THE PROBLEMS OF FIGURATIVE LANGUAGE TRANSLATION FACED BY THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM

THESIS

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LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1439 H/2018 M

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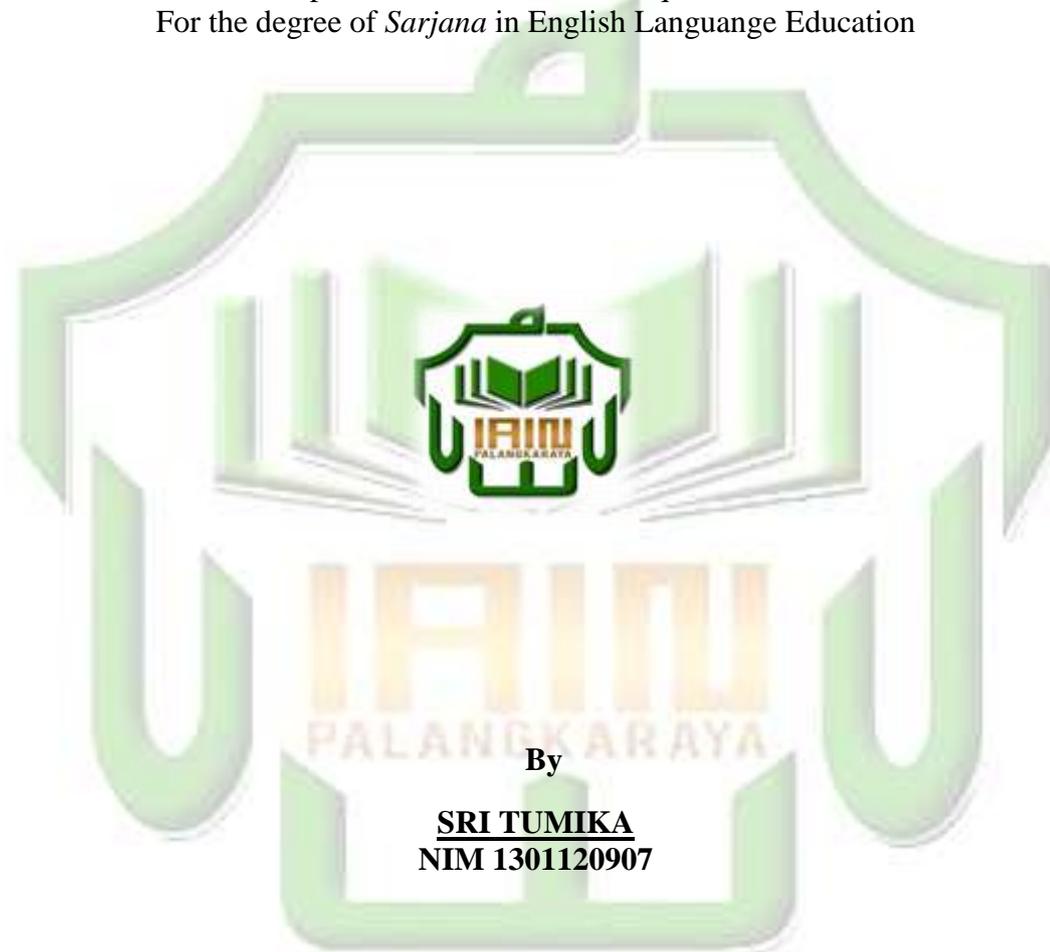
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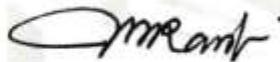
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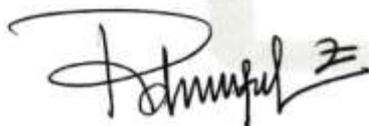
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iii

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v

MOTTO AND DEDICATION

......فَٱقْرَءُوا۟ مَا تَيَسَّرَ مِنَ ٱلْقُرْءَانِ......

"......therefore read what is easy of the Quran......"

(Q.S Al-Muzammil (73): 20)
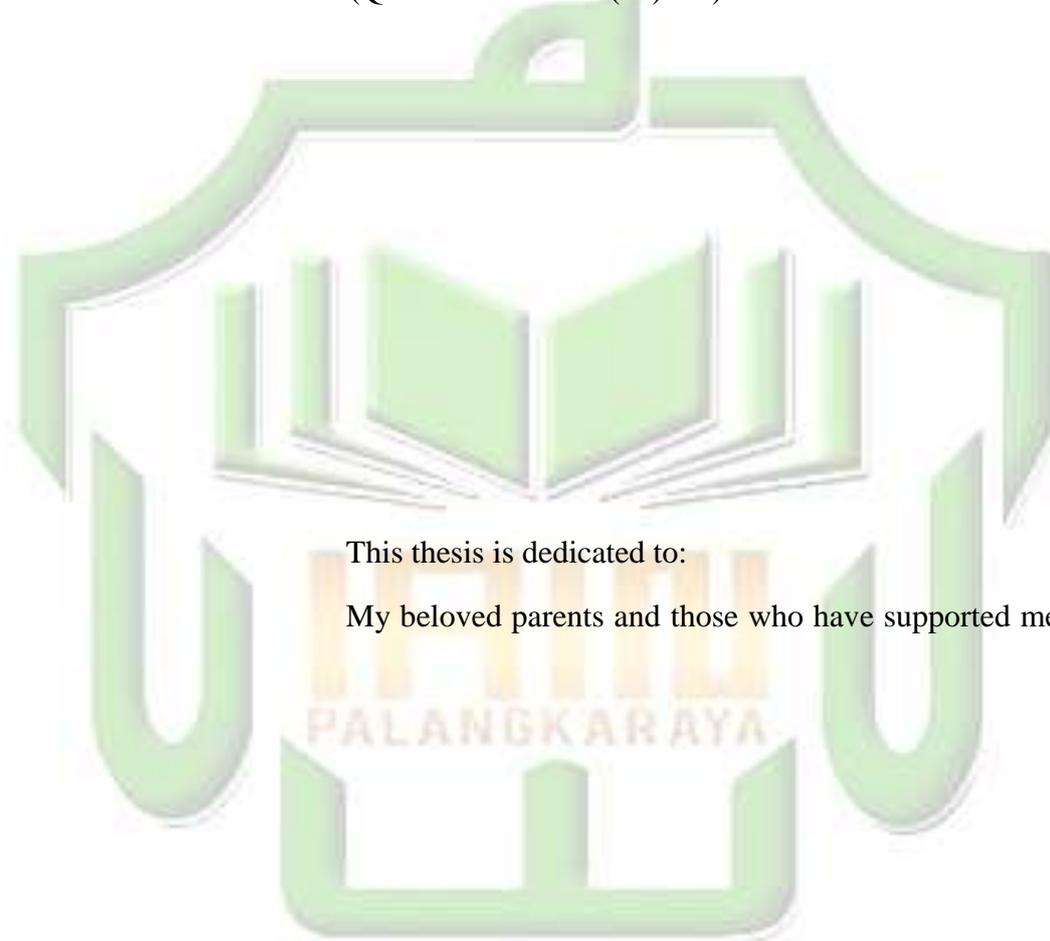
This thesis is dedicated to:

My beloved parents and those who have supported me.

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.

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Yours Faithfully,

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vii

ABSTRACT

Tumika, S. (2017). *The Problems of Figurative Language Translation Faced by the Student of English Education Study Program* Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) HJ. Apni Ranti, M. Hum; (II) Aris Sugianto, M. Pd.

Keywords: *figurative language, problem of metaphor translation*

The cultural words in functional-oriented translation often causes problems in translation because translation is need to pay attention to the culture which produces particular meanings that will be different in every country or at least the culture that occupied in the source text and target text as it is in semantics field. From that, the study was aimed to describe how is figurative language translated; and to describe the problems of figurative language faced by student of English Education Study Program at IAIN Palangka Raya.

The research type was case study in qualitative researh method. The documentation and interview were applied to gather the data needed. The data was analyzed by several steps such as data reduction, data display and drawing conclusion. The subjects taken are based on purposive sampling, namely the students of English Study Program at IAIN Palangka Raya on the Academic Year of 2014.

The result finding showed that the processes of metaphor being translated were the analysis of the source text; transferring the meaning, and restructuring the words; and along with the procedures such as keeping the metaphor of the source text such as *kenangan pahit* became *bitter memories, cinta monyet* became *monkey love;* using reference in the target text culture whose function is similar to that of the source text such as *lintah darat* became *loan sharks;* keeping the metaphor of the source language by preserving its sense or meaning through adding the topic or explanation after the word of metaphor being translated, for instance *lintah darat* became *lintah darat (someone wants big forwards of credit)*; the metaphorical meaning can be explained without using the image such as *buaya darat* becomes *playboy,* and *lintah darat* becomes *overland or moneylenders.* The last procedure was deletion. The problems faced by students related to what happened to the text were the linguistic problems, culture or socio culture, and the aesthetic literary problems, and the problem related to the processes was that students missed the context that needed to be paid attention in transferring the meaning from source text to the target text.

ABSTRAK

Tumika, S. (2017). *Masalah dalam Penerjemahan Bahasa Figuratif yang dihadapi oleh Mahasiswa Program Pendidikan Bahasa Inggris*. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa, Fakultas Taribiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) HJ. Apni Ranti, M. Hum; (II) Aris Sugianto, M. Pd.

Kata Kunci: Bahasa figuratif, masalah penerjemahan metafora.

Kata-kata yang dipengaruhi budaya yang berada di dalam penerjemahan yang berorientasi pada fungsi sering menyebabkan masalah dalam penerjemahan itu sendiri karena hal yang perlu diperhatikan adalah unsur budaya yang menhasilkan makna tertentu sehingga akan berbeda di setiap negara atau setidaknya budaya yang berada teks sumber dan teks sasaran sebagaimana tercantum dalam ranah semantic. Beranjak dari situlah penelitian ini bertujuan untuk menggambarkan proses-proses penerjemahan metafora yang diterjemahkan, dan masalah-masalah yang dihadapi oleh mahasiswa Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya.

