think it was really important especially as us as the people that learn English. Especially, as the people who use english as foreign language. Sometimes we more understand when people use idiom when someone explain some topic in than using the other word.
AU	Do you think idioms are important in language learning? Why?
IKD	In context of language learning, like in class situation. I thinks it back again to academically context. because in formal context we need to use the academia context. but if the conversation during the class or in the discussion situation, it really helpfull. Because sometime when we don't understand in one side, when people mention the idiom maybe we will get it.
AU	How often do you come across idioms in your study?
IKD	I'm more finding out in the presentation and discussion. I don't think I really find it in the textbook except in the translation and literature class.
AU	What strategies do you use when translating idiomatic expressions?
IKD	When i need to translate the idioms through reading context, I need to understand it because we cannot translate it word by word. So we need to find out the meaning for the whole sentence. The first strategy that i could do is searching it through social media. Because i can found it when someone explain it in social media such as tiktok.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
IKD	I usually translate the idiom by find similar expression. I realise that I cannot translate idioms word by word because i dont think I cant get the real meaning in the sentences when I do that.
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
IKD	I don't think so because I usually using AI or social media I think it's really easier to use AI nowadays. I use chat gpt and sometimes TC.
AU	What challenges do you face in understanding the meaning of idioms?
IKD	The challenges is when i dont related to a culture and language in the idioms. Also when I face the different analogy something like that. Sebenarnya arti dari idiom itu sama tapi menggunakan another word. So its hard to find the literal meaning dari idiom itu.



AU	In your opinion, what could improve your ability to translate idioms effectively?
IKD	Bepikir lebih kreatif. Like when I find out the new idiom and I cant explain it or I cant get it. ga langsung ngerti. Tapi at least udah tau akarnya dulu. The next step i will try to understand based on context. Why the meaning should be like that.
AU	What advice would you give to someone struggling to translate idioms?
IKD	First of all, you need to more consume a lot of things about idioms. So sering sering deh berhadapan dengan hal hal yang berbau idioms. Jadi bisa terbiasa. So if sometimes kita ketemu lagi dengan idioms itu kita udah pernah dengar sebelumnya. I think its really helpful

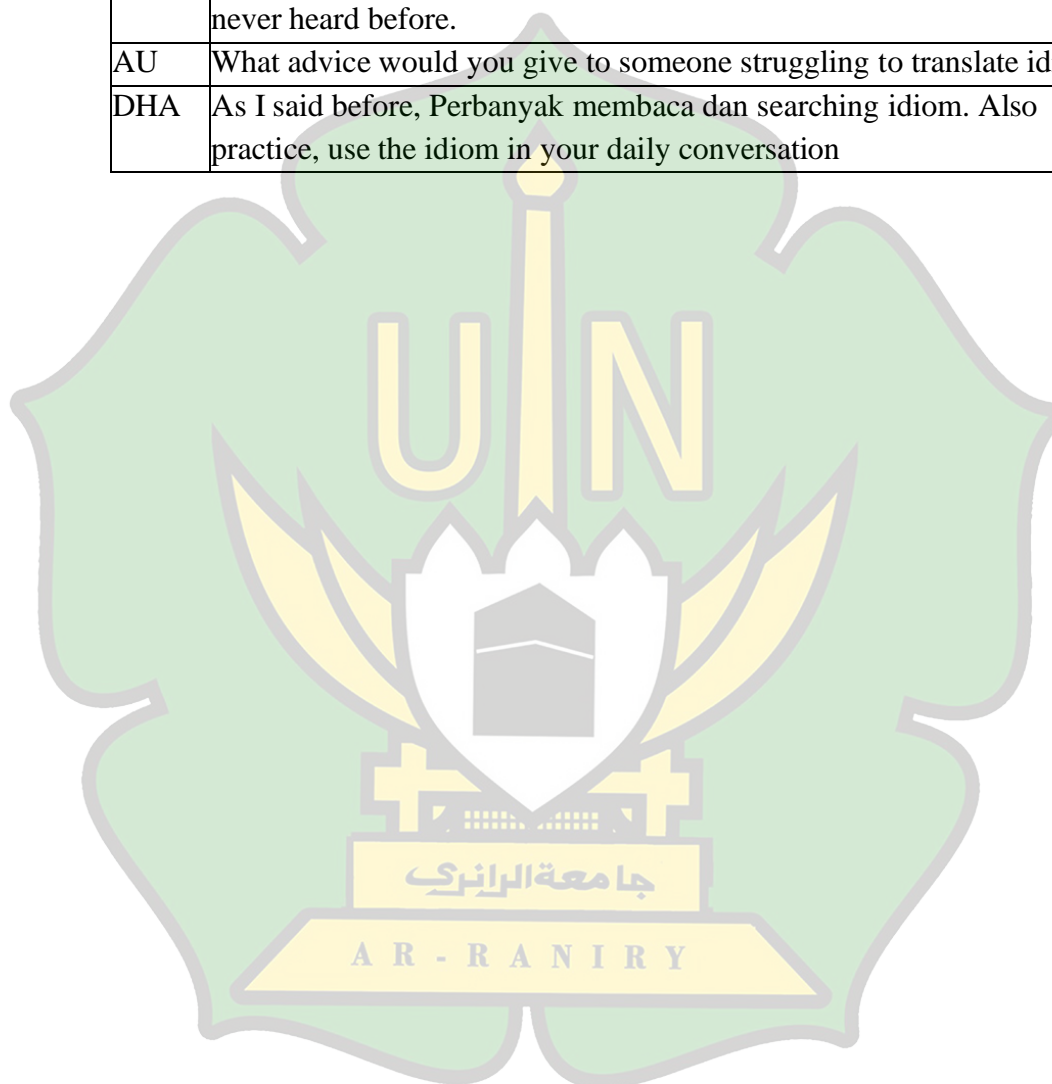


Interviewer : Azizah Ulfah (AU)