Jenis penelitian yang digunakan adalah penelitian qualitatif. Instrumen dalam pengambilan data yang digunakan adalah dokumentasi dan wawancara. Data dianalisis dengan tiga fase yaitu data reduksi, penyajian data, dan penarikan simpulan. Subjek penelitian diambil berdasarkan purposive tehnik, yakni mahasiswa prodi pendidikan bahasa Inggris tahun angkatan 2014.

Hasil temuan menunjukkan bahwa proses penerjemahan metafora yang dilakukan mahasiswa adalah yang pertama menganalisis teks sumber, mengungkapkan kembali makna ke teks target, dan penyelarasan, dalam proses tersebut berlangsung juga prosedur penerjemahan metafora yakni, mempertahankan metafora pada teks sumber seperti *kenangan pahit* menjadi *bitter memories, cinta monyet* menjadi *monkey love;* prosedur kedua menggunakan referensi yang ada pada budaya teks memiliki fungsi atau makna yang sama dari teks sumbernya, misalnya *lintah darat* menjadi *loan sharks;* prosedur mempertahankan metafora pada teks sumber dan menjelaskan maknanya dalam tanda kurung seperti *lintah darat* menjadi *lintah darat (someone wants big forward of credit);* prosedur selanjutnya adalah metafora dari teks sumber diterjemahakandengan makna tanpa mempertahankan sisi atau kandungan metaforanya seperti *buaya darat* menjadi *playboy, lintah darat* menjadi *overland or moneylenders*. Prosedur terakhir yaitu deletion. Masalah yang berkaitan dengan teks yang dihadapi mahasiswa ketika menerjemahkan metafora adalah aspek linguistk, sosio-budaya dan masalah yang terakhir adalah estetik dan kesusasteraan, dan maslah yang berkaitan dengan proses adalah bahwa mahasiswa tidak menyadari adanya konteks yang perlu diperhatikan ketika mentransfer makna dari teks sumber ke teks sasaran.

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The researcher,

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CONTENT

LIST OF TABLE

LIST OF APPENDICES

LIST OF ABBREVIATIONS

ST   : Source Text

TT   : Target Text

SL   : Source Language

TL   : Target Language

STT   : Students' Target Text

CM   **:** Conceptual Mapping

SMC   **:** Similar Conceptual Mapping

DMC   : Different Conceptual mapping

CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, research problems, objectives of the study, scope and limitation, significances of the study, and definition of key terms.

A. Background of the Study

One of language characteristics is that language is arbitrary. It means there is no relationship between the symbol and the symbolized or there is no relation between the symbol and the concept or meaning that contained in that symbol. For instance, the word *kuda* which is symbolized as the four legged animal that can be ridden, but that animal called as *kuda* cannot be explained why it owns its name such ilk in Indonesian language and the word of *horse* in English as well. If there is relationship between the symbol and the symbolized, there will be one language for all countries over the world. When language is arbitrary, it causes that there are many languages all over the world, for this example the word translation might be the one who can confront the communication of the diversity of languages (HP & Abdullah, 2013, p. 7).

Then according to Newmark (1998, p. 7) in communication case, translation happens in multilingual notices such as public and tourist places, and official documents. Based on Newmark's definition, translation is important. It is always involved in language learning process. As in Susan

Bassnet (2002, p. 22) stated that the central core of linguistics is belonged to the translation includes its semiotics, and the science which studies sign system, process and function. It also involves the meaning transferred from one language to other language either by using certain ways.

In addition, according to Ross (2000) states that translation is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. Furthermore, according to Holme cited in Setiawan (2017, p. 2) said that one of pure translations is descriptive language. It is distinguished as product-oriented, process-oriented, and functional-oriented. Product-oriented focuses on the translation product by comparing the source text and the target text or some target text from one source text. Process-oriented translation focuses on the process of translation such as what happen to the students' though while they are translating. The last is the functional-oriented translation focuses on the sociocultural function that important to be taken into account.

Based on the functional-oriented translation, here the word of culture often causes problem in translation because translation is need to pay attention to the culture that will be different in every country or at least the culture that occupied in the source text and target text as well (Schaffner, 2004, p. 1253). The translation that involves the culture in it is for example the metaphor. In fact, as Adiel and Ahmed (2016, p. 48) expresses, "Lakoff and Turner's treatment represents a departure from the idea that metaphor is

specific to the realm of literature; several studies have indicated that metaphor is a central property of everyday language as well".

According to the explanation above, the metaphor that usually found in everyday language is inevitable stuff and causes problems in translation. Nord defined the problem cited in Pobocikova (2011, p. 49), "Translation problem is an objective problem which every translator has to solve during a particular translation task".

Pobocikova (2011, p. 49) added that, "Translation problems are constant and they do not disappear with time as the translator masters his craft, contrary to translation difficulties". In addition, Adiel and Ahmed (2016, p. 48) the problems occurred in metaphor translation are manifest as in linguistic, aesthetic, literary, and socio-cultural problems. Therefore, the translation always brings challenge for translator or EFL students as the language learner. Especially for those students that took the translation class. For the students who took the translation class, it is important to find out how do they translate a text or something especially on how do they translate the metaphors that usually are found semantically in everyday language from some sources regarded to the problems mentioned by Adiel and Ahmed that experienced by English learners.

B. Research Problems

1. How is figurative language translated by student of English Education Study Program?

2. What are the problems of figurative language translation faced by student of English Study Program?

C. Objectives of the Study

1. To describe how is figurative language translated by student of English Education Study Program.

2. To describe the problems of figurative language that by student of English Education Study Program.

D. Scope and Limitation

Based on the purpose, the limitation of this study belongs to case study. It will be conducted in IAIN Palangka Raya especially to the student on Academic Year of 2014 at English Study Program, then the student that will be the subjects are the students which suit the criteria of purposive sampling technique. Then the type of figurative language will be focused on the metaphor in broad definition from Indonesian into English.

E. Significances of the Study

There are two kinds of significances, namely theoretical and practical significances. Theoretically, the result can be used as the reference for those who want to conduct a research in translation specifically in figurative language. Practically, the study can help students find the easy way of translating especially in figurative language and conscious about the using

metaphor in daily activity. The study also can help the lecturers teach better way of teaching English by applying a new approach when they know the problems that causes in translation of figurative language.

F. Definition of Key Terms

1. Translation. It is a process of transferring one language as the Source Text or Source Language to other language as the Target Text or Target Language. The transferring including (Abdullah & Shuttleworth 2013, p. 608). It is also as a product that the language reproduces from one language to other language (Hatim & Munday: 2014, p. 3).

2. **Figurative /Metaphorical Language.** It is from Greek, *meta* mean "change" and *pherein* means "to carry". Hence, metaphor carries one's characteristics over to other (Lazar, 2003, p. 1).
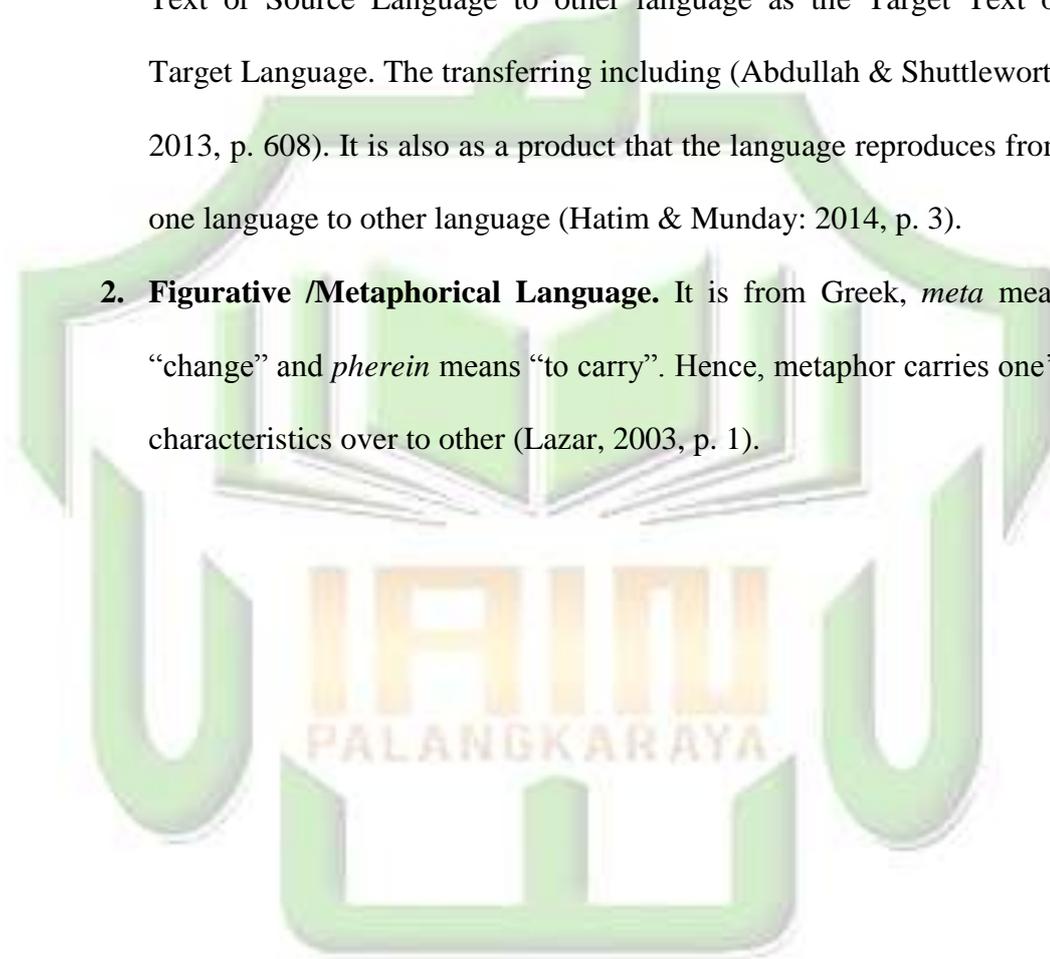
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed some related theories to support the study. The theories will be used for underlying requirement to solve the problems. This study will present some theories about Translation of figurative language by others souces.

A. Related Studies

Apriyanti, et al. (2016) used content analysis to draw the theory of translating of English into Indonesia or vice versa. The researcher applied qualitative research and focused on the content analysis. Based on the analysis, researchers concluded that there were aspects that important in translation theory from English into Indonesia and vice versa. The result also asserted that translation requires being concern about the comparison of both languages. The aspects that mentioned were in grammatical structure, cultural words and writing mechanic. The prominent differences between Apriyanti, et al. to this study are the subject, research types and the goals of the study which the subject was theory itself whereas this study will take the sample from university students about their problems in translating metaphor.

Then the next study was that the researcher only found one previous study so far, and this is kind of the weaknesses of the research. Based on Adiel and Ahmed (2016), Toury stated that, "Translation is an activity certainly involving two languages and two cultural traditions". Accordingly, translators

have to pay special attention to the question of culture embedded in the source text should they seek to come up with clear and successful transmission of the cultural aspects expressed in the source text into the target text. These problems may vary in scope depending on the cultural and linguistic gap between the two (or more) languages concerned. Based on the finding, they elaborated the general problems that happened in translation like the culture, the types of metaphor, linguistics and metaphorical expression problems. The prominent difference between Adiel and Ahmed to this study is the problems occurred to the researchers their selves whereas this study will locate the problems to the university students.

The next related study was conducted by Putri (2015). The study was about translation analysis of metaphorical expression in the subtitled movie entitled "The Dark Knight Rises". The research design was qualitative and research type was content analysis. The result findings showed that there were four metaphors found such as abstract-concrete metaphor, sinaesthetics metaphor, anthropomorphic metaphor, and animal metaphor; there were some techniques applied such as translating metaphor without keeping the metaphorical imagery, and translating metaphor into metaphor with the similar meaning but different from; translation accuracy was considered as accurate and less accurate, the acceptability was considered as less acceptable and unacceptable translation, and the readability was considered as readable. The differences between the related study and this recent study were located in the subject and object of the study, the text had been translated, research type, and

the similarities were located in the object of the study such as the strategies used in metaphorical expression translation.

The next related study was conducted by Shahabi and Roberto (2015). The study was about translation of animal personification (ontological metaphor) of novel "Animal Farm" by Orwell's. The proposed translation strategies in this study were based on the specificity of the situation. The research type applied by researchers was comparative study and descriptive-statistics technique analysis and the finding revealed that researchers decided to keep the image of the source text created by author because if the image adapted to the target language there will be a violation since it broke the creativity and aesthetic of a masterpiece. Thus, the theory proposed by them was willing suspension of disbelief. The differences between the related study and this research were located in the research problems subjects of the study, the existence of readers' expectation, the type of the study, and kind of the text that was translated. Meanwhile the similarity was about the way of translating metaphor.

The next related study was conducted by Habibullah (2015). The study was about describing translation processes and the result of students' translation product. The research design was qualitative approach, and research type was case study with descriptive technique analysis. The result findings showed that there were two method namely domestication and foreignization; the techniques used namely borrowing, loan translation, literal translation, transposition, modulation, equivalence, and adaptation; the

process involved in the translation were analyzing step, transferring steps, and restructuration. The prominent differences between the related study and this recent study were located in the object of the study which was the metaphor as it was considered as the untranslability language in Habibullah. The similarities were located in the research design and type.

The next related study was conducted by Dehbozorgi and Nemati (2014). This study was aimed to test hypothesis of which figure of speech is translated better either by human or machine. It was designed in comparative-quantitative research which the samples were taken from 13 translator and Google machine translation. The result finding showed that there are some figure of speech words that translated better by human and there are some figure of speech words that translated better by machine. The interesting from this study is that the researcher did not focus on the human. Although humans can be considered as better translators that machine, in fact there still problems in translating the figure of speech. Thus, the researcher will conduct a study that focus on humans, although they are better in translating, but it is important to know the problems occurred in certain phenomena of humans. In this case, university students will be considered as the subjects of the study.

The next related study was conducted by Agustia (2012). The study was about finding whether there was relation between three approaches of word meaning of the figurative language translation toward knowledge based theory and to find out the type of the figurative language in a novel. The research design was qualitative using descriptive technique analysis. The result finding

revealed that there was relation between the three approaches toward the knowledge based theory in translating figurative language. The differences between this related study and to this research were located in the approaches, research problems, the type text (data sources), the subjects and object of the study. Meanwhile the similarity was located in the common scope, namely figurative language.

The next related study was conducted by Karnaedi (2011). The study was about a cognitive approach to metaphor translation. The study was aimed to find out what kinds of procedure adopted by translator in translating Economic Textbook from English into Indonesian. The research design was qualitative study, and the research type was case study using textual analysis. The findings used to support the relevant research in translation studies such as translation theory, and also the conceptual metaphor theory (cognitive approach). The differences between the related study and this research were located in the procedure of metaphor analysis. The procedure applied by Karnaedi was the use of Wordsmith Tools Version 5. 0as parallel data (corpus) whereas this recent study the researcher applied Metaphor Identification Procedure presented by Praggelaz Group (Kovesces, 2010, p. 5).

The next related study was conducted by Madsar (2010). The study was about analyzing the , metaphorical expression translation in the novel "The God of Small Things". The research design was qualitative approach, and the research type was content analysis. The result findings showed that the metaphor found in the novel were dead metaphor, compound metaphor,

submerged metaphor, implied metaphor, active metaphor, and complex metaphor; the strategies used namely metaphor was translated into metaphor and metaphor was translated into a simile; the assessment on the accuracy was considered as accurate translation and less accurate translation. The differences were located in the subject and object of the study (quality of translation), and the type of metaphor. The similarities were located in the research design and type.

The next related study was conducted by Pardede (2010). The study was about describing Indonesian metaphor translation strategies of Poetry Anthology into English. The research design was qualitative, and the research type was content analysis. The result finding showed that there were some strategies used by translator such as reproducing the original metaphor with its exact equivalent; replacing the metaphor with a different metaphor which expresses similar meaning; and converting the metaphor into its approximate literal paraphrase. The differences between studies were located in the research type, the text type had been translated, the subject of the study, and the similarities were located in the metaphor analysis, the object of the study and the research design.

The next related study was conducted by Silviana (2008). The study was about describing the students' difficulties in translating narrative text. The research design was qualitative, and descriptive technique analysis had been applied. The result showed that the difficulties that students faced in translating narrative, namely difficulties in using verbs, adverbs, noun; and

writing verb and adverb. The prominent differences between the related study and this recent study were located in the subject of the study, object the study which was the researcher in the related study was using narrative text that turned out narrative text provides literal and non-literal language, so the analysis was still too large that the recent study that had been conducted had limited it to the most difficult words occupied in a text, namely metaphor. As the related study was focused on the difficulties, the recent study was focused on the problem and strategies used by students as the problem solving in facing the metaphor. The similarity was only located I the case was talking about translation.

The overall prominent difference among the related studies above are when the terms of translation always refers to the an occupation whereas in this study will arise the term of translation that refers to an activity involved in producing English as Foreign Language, and the field area used in the related studies was mostly taken from belles-lettres or work of art whereas this study will conduct a case study which its field will be taken from metaphorical language either consciously or not exists in daily used by students.

B. Translation

1. Concept of Translation

According to Yazdanmehr and Shogi (2014, p. 69) defined, "The mere mention of 'translation' is to associate it with transformation of a text or speech from one language to another and usually the unmarked form is from

another language to our native language". Based on Hatim and Munday (2004) that is cited by Abdullah and Shuttleworth (2013, p. 608) explained,

> "Interpretation refers to 'the role of the translator in taking the original or ST and turning it into a text in another language, the target text TT'. Translation as a product 'centres' on the concrete translation product produced by the translator".

Based on some definitions above, it can be concluded that translation is a process and can be said as product which one meaning from one language transfers to another language that has the same image as the source language.

2. **The Types of Translation**

According to Holmes cited in Setiawan (2017, p. 4), translation has two field such as (pure) translation and applied translation. Pure translation is aimed to reveal the phenomena in order to find out the general principles of translation whereas applied translation is aimed to the usefulness theory for the other cases that related to the translation itself.

From the same book, pure translation is distinguished as theoretical translation and descriptive translation. Theoretical can be general theory and partial theory of translation. Meanwhile the descriptive translation is divided into three such as product, process, and functional-oriented translation. Product-oriented translation focuses on the translation product by comparing the source text and target text or some target texts from one source text, process-oriented translation focuses on the psychological of translation for example explaining what happen toward students' though while they are translating a particular text. This translation-oriented is related to

psycholinguistics as Troike (2006, p. 3) said that, "Psychologists and psycholinguists emphasize the mental or cognitive processes involved in acquisition, and the representation of language(s) in the brain", and functional-oriented translation focuses on the sociocultural function that important to be taken into account. On the other hand, applied translation is divided into three as well, namely teaching method of translation, assessment technique, and critical translation. This type is related to sociolinguistics as Chaer and Agustina (2010, p. 5), sociolinguistics is a developing subfield of linguistics which talks about variation or it social context. Sociolinguistics pays attention with the correlation between social factors and linguistic variation. the varieties of language, the contacts between different languages, attitudes of people towards language use and users, changes of languages, as well as plans on language are the discussion involved in sociolinguistics.

Based on the aforementioned, the three descriptive translations such as product translation-oriented talks about what happen to the text, process translation oriented talks about what happen to the process of translation covered by psycholinguistics, and the functional translation-oriented talks about the language function related to the culture occupied in society.

As the metaphor translation related to culture, in this case, the meaning created by culture and the language used in society in different place can be different as well. Therefore, the metaphor translation here is in semantics field. Hurford et. al., (2007, p. 327), semantics is the study of meaning in language. In addition, Kreidler. C. (1998, p. 3) said that,

"Semantics is the systematic study of meaning, and linguistic semantics is the study of how languages organize and express meanings".