Participant : DHA

AU	What do you think about idiomatic expressions?
DHA	In my opinion, idiom is something interesting. It is a phrase with meanings that are different from the literal meanings. They're an important part of English.
AU	Do you think idioms are important in language learning? Why?
DHA	In the learning context, idioms are very important. terutama untuk kita sebagai mahasiswa pbi, kita penting untuk belajar idioms. Because as student who learn english we often used idiom when we need to changes some word to explain the sentence in another way.
AU	How often do you come across idioms in your study?
DHA	Saya sering menemukannya di beberapa mata kuliah seperti translation class, literature, and linguistic. Shortly, I often find it when reading some text that was given by my lecture.
AU	What strategies do you use when translating idiomatic expressions?
DHA	Firstly, i need to know the meaning of an idiom that contain in the sentences. Also I will look to the context. Saya sering melihat kalimat kalimat selanjutnya dan mencocok kan dengan situasi yang di mention by author
AU	Do you find it easier to translate idioms literally or to find similar expressions?
DHA	By find similar expression. however pertama kali belajar idiom saya mentranslate nya word to word, but i felt it little confused because it hard to find the right meaning. After i learn more about idiom i changes the strategy. Another strategy saya biasanya mengingat idiom berdasarkan konteks, seperti ada kata kunci tersendiri
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
DHA	I often used AI its chat gpt and sometimes deepl. I will upload the sentences to know the meaning.
AU	What challenges do you face in understanding the meaning of idioms?
DHA	Its hard to translate the new idiom that I just find. Kadang kadang ada beberapa kosa kata baru yang tidak pernah dengar sebelumnya. Jadi susah untuk langsung tau meaning yang benarnya. Karena kunci dari mentranslate idiom adalah terbiasa dengan kata kata idiom itu

AU	In your opinion, what could improve your ability to translate idioms effectively?
DHA	Firstly, saya akan membiasakan reading, karena dengan membaca dapat memperkenalkan dan mempermudah kita mengingat idiom yang baru kita temukan. And sometimes i will take some notes for the idioms that i never heard before.
AU	What advice would you give to someone struggling to translate idioms?
DHA	As I said before, Perbanyak membaca dan searching idiom. Also practice, use the idiom in your daily conversation



Interviewer : Azizah Ulfah (AU)

Participant : MSK

AU	What do you think about idiomatic expressions?
MSK	I really feel interesting to idiomatic expression because they are often use in daily conversation and make language richer and sound beautiful or interesting.
AU	Do you think idioms are important in language learning? Why?
MSK	Yes, they are important because idiom help us to understand the culture and it help us to speak more naturally.
AU	How often do you come across idioms in your study?
MSK	Quite often, especially in reading or listening to authentic english material. Biasanya di kelas advance language skill dan theory of translation. In that class, dosen akan kasi teks yang basics tapi ada idiom di dalamnya. Next step, kami akan disuruh untuk mencari which is an idiom.
AU	What strategies do you use when translating idiomatic expressions?
MSK	The strategies that I used, biasanya I will analyze first. Next, after i found the idioms saya akan mencari reference that explain the meaning. I just looking the meaning of idiom it self. When applied it in a sentence, saya biasanya mengkaitkan arti idiom yang saya temukan ke situatia yang di artikan oleh kalimat selanjutnya.
AU	Do you find it easier to translate idioms literally or to find similar expressions?
MSK	For me, it easier to translate idom by find similar expression than translate them literally.
AU	What tools or resources help you with translating idioms? Have you ever used a dictionary or online tool to help with idioms?
MSK	I usually used online dictionary or online tools like google or idioms some website. I dont have specific website, i just refer to some article that maybe written by some expert. That very helpful for me.
AU	What challenges do you face in understanding the meaning of idioms?
MSK	Sometimes idiom are hard to understand because they re meaning are not literal. So sometimes i need to remember or memorize the idiom. And its hard for me
AU	In your opinion, what could improve your ability to translate idioms effectively?

MSK	To improve my ability, Biasanya I applied reading, listening also practising idiom more frequently. So sometimes i try to use idiom on my daily conversation
AU	What advice would you give to someone struggling to translate idioms?
MSK	Dont give up! Use idiom dictionary to translate the new idiom that you find and learn how they are use idioms correctly. So you just need to practice more how to applies idiom





## Appendix F Documentation of Research



### AUTOBIOGRAPHY

1. Name : Azizah Ulfah
2. Student Number : 21020305
3. Place / Date of Birth : Kuala Simpang, 16 September 2001
4. Gender : Female
5. Religion : Islam
6. Nationally : Indonesia
7. Address : Ds. Tanah Terban, Kec. Karang  
Baru, Kab. Aceh Tamiang
8. Email : 210203095@student.ar-raniry.ac.id
9. Phone Number : 082273415759
10. Parents
  - a. Name of Father : Irwandi
  - b. Name of Mother : Nur Hidayah
  - c. Father's Occupation : Entrepreneur
  - d. Mother Occupation : Housewife
  - e. Address : Ds. Tanah Terban, Kec. Karang  
Baru, Kab. Aceh Tamiang
11. Education
  - a. Elementary : SDN 1 Percontohan Aceh Tamiang
  - b. Junior High School : MTS Ulumul Quran Langsa
  - c. Senior High School : MAS Ruhul Islam Anak Bangsa
  - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, 18  
December 2024

The writer  
Azizah Ulfah