3. **The Role of Translation**

Translation could be related to language learning according to Pym, et, al. (2013, p. 2-3). There are at least three abstract models: namely that translation and language are crosscurrent, but they also complement each other, and translation in fact is involved in language learning.

Based on the abstract model above, it can be concluded that the role of translation is not only happened in translator' activity but also involves in language learning. Hence, the term of translation is not always referring to the translator as an occupation, but also to the students who learn the language.

4. **The Processes of Translation**

According to Nababan (2008, p. 24) defined that process of translation is a series of events when translator transfers meaning from source to target language. Based on Habibullah (2015, p. 197-198) in transferring the meaning or message in a text, there are some ability that should be have, namely the linguistics aspects, technique mastery, theory, tools that used, etc. Nababan divided the process of translation into three phases, namely analysis of source language, transferring meaning, and restructuring.

a. Analysis of Source Language

This phase is done by reading the text carefully in order to comprehend the meaning of the contents. In constructing the meaning,

there are some conditions must be done by translators such as linguistics and extra-linguistics that contained in text.

b. Transferring Meaning

After comprehending meaning of words in the source language itself, the next is to re-expressed the meaning to the target language this phase is also called as inner process because it will be happened in thought or mind in deciding the equivalent word that suit the words of the target language. The meaning that has been thought in mind is continued by getting it out by written or spoken.

c. Restructuring the Words

Ii it called harmonization where the translators organize the words that have been considered as the equivalent put them together into a harmony arrangement such as in a form stylistic that appropriate with target language, readers, or listener. In other words, translators must be able to recognize the language style, and the kind of the readers.

5. **Translation Methods and Techniques**

Translation method is the basic principles of translation process from source text into target text. There are eight translations methods as it divided into two emphases as in the following (Newmark, 1988, p. 45).

a. Source language emphasis consists of word-for-word translation which is mechanistic and linear that keeps the source text element in the target text, Literal translation which is there are similarities between source text and target text in its structures and grammars,

faithful translation which is the goal is to present the exact contextual meaning in the target text although it will be an obstacle because of the target language grammatical structure, and semantic structure which gives primary condition in considering the aesthetic value of source text but it is more flexible than faithful translation;

b. Target language emphasis consists of adaptation that is much freer translation method that can be seen by the theme, figures, and plot in poems or drama of source language in the target text, free translation that can be seen by the paraphrasing technique in the target text that longer than its original, idiomatic translation which uses colloquial language that are not provided in the source text, and communicative translation method that mostly target text oriented by transferring accurately the contextual meaning of content and language of source text.

Then according to Molina & Albir (2002) that was cited by Sumartini (2016, p. 33-48) who proposes several techniques of translation:

a. Adaptation, to replace a ST cultural element with one from the target culture, for example: a book worm into seorang kutu buku; as white as snow into seputih kapas;

b. Amplification, to introduce details that are not formulated in the ST: information, explicative paraphrasing, e.g. when translating Muslim month of fasting into bulan Ramadhan;

c. Borrowing, to take a word or expression straight from another language. It can be pure (without any change), for example: the word STOP is purely used in Indonesian in context of traffic sign, while STOP is originally English word;

d. Calque, literal translation of a foreign word or phrase; it can be lexical or structural, for example: Directorate General into Direktorat Jendral;

e. Compensation, to introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST, for example: a pair of scissor into sebuah gunting;

f. Description, to replace a term or expression with a description of its form or/and function, for example: Spaghetti into mie pasta ala Italia;

g. Discursive creation, to establish a temporary equivalence that is totally unpredictable out of context, for example: The Godfather into Sang Godfather;

h. Established equivalence, to use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL, for example: Ambiguity into ambigu;

i. Generalization, to use a more general or neutral term, for example: Penthouse, mansion into tempat tinggal;

j. Linguistic amplification, to add linguistic elements. This is often used in consecutive interpreting and dubbing, for example: bullshit into omong kosong;

k. Linguistic compression, to synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling, for example: "yes, so what?" into "ya, lalu kenapa?";

l. Literal translation, to translate a word or an expression word for word, for example: killing two birds with one stone into membunuh dua burung dengan satu batu;

m. Modulation, to change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural, for example: nobody doesn't like it into semua orang menyukainya;

n. Particularization, to use a more precise or concrete term, for example: air transportation into pesawat;

o. Reduction, to suppress a ST information item in the TT, for example: SBY the president of Indonesia into SBY;

p. Substitution (linguistic, paralinguistic), to change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, for example: showing a middle finger to other in English means 'fuck' in Indonesian 'brengsek';

q. Transposition, to change a grammatical category for example: the adverb of the ST changed into verb in TT, for example: adept into terampil;

r. Variation, to change linguistic or paralinguistic elements (intonation, gestures) that effect of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc., e.g. to introduce or

change dialectal indicators for characters when translating for the theater, change in tone when adapting novels for children, etc.

C. Figurative Language

The figurative language has the implied meaning or we can say that the meaning of the figurative language is based on the context. Figurative language is a language which uses figures of speech (a way of saying one thing and meaning another).

According to Perrine (1988), "*F*igurative language is the language that cannot be taken literally (or should not be taken literally) and say something other than ordinary ways or say one thing and mean another. Figurative language is used in imaginative rather than literal sense, it is used widely in daily speech and writing" (Al & Rosa: 2013, p. 72-78). Beekman and Callow (1974) says, "Figurative senses are based on associative relations with the primary sense. Figurative language is often used in the daily communication, literary works (novel, poems, poetry, and short story), speech, and in advertisement" (Al & Rosa: 2013, p. 72-78).

Then according to Kovesces (2010, p. 324) there are three concepts of figurative language, namely metaphor, metonymy and simile in conceptual. The first is conceptual metaphor. Kovesces said, "One conceptual domain is understood in terms of another conceptual domain, we have a conceptual metaphor. This understanding is achieved by seeing a set of systematic correspondences, or mappings, between the two domains. Conceptual

metaphors can be given by means of the formula a is b or a as b, where a and b indicate different conceptual domains".

As Lazar said that, "An imaginative way of describing a person, object or idea by referring to something else that you think has similar qualities to the person, object or idea you are trying to describe". For instance, *He is lion.*

Then Kovesces continue,

"Conceptual metonymy is a cognitive process in which one conceptual entity, the vehicle, provides mental access to another conceptual entity, the target, within the same conceptual domain. In metonymy, both the vehicle entity and the target entity are elements of one and the same conceptual domain".

The last figurative language is simile. According to Lazar, "Simile is an expression that describes something as being similar to something else, using the words 'as' or 'like'. For example *The book sold like hot cakes.*

D. Metaphors

1. Concept of Metaphors

According to Lazar (2003, p. 1) defined the metaphor based on the classical rethoric, the term metaphor is coming from Greek, *meta* means *change*, and *pherein* means *to carry*. Metaphors include *a carrying accros* of meaning from one object to another. Similar to Kovesces (2010, p. 4) based

on the cognitive linguistic view, metaphor is defined as, "Understanding one conceptual domain in terms of another conceptual domain".

In line with some metaphor theorists such as Newmark, Dobrzynska, Goatly, Lee, Fernandez, Barcelona, Martin & Rose, Scaffner, Knowles & Moon cited in Karnaedi(2011, p. 1) defined that, "The notion of metaphor is actually how to understand one concept in terms of another concept". Morever, Hurford, et. al., said that, "Metaphors are conceptual (mental) operations reflected in human language that enable speakers to structure and construe abstract areas of knowledge and experience in more concrete experiential terms".

Based on the explanation above, metaphor is a language that how to understand it cannot be taken literally because it has another meaning as the real information, and it is formed in daily use.

2. **Types of Metaphor**

According to Ullman as cited in Eldin (2014, p. 17) there are four types of metaphors based on the images used as in the following below.

a. Concrete to abstract metaphors. This type is used when it conveys sense impression to describe abstract experience.

b. Synesthesia metaphors. It is used when words are transferred from one sense to another, from touch to sound, and from sound to sight.

c. Anthropomorphic metaphor. It is used when parts of human body refer to inanimate objects.

d. Animal metaphor. It is used when parts of animal image or something related to animal refer to other images.

According to Kovesces (2010, p. 37), Lakoff and Johnson (1980) and Lakoff (1993), there are three kinds of metaphors such as orientational metaphor, ontological metaphor, and structural metaphor.

a. Orientational metaphor is the metaphor for explaining those concepts such as up/down, in/out, front/back, on/off, near/far, deep/shallow, central/peripheral. Examples of the mapping condition are MORE IS UP, LESS IS DOWN; HAPPY IS UP AND SAD IS DOWN, etc.;

b. Ontological metaphor is the metaphor for explain emotions, activities, ideas. Examples of the mapping condition are SUBSTANCE that can be ACTIVITIES; PHYSICAL OBJECT that can be NONPHYSICAL OR ABSTARCT ENTITIES and EVENTS; CONTAINER that can be NONPHYSICAL OR PHYSICAL SURFACE AND STATE, etc;

c. Structural metaphor is the metaphor for constructing a concept through another concept. Examples of the mapping condition are TIME IS MONEY, TIME IS MOTION, ARGUMENT IS WAR, IDEAS/TOPIC IS FOOD, etc.

3. **Translation Procedure and Approach of Metaphors**

a. **Translation Procedure of Metaphor**

The procedure that suggested by Larson (1988, p. 267), there are five that can applied, namely metaphor of the source text is kept in the target language if the metaphor itself is well-recognized in the target language as well; changing the metaphor of source language into simile in the target language; changing the metaphor of source language into metaphor of target

language with the same sense or meaning; the metaphor of source language can be kept by adding the topic or explanation after it; and the last is translating the metaphor of source language into the meaning form in the target language (omitting the metaphorical expression). In addition, based on Newmark (1982, p. 84-96) metaphors can be translated by reproducing the same image in the target language; replacing the image in the source language with a standard target language image which does not clash with the target language; translation of metaphor by simile, retaining the image; translation of metaphor (or simile) by simile plus sense (or occasionally a metaphor plus sense); converting metaphor into sense; deletion, f the metaphor is redundant, and using the same metaphor combined with sense, in order to enforce the image).

Since Apriyanti, et al. (2016, p. 46) said that, "Cultural words in which English words are assimilated by Indonesian or vice versa". Thus, metaphors are translated culturally. Also, Harvey (2000, p. 3), suggested four major techniques in translating culture-bound terms, namely functional equivalence, which has the same procedure as Larson-that is, using referent in the target language culture whose function is similar to the source language culture; formal equivalence, the word by word technique; transcription or borrowing that the reproduction word or transliterating the original term, in this case there are no knowledge of source language by readers is expected. Transcription is through adding explanation of translator; descriptive or self-explanatory translation that uses generic term to bring the sense.

b. Translation Approach of Metaphors

There are two approaches such as non-cognitive approach and cognitive approach.

Non-cognitive approach or non-cognitive tradition is claimed that the translation of metaphor focuses on the term "culture" as the differences among experiences of cultures conceptualize in distinction ways, metaphor is a culture-specific phenomenon (Shahabi & Roberto, 2015, p. 3).

In other hand, cognitive approach is claimed that the translation of metaphor, translator must pay attention to their own selves with the cultural association and pattern of thinking of the two communities of SL and TL (Shahabi & Roberto, 2015, p. 3). As Mason believes that translation needs to pay attention to the culture, but Al-Hasnawi argued that it also needs concern to the cognitive approach in considering the way of translating. That is the cognitive equivalence. This approach need the translator task is first to find out how ST readers view and experience the world, how they conceptualize it, and how they lexicalize their experience and view in their own language (Al & Rosa, 2013, p. 72).

Al and Rosa stated that people of different cultures experience and conceptualize the world differently and, consequently, classify and lexicalize their experiences in different forms. Thus, the translation is seemed difficult. From that, they decided to apply cognitive approach. It is believed that this approach is the most successful way in translation involving some aspects in

that language. It is also considered as the approach which decreases the loss in the translation itself.

The uses of metaphors are actually not can be used for and located in poetic-imaginative and rhetorical purposes, but also occupy in mind and thought of human. According to cognitive theory of metaphors, the metaphors also exist in everyday language, because in discourse, everyday language, or even masterpieces such as poem and song lyrics are created creatively that influenced by the authors' mind and thought. The human thought processes, either they are from experiences or everyday language or activities, are connected to the use of metaphors (Lakoff & Johnson, 1980, p. 3).

Based on the aforementioned above, the concept of metaphor can be understood by the conceptual theory of metaphor. It is also called contemporary theory of metaphor (Gibbs, 2008). Here, the concept of metaphors is understood as the basic way that is able to understand a target domain through the source domain. As Kovesces defined,

> "A conceptual metaphor consists of two conceptual domains, in which one domain is understood in terms of another. A conceptual domain is any coherent organization of experience. Thus, for example, we have coherently organized knowledge about journeys that we rely on in understanding life. A convenient shorthand way of capturing this view of metaphor is the following: conceptual domain A is conceptual domain B (Kovesces, 2010, p. 4)".

This theory is connected to the previous theory about metaphor, only the approach is responding the problems that often occurred in the translation, so that the newest approach in translating need to be developed, in this case

the metaphors become the reason of problems happen in translation because it is related to mind, thought that leads to the culture itself (Kovesces, 2005, p.). As it is suggested that cognitive approach is to study culture as it had to do with what people had in mind, how the ideas and concepts are perceived that related to other things (Katan, 204, p. 27). Then the ways of understanding the metaphors at first is deciding the conceptual mapping (CM). According to Mandelbit's (1995), because there is not only transfer the meaning from source language to another language, but also one way of world conceptualization transfer into another that happened in the process of metaphor translation, hence he pointed to view of translation process the "Cognitive Translation" hypothesis, which there are two schemes such as Similar Mapping Condition (SMC) and Different Mapping Condition (DMC). In line with Al-Hasnawi (2007), that he divided the mapping condition into Metaphors of similar mapping conditions and similar lexical implementations, metaphors of similar mapping conditions but different lexical implementations, and metaphors of different mapping conditions and different lexical implementations.

For instance, *laki-laki itu buaya darat*. *Laki-laki* is human and *buaya darat* is coming from animal. *Laki-laki* is domain A, and *buaya darat* is domain B. the *laki-laki* is understood by domain B. Thus domain A is B. as *buaya darat* is coming from domain of animal where these words are considered as the metaphor based on Metaphor Identification Procedure based on Pragglejaz Group (Kovesces, 2010, p. 5).

The conceptual mapping is simply like this HUMAN BEHAVIOUR IS ANIMAL BEHAVIOUR. The conceptual mapping is written in capital letters (Lakoff and Johnson). The way of translating the concept like this is by understanding the term of source domain that used in particular culture, when the metaphors are involving in the translation, the culture that occupied in other target languages are considered, namely whether about the target language have the same domain of animal (source domain) in describing someone's particular description or not.

Here, the term of target domain and source domain can be understood by recalling the previous terms used in metaphors. The source domain is *image/vehicle* in the traditional approach, and target domain is *sense/ground/tenor* (Karnaedi, 2011, p. 5).

4. **The Importance of Culture and Equivalence**

According to Nida (1964) as cited in Shahabi and Roberto (2016, p. 46-47) explained,

> "Differences between cultures may cause more severe complications for the translator than do differences in language structure." Then Lotman's theory, it is stated, "no language can exist unless it is steeped in the context of culture; and no culture can exist which does not have at its centre, the structure of natural language".

Meanwhile the tem of equivalence is referring to the achievement of accuracy and fidelity between SL Text and TL Text (Kumar & Vardhan, 2016, p. 21), but the thing we should know is that the equivalence is not at 100 %, as Jakobson (2000) cited in Sriyono (2013, p. 2).

"There is ordinally no full equivalence through translation between code-units. As it is line with Bell (1991), "There are two code, two signal (or utterance or text) and, given what we have saying about the impossibility of 100 per cent equivalence, …".

According to the explanation above, the culture and equivalence are the crucial things that should not be overlooked in translating metaphor.

5. **The Steps of Identifying the Metaphor**

Based on a group of researchers, called the Pragglejaz Group, cited in Kovesces (2010, p. 5) designed the following Metaphor Identification Procedure (MIP) as in the following.

a. Read the entire text-discourse to establish a general understanding of the meaning.

b. Determine the lexical units in the text-discourse:

c. 1) For each lexical unit in the text, establish its meaning in context, that is, how it applies to an entity, relation, or attribute in the situation evoked by the text (contextual meaning). Take into account what comes before and after the lexical unit.

2) For each lexical unit, determine if it has a more basic contemporary meaning in other contexts than the one in the given context. Basic meanings are not necessarily the most frequent meanings of the lexical unit.

3) If the lexical unit has a more basic current-contemporary meaning in other contexts than the given context, decide whether the contextual

meaning contrasts with the basic meaning but can be understood in comparison with it.

d. If yes, mark the lexical unit as metaphorical.

6. **Problems in Translating Metaphor**

According to Adiel and Ahmed (2016, p. 48) the problems occurred in metaphor translation are manifest as in linguistic, aesthetic, literary, and socio-cultural problems.

a. The problem in its linguistic happens when it include the collocation (Oxford Collocation, 2003, p. 8) and obscured syntactic structures, the problems also occurred at the habit of English learners in bringing the source language into the target language, in other word, it is called as language interference (Troike, 2006, p. 36; Burt & Krashen cited in Jendra, 2010, p. 95-96).

b. The aesthetic problems are actually related with the metaphor typical diction, poetic structures and sounds, and this dimensions refer to talk about beauty of figurative language which the artistic and appreciative thinking of expressive level the writers' mode;

c.   literary problems are including with the metaphor typical diction, poetic structures and sounds; and

d. Socio-cultural problems which arise from the translator's attempt to agree with expressions containing the four major cultural categories such as ideas, ecology, behavior, and products.

According to the problems above, there are some reasons that might be the factor why translators face the problems like that.

Seguinot (1989, p. 76-79) mentioned in his article that there are some reasons why translators make some mistakes such as limitations on processing capacity, parallel processing and forward planning, accessing knowledge, motor aspects of production, errors and groups : novices versus experts, and first and second language.

The first reason is limitations on processing capacity. Seguinot said that this factor is called as the main or primary explanation that even competence translator can make some mistakes in translation. This reason tries to explain that the human cognitive processing is limited. this is supported by the psychologist George Miller's, Seguinot stated that,

> "Particular kinds of error indicate that the passage from the source text to the translation was probably through the memory of the content of the source text for the first part of the sentences, but clearly more from the surface of the source text as the translator's memory began to fade".

The next is about parallel processing and forward planning. This reason is talking about that translation process is not a step-by-step linear progression. The psycholinguistic research suggests that the unconscious operations involved in producing language can simultaneously pursue different options. This can be said that the translation cannot be done by one way finishing process, it passes some steps such as performing the task, monitoring the product whether the error occurred and realizing and revising.

This process even more complicated if the translation related to the culture, and probably the process will be happened frequently or started over.

The third reason is accessing the knowledge. The vocabularies in a brain are like entries in a dictionary. The words information is stored differently, and at the time of information from many kinds of word that not all can be provided accessed. Seguinot gave an example when it can be understood when misspelling and miss election of words and the intended meaning can be accessed event though the surface forms are wrong by accessing them phonetically or globally.

The next reason is motor aspects of production. This is talking about like inhibitors of the translation process, for instance producing translations under severe time constraints, while performing other tasks that require undivided attention (like answering the phone), in the midst of external distractions or noise.

The fifth is about that there are differences between novice and expert. In this case, university students are the novice who are still learning about the English especially for those who took translation class and many previous scaffolding classes to support the comprehension in translating whereas the experts are those who have competent in translating. Seguinot called the differences as studies of skill development and said that,

> "Novices need to proceed step by step. They memorize rules, and tend to overgeneralize the domain of application of new material... the novice proceeded by the application of rules….

The expert used intuition based on experience to match new situations to what he or she knew…"

The last reason is about the first and the second language. This is talking about that the mistakes seemed to be come from the process of skill learning. Seguinot explained that second language learners may seem have lack of knowledge of second language such as knowing the differences and similarities of two languages for instance, the differences and similarities are much like macro and micro linguistic such as structure, technical writing, semantics, cultures, pragmatic, etc. Seguinot staed that,

"Second language students seem to make errors that can only be explained in terms of a recognition block. They seem to let individual words and phrases take prominence, so that they are unable to see the larger conceptual meaning on re-reading".

Furthermore, Noam Chomsky mentioned between language competence and performance. Competence is defined as what knowledge that heard by someone's language, and performance is the real place to use the knowledge in concrete context. In other word, the performance is the application of the competence. As Parera mentioned (1991, p. 83) performance is a reflection of competence, it can be concluded that the result of performance will be influenced by the competence. In the other hand, Parera also mentioned that performance will be influenced by extra linguistics such as mental condition, and the environment include the limitation of memories, careless, etc. in line with Troike (2006, p. 18) explained that in the initial state of second language acquisition or in this English is considered as foreign language that must have resource of first language competence, word

knowledge, and integrating some skills. One thing for sure is that Apriyanti et, al. (2016, p. 46) also added that the problems occurred because of the differences between English and Indonesia.

E. **Frame of Thinking**

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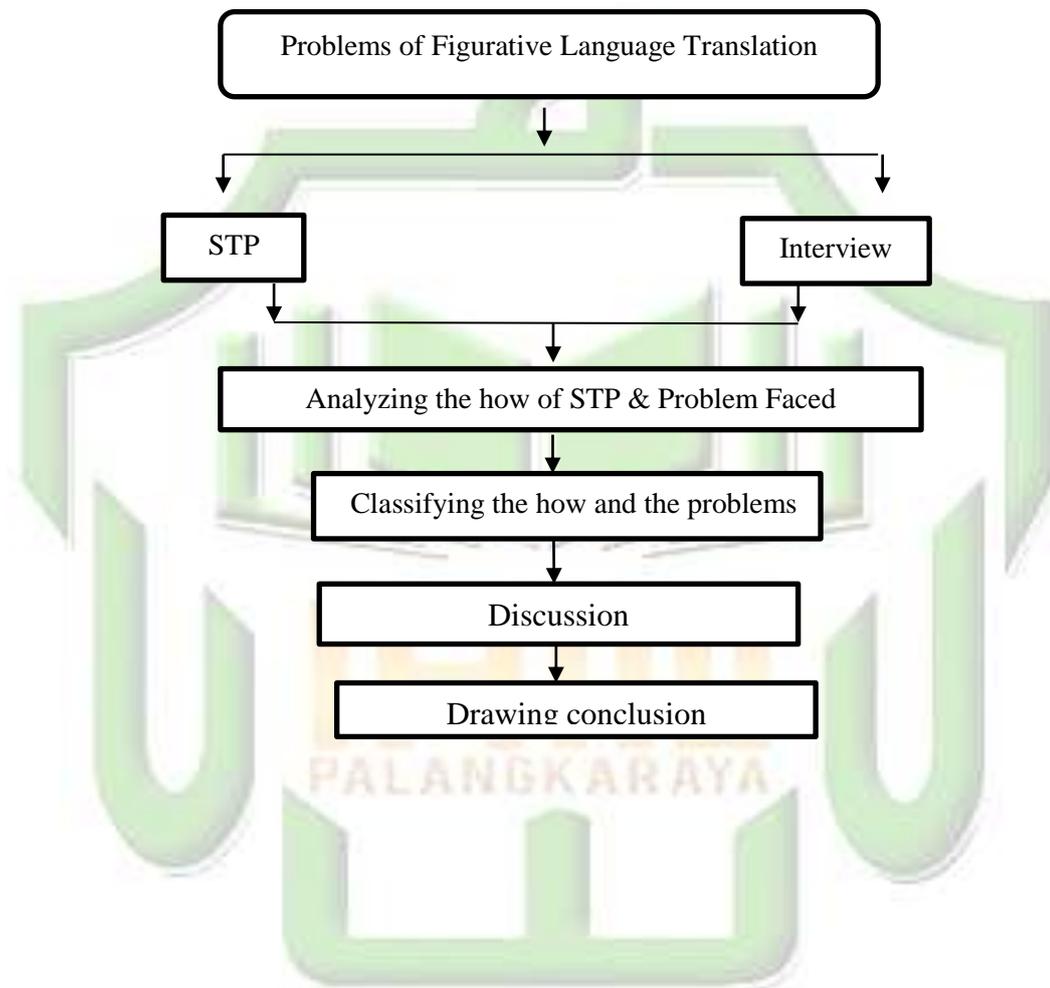
CHAPTER III

RESEARCH METHODOLOGY

The discussion in this chapter consisted of research design, subject and object of the study, research instrument, data collection procedures, data collecting techniques, data analysis procedures, and data endorsement.

A. Research Design

The research design was qualitative design. It analyzed the problem of university students in translating figurative language. Thus, it is qualitative since the analyzing involves natural setting, verbal data, and authoritative, human instruments, many different sources of data, many different techniques of instruments, circular and inductive way of drawing conclusion (Ary, et al. 2010, p. 25). In this case, the word of verbal data is actually used in opposite the term of quantitative which the numerical data is used. The main data of this study is written data.

The type of this study was case study. That meant to describe the problem of university students in translating figurative language. According to Hancock and Algozzine (2004, p. 72) case study research methods allow researchers to capture multiple realities that are not easily quantifiable. This approach differs from those of other methods in its holistic approach to information collection in natural settings and its use of purposive sampling techniques.

B. Subjects and Object of the Study

Subjects of this study were the students on Academic Year of 2014 at English Study Program at IAIN Palangka Raya, and the objective of the study is the problems in translating the figurative language or metaphorical language. Based on Ary, et al. (2012, p. 426). The subjects were taken based on purposive sampling technique because everything about the group or site that might be relevant to the research problem cannot be observed by qualitative researchers.

Based on that explanation, the subjects were taken from the students who took the translation subject at English Study Program, and their names were mentioned by the lecturer. Ary et al. (2012, p. 429) continued their explanation that qualitative researchers are purposefully in selecting sample and settings. It is believed that purposive sampling is sufficient in providing greatest depth data and knowledge of what the researcher is trying to study. In this case, the researcher used the lecturer's experience and knowledge to pick subjects that believed can be considered as the informant can provide the relevant information about the phenomenon. Therefore, the subjects were taken based on some criteria, namely the students who took and passed the translation class, the qualified students, and cooperated.

C. Research Instruments

The main instrument used in qualitative is human instrument, that is, the researcher herself. Qualitative inquiry uses some methods such as interviewing, observation, and document analysis (Ary et al. 2010, p. 424).

According to this study, the first instrument was documentation. The term documents here refer to a wide range of written, physical, and materials. (Ary, et, al., 2010, p. 442). Related to the researcher, the documentation was considered as translation product of the students. The data needed in the documentation was the process of figurative language being translated.

The last was interview that considered as the last instruments to collect the overlooked data from the documentation.

D. Data Collecting Techniques

Based on Ary, et al. (2010, p. 431), the researcher collected the data by some techniques, as follows:

1. Documentation

The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary, et, al., 2010, p. 442). In this case, researcher collected the sentences that provide metaphorical expression, students' translation product and short report.

Documents represent a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to

them. They are also ready for analysis without the necessary transcription that is required with observational or interview data (Creswell, 2012, p. 223).

Based on Creswell (2012, p. 223) in collecting documents, there are some steps that applied as in follow.

a. Identifying the types of documents. In this case, researcher selected the sentences. The selected sentences were considered that contained figurative language. The selected sentences were taken randomly from many kinds of sources such as discourse, novel, lyric of song, article of journal, news, and short story. The total number of words was more than 400 words as it is standardized corpus adapted from Sical III cited in Pobocikova (2011, p. 60). This more than 400 words contained some words that metaphorically used that need to be translated by students.

b. After collecting the selected sentences, researcher asked to the subjects of the study to translate the selected sentences from Indonesia into English. the students' translation product is the main documentation.

2. **Interview**

Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. This can help the researcher to collect information that overlooked in observation or the result of translation product. (Ary, et, al., 2010, p. 438).

In this study, the researcher interviewed their feelings, problems and experiences about translating figurative language. In interviewing, Creswell (2012, p. 220), he mentioned there are some techniques that used:

a. Identifying the interviewees.

b. Determining the type of interview you that will be use.

c. During the interview, audiotaping the questions and responses.

d. Taking brief notes during the interview

e. Locating a quiet, suitable place for conducting the interview.

f. Obtaining consent from the interviewee to participate in the study.

g. Having a plan, but be flexible

h. Using probes to obtain additional information.

i. Being courteous and professional when the interview is over.

Thus, Interview is considered to support in collecting the data in this study and researcher used open-ended question at Patton (2002, p. 43) stated, "Comparability of responses may be strengthened, completeness of data for each person is enhanced, effects of interviewer biases are minimized, and analysis and organization are facilitated."

The topic that related to the interview was about the process and problems faced by students that overlooked in the result of the documentation.

The type of interview applied by researcher was one-on-one interview. As Creswell mentioned that it is a popular type that used in collecting data while the questions given, the recording is used as well

(Creswell, 2012, p. 218). Thus, in one-on-one interview, the researcher applied semi-structured interview.

E. Data Collection Procedures

1. Researcher analyzed the sentences whether they were metaphors or not.

2. Researcher collected the sentences in certain orders.

3. Researcher asked to the students to translate the selected sentences from Indonesia into English.

4. Researcher collected and analyzed the students' translation product.

5. Researcher conducted interview in order to fulfill the overlooked data needed in the documentation. In other words, it supported the data in making the final conclusion. The interview was conducted as in the following.

   a. Each participant/subject interviewed once for some minutes;

   b. Interviews were in tape-recorded and then transcribed in order to categorize information into a coding scheme;

   c. The transcript lengths will likely range into some pages resulting in the analysis of a comprehensive set of interview information;

   d. Inductively, the process of reading and rereading the transcriptions used to produce subcategories for information analysis within the context of research area of interest: Students' knowledge of metaphor in daily use or trending topic and how do

they translate it from Indonesian into English from those who took the translation subject.

   e. Statements partitioned into units, grouped in common category headings, analyzed, and summarized.

6. Researcher analyzed the obtained data;

7. Researcher concluded the final result of findings.

F. Data Analysis Procedures

According to Miles and Huberman (1994, p. 175) there are some steps in analyzing the data, namely:

1. Data reduction occurs continue repeatedly throughout the analysis. It is part of the analysis. In the first stage, through editing, segmenting and summarizing the data will be happened. In the middle stage, it happens through coding and memoing, and will involve activities such as finding themes, cluster, and patterns, since developing abstract concept is also a way of reducing the data. The objective of data reduction is to reduce the data without significant loss of information. **In this case**, related to the study, the researcher collected the obtained data by filtering and reduced the uninformative data but kept the rich information contained in the translation product. For instance, the researcher collected the students' translation product that there were many sentences containing metaphorical words, in their translation product, the researcher filtered the words and only took the metaphorical words that had been translated by the subjects, or

researcher filtered the information to data needed, the data was taken from students by conducting documentation and interviewing. The result of the documentation is some sentences, but the data needed was the metaphor words and the interview, the researcher filtered the unnecessary information that emerged because of the semi-structured condition. Similar way that had been taken from interview where the researcher only focused on the process and problems faced by students.

2. Data display. Data displays manage, compress and gather information. Since qualitative data are typically huge data, massive and dispersed, displays support at all phases in the analysis. There are some ways how to display such as diagram, graph, or any way that moves the analysis forward is appropriate. Related to the study it was qualitative data, a table was used in showing all the metaphors translated by students.

3. Drawing and verifying conclusions. In this analysis, reducing and displaying data will be needed. As in drawing conclusion logically follows reduction and display data, it will happen more or less simultaneously with them. Hence, possible conclusion may be noted early in the analysis, but they may be equivocal and ill-formed at this stage. Propositions are the form in conclusion, and when they have been concluded, thy need to be proved. In this case, researcher made temporary conclusion based on the documentation thus the researcher

decided to conduct an interview needed to prove what was in the mind about the subjects.

G. Data Endorsement

Other things are actually fundamental in research instrument are about credibility, transferability, dependability, and confirmability.

1. Credibilty

In this case the researcher must consider the whole of complexities in the study and point the problems that are difficult to be explained. Based on Guba, there are some possible provision that can be made by researcher, namely triangulation via use of different methods, different types of informants and different sites; Tactics to help ensure honesty in informants; Member checks of data collected and interpretations/theories formed; Thick description of phenomenon under scrutiny. (Shenton, 2004, p. 73).

According to Ary et.al. (2010, p. 498) explained that credibility talks about an accuracy data or the data is considered as a credible source that has been proved by several evidence. In this case, the researcher showed three sources of evidence namely structural corroboration, referential or interpretive adequacy, and control bias.

Based on aforementioned, the researcher gave evidences based on structural corroboration that included different sources of data and different method. It means that the data collection was gathered from different sources such as by documentation like students' translation product to know what happened to the text and interview included transcription of interview of

students to know what happened to the processes of translation. The different method applied by researcher was triangulation used in order to combine all the data collecting technique, included the result of documentation (what happened to the text) and the interview (what happened to the processes of translation), it was also related to triangulation theories to solve the problems occurred in the result findings by comparing some theories such as Larson (1989), Newmark (1981, 1988), Nida (1964), Lazar (2003), Kovesces (2010), and Lakoff and Johnson (1980) as well among linguists related to the data analysis. Thus, when the different data sources and different methods that compared were in agreement, it was corroboration.

The next evidence was from referential or interpretive adequacy which researcher applied two strategies namely member-check and low-inference descriptor. Member check was used to help in clearing up miscommunication, identify inaccuracy, and help obtain additional useful data. Member check was conducted by sharing the result findings and the analysis to each subjects. Then each subject gave their comment or clarify what thought in researcher's mind their own translation products and interview either it was wrong or right. Using of low-inference descriptors was used in attaching verbatim or direct quotation to help the reader experiences the subjects' world, for example *"...prosesnya sulit mencari kata yang sesuai untuk menggantikan kata-kata tersebut.".*, the researcher also used tape recorder and showed the real comment of interviewee in the result of the findings.

The next evidence was from control bias. The researcher used negative case sampling which she intentionally looked for examples of the opposite what she expected before. For example, the hatches emerged as the *buaya darat* introduced land *crocodile*, turned out there was one subject answered as the hatches, but in this case the researcher actively paid to other result such as *alligator.*

2. Transferability

In this case, the researcher should also involve descriptive, context-relevant statements that kind of a report of the study can identify with the setting. Transferability also has provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made (Shenton, 2004, p. 73). In this case, researchers applied descriptive adequacy such as thick and rich description and similarity such as literature comparison as Ary et al (2010, p. 502) said that, "…even a single case can be compared with other cases in the published literature that might demonstrate transferability".

3. Dependability

In this case, the researcher should also address the stability of the data collected. Dependability has provision employment of "overlapping methods" In-depth methodological description to allow study to be repeated. According to Ary et al. (2010, p. 502) said, "Qualitative studies expect variability because the context of studies changes. Thus, consistency is viewed as the extent to which variation can be tracked or explained"

Based on that, to keep the consistency of the data was done by providing the documentation such as students' translation product, and the tape-recorder included the transcription. The changes were happened when one of interviewee said different things about the translation in the member-check, the researcher could show the student translation product as the consistency of the data. Besides, researcher also used corroboration included theory and technique triangulation.

4. Confirmability

In this case, the researcher should keep the neutrality and objectivity of the data. It can be done by using triangulation to reduce effect of investigator bias; Admission of researcher's beliefs and assumptions; Recognition of shortcomings in study's methods and their potential effects In-depth methodological description to allow integrity of research results to be scrutinizing (Shenton, 2004, p. 73). As Cresswell mentioned that this confirmability done by practicing triangulation and reflexivity (Cresswell, 2012, p. 393). It means the data analysis and the result findings that had been described were neutral and objective as the researcher related them to some theories such as Newmark and Larson. The corroboration, triangulation, member-check, and literature comparison also helped the researcher in keeping the confirmability. The ways of metaphor translated by students had been described based on theories of experts or linguists for example the procedures applied by students were based on Larson (1989) and Newmark (1981, 1988), and the translation processes were based on Nababan (2008) .

Thus, the data was more asserted than the total number of subjects of the study.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discussed the data presentation, result findings and the discussion.

A. Data Presentation

Table 4.1 Metaphorical Languages Translated by Students

No.	ST	Students' Translation Product					
		STT1	STT2	STT3	STT4	STT5	STT6
1	*harum namanya*	Harum	Harum named	Fragrant the name	Harum	Fragnant	nice name
2	*Mulut gua*	Its mouth cave	The mouth of the cave	The mouth of the cave	The mouth of the caves	The mounth of the cave	The hole of that cave
3	*bahu jalan*	Roadside	shoulder of the road	shoulder of the road	the roadside	the shoulder of the road	the trotoar
4	*telur mata sapi*	fried egg	beef eye	fried egg	the egg	beef eye	usual egg
5	*cinta monyet*	monkey love	monkey love	love monkey	monkeys love	monkey love	"cinta monyet" (monkey love)
6	*paru-paru kota*	the lung of the city	the lungs of the city	the lungs of the city	the lung of the city	lungs of the city	the lung (the source of air for breathing) of town
7	*pertimbangkan masak-masak*	thing carefully	judgment cooks	consider in cooking by him	consider to cook carefully	consider carefully	must seriously
8	*lintah darat*	moneylenders	overland	-	loan shark	loan sharks	"lintah darat" (someone wants big forwards of credit)
9	*buaya darat*	a playboy	a land crocodile	alligator	playboy	crocodile land	playboy
10	*mangsa*	-	prey	prey	*victim*	Prey	victim
11	*hidup subur dan berkembang biak*	grow much	flourish and multifly	*lush and breed*	prosperous and multiply	flourish and multiply	grow up and find more coleages

						well
12	*ruas jalan*	the othe side	the road	the road	road segment	road segment	-
13	*Dunia yang telah merenggut kedua orangtuanya*	The world that take her famly	A world that has taken both parents away	The world has been taking her parents	World that has taken her parents	A world that has taken both parents	The world that stoled her parents
14	*sepuluh tahun berlalu*	ten years have been gone	ten years have passed	ten year have passed	ten years have passed	then years have passed	after 10 years passed
15	*kenangan pahit*	worst memories	bitter memories	bitter memories	bitter memories	bitter memories	the worst memories
16	*tak lekang oleh waktu*	never be touch by the time	never timeless	never dark by time	never timeless	never timeless	never be gone away by time
17	*bermain di pikiran sata*	playing with sinta tought	playing on my mind	frolic in mind - sata	playing in sata's mind	playing in sata's mind	play in sata's mid
18	*aku jatuh cinta padamu*	I am in love with you	I'm in love with you	I fall in love with you	I'm in love with you	I'm falling love with you	I fall in love to you
19	*bunga merah darah*	red blood flower	blood red flower	flower red blood	blood red flower	blood red flower	red blood flower
20	*letupan rasa marah*	the pop of anger	a sense of anger	sort of anger flare	outburst of anger	out burst of anger	bubbling of anger
21	*harga diri yang sedikit robek*	the pride has been broken	self-esteen is a little complicated	self-esteem a bit torn	self-esteem that slightly torn	self-esteem that slightly torn	the weak pride
22	*menjelma candu*	Incarnate	incarnate	personifies the opium	transforming opium	transforming opium	to be addictive
23	*tikus-tikus kantor*	office mouse	the mouses office	cat-cat office	office mice	office rats	mice in office
24	*kucing*	Cat	Cat	change face	cat	Cat	cat
25	*ganti muka*	change the face	change face	rats gorged	change face	change face	chang face
26	*tak kenal kenyang*	never satisfied	do not know full	cat	do not know full	do not know full	-
27	*otak tikus*	the mouse's brain	the mouse brain	rat brain	brain's rat	rat brain	-
28	*otak udang*	a shrimp's brain	a shrimp brain	brain shrimp	a brain shrimp	a shrimps brain	-
29	*kucing lapar*	cat is hungry	the cat is	the hungry	the cat	cat is hungry	cat is

				hungry	cat	hungry		hungry
30	*kasih roti*	give a bread	give a bread	give bread	give bread	give bread	give them a bread
31	*jalanpun lancar*	the road is smooth	the road smooth	the path is smooth	the way become easy	the job will smoothly	make easy way

B. Result Findings

1. Result of Documentation

The metaphor translation products are in the following.

	ST	...*harum namanya*
	STT1	Harum
	STT2	Harum named
1	STT3	fragrant the name
	STT4	Harum
	STT5	Fragnant
	STT6	nice name

Based on the translation product of the metaphor above, the first student translated *harum namanya* into *Harum* which used borrowing technique. In this case, the word *Harum* indicated as a proper noun presented by the first student. It was proved by the capital letter at the first letter in the word of *Harum.* On the other hand, *harum namanya* in the source text is not talking about proper noun. The procedure applied by the first students was metaphor from the source text became non-metaphor in the target text.

The second student translated *harum namanya* into Harum named indicated the same thing happened at the first student. It indicated as proper noun instead of popularity. The procedure applied by the second students was metaphor from the source text became non-metaphor in the target text.

The third student translated *harum namanya* into *fragrant the name*. This case indicated that the student had different way of translated it. Metaphor of *fragrant the name* had different structure, the article *the* is simply cause the shifht happened as if it a verb to make the name became a good smell of a name. The procedure applied by the third student was metaphor in the source langue become metaphorically used in the target language with the same image-that was, *harum* became *fragrant*.

The fourth student translated *harum namanya* into *Harum.* The translation had the same as the first and the second student. The procedure applied by the fourth student was metaphor from the source text became non-metaphor in the target text.

The fifth student translated *harum namanya* into *fragnant which was the same as the third student.* The procedure applied by the fifth students was metaphor in the source langue become metaphorically used in the target language with the same image-that was, *harum* became *fragrant.*

The last student translated *harum namanya* into *nice name.* The student translated *harum* into *nice* indicated the procedure applied was metaphor in the source text became non-metaphor in the target text. The shift affected the different contextual meaning emerged in the target text.

	ST	*Mulut gua…*
	STT1	Its mouth cave
	STT2	The mouth of the cave
2	STT3	The mouth of the cave
	STT4	The mouth of the caves
	STT5	The mounth of the cave
	STT6	The hole of that cave

Based on the words *Mulut gua*, the first student translated these became *its mouth cave* that was syntactically odd, semantically can be accepted if it is related as the source text. The second and the third student translated the words became *mouth of the cave* which can be accepted or equivalence with the source text, the fourth students translated the words became *mouth of the caves* which the noun of the cave is in plural form instead of singular one as in its source text, the fifth student translated the words became *mounth of the cave* which is the word *mounth* is not found in English, so it is not equivalence with the source text, and the last students translated the words became *hole of that cave* which is the word *hole* as in *Cambridge Advance Learner's Dictionary,* the word of *hole* means an empty space in an object, usually with an opening to the object's surface, or an opening which goes completely through an object. The common definition of the word *hole* is similar to the meaning of the something on the mouth, however it is less equivalence. According to all the students target text, transposition was applied for all and there were five students who translated the metaphorical words from the source text became metaphorical in its target text, they were the first, second, third, fourth, and the fifth students whereas the last student translated from metaphor in the source text became non-metaphor in the target text.

	ST	*....bahu jalan*
	STT1	Roadside
	STT2	shoulder of the road
3	STT3	shoulder of the road
	STT4	Roadside
	STT5	shoulder of the road
	STT6	Trotoar

Based on the words *bahu jalan*, the first and the fourth students translated these became *roadside*, the second, the third and the fifth students translated these words became *the shoulder of the road* where the metaphorical meaning had been brought to the target text, there was a structure shift meanwhile the last student translated the words became *trotoar* which used borrowing as if it was not found in English word, turned out it was translated by keeping the word in its source text and *bahu jalan* is available in the target text. According to all students' target text, there were three students had translated the words from metaphor became non-metaphor such as the first, fourth, and the six students. The second, third, and fifth students translated from metaphor to metaphorical words.

	ST	*.... telur mata sapi*
	STT1	fried egg
	STT2	beef eye
4	STT3	fried egg
	STT4	the egg
	STT5	beef eye
	STT6	usual egg

Based on the words *telur mata sapi*, all of the students translated these words from certain to general which *telur mata sapi* is detail information of kind of the egg that fried whereas the students translated these became the common name of the egg or generalization, except for two students, namely the second and the fifth students translated these words became different meaning and reference, the words *beef eye* in English as the target text means the target point that located in the middle position of Dart game instead of food, this shift affected the different image of the topic. According to all students target text product, the

metaphor in its source text became non-metaphor in its target text translated by the first, third, fourth, and sixth students unlike the second and the fifth that translated metaphor became metaphor with the same image.

	ST	*Cinta monyet*
	STT1	Monkey love
	STT2	Monkey love
5	STT3	Love monkey
	STT4	Monkeys love
	STT5	Monkey love
	STT6	"cinta monyet" (monkey love)

Based on the product of translation, there were five students who translated the words *cinta monyet* became *monkey love* which is the image of the animal was kept in the target text and transposition occurred as the different structure between the languages but the third student used literal translation, the last student translated the words by keeping the source text in the target text by adding more information in the brackets with same as the fifth students' product. According to all students' product, the metaphor became metaphor in the same image of the animal.

	ST	*...paru-paru kota*
	STT1	the lung of the city
	STT2	the lungs of the city
6	STT3	the lungs of the city
	STT4	the lung of the city
	STT5	the lungs of the city
	STT6	the lung (the source of air for breathing) of town

Based on the words above, there were three students translated the words became singular form of *paru-paru*, and three were translated the words became

plural form as the correct form. Transposition appeared as the different structure as *paru-paru kota* became *the lungs of the city*, but when *paru-paru* became *lung* there was a shift in its supletion where plural changed into singular. According to the entire products, the metaphor was translated became metaphor with the same image as well.

	ST	*.... pertimbangkan masak-masak*
	STT1	thing carefully
	STT2	judgment cooks
7	STT3	consider in cooking by him
	STT4	consider to cook carefully
	STT5	consider carefully
	STT6	must seriously

The first student translated the words *pertimbangkan masak-masak* became *thing carefully* which is *thing* not equivalence with the source text *pertimbangkan*, the second student translated the word became *judgment cooks* that semantically and syntactically odd, the third and fourth students mistranslated the word *masak-masak* became *cooking* and *to cook* even in passive form the pronoun was incorrect. The fifth student translated the words became *consider carefully* and the last student translated the words became *must seriously* where the meaning of it will not equivalence with the source text. Meanwhile based on *KKBI kemdikbud online*, the word *masak-masak* means *secara baik (tentang buah pikiran)* as an adverb. Based on the products of translation, all the metaphors were translated literally, and the metaphor in the source language became non metaphor translated by the first, fifth and the sixth students whereas the second, fourth translated the words metaphorically in the target text. Meanwhile, the third student deleted the metaphor in the target language.

8	ST	.... *lintah darat*
	STT1	Moneylenders
	STT2	overland
	STT3	-
	STT4	loan shark
	STT5	loan sharks
	STT6	"lintah darat" (someone wants big forwards of credit)

Based on the words *lintah darat*, the first student translated the words became *moneylenders* that the image of the animal was not kept in the target language, and did the second student as the translation was *overland*, unfortunately, the third student omitted (omission) the sentences contained these words, the fourth and the fifth students translated the words became *loan sharks* and *loan sharks* the first one was in singular form of shark, and the second one was plural, meanwhile the last student kept the image and the word of animal in its source text to the target text by adding the detail information of the animal that used. Transposition, and reduction tended to omission were used as the techniques and the procedure of translation of metaphor in the source text became non-metaphor applied by the fourth, fifth, and the sixth students. Meanwhile the first and the second students applied metaphor became non-metaphor in the target text, and the third applied deletion in the target text.

9	ST	... *buaya darat*
	STT1	a playboy
	STT2	a land crocodile
	STT3	Alligator
	STT4	Playboy
	STT5	crocodile land
	STT6	Playboy

Based on the words above, the first, fourth, and the sixth students translated the words became *playboy*, the third and fifth students translated them became *alligator* and *crocodile land* where the animal was kept in the target language. Thus, transposition of the structures was used by all students, except for the fifth student who used literal translation. The procedure applied by the first, fourth, and the sixth students was metaphor became non-metaphor in the target text. On the other hand, the second, third and the fifth students applied metaphor became metaphor.

	ST	... *mangsa*
	STT1	-
	STT2	Prey
10	STT3	Prey
	STT4	Victim
	STT5	Prey
	STT6	Victim

Based on the word *mangsa*, the first student translated it to *traped* as the meaning of its source text and re-expressed the meaning instead of in its metaphorical word, the second, the third and the fifth student chose to keep the metaphorical word *prey* as it was the object of the subject, in this case when *mangsa* translated into *prey* as it was established equivalent translation meanwhile there were two students changed it to *victim* of the person who had deceived as particularization translation. Thus, the first, fourth, and the sixth students applied the procedure of metaphor became non-metaphor in the target text. Meanwhile, the second, third, and the fifth students applied the procedure of metaphor in the source text became the metaphor in the target text with the same image.

11	ST	*...hidup subur dan berkembang biak*
	STT1	*grow much*
	STT2	flourish and multifly
	STT3	lush and breed
	STT4	prosperous and multiply
	STT5	flourish and multiply
	STT6	grow up and find more coleages well

Based on the first student, the words *hidup subur dan berkembang biak* were translated into grow much, as the crocodile or the human is considered as countable noun, the use of *much* is not accepted in the normative language. The second student translated the words into *flourish* and *multiply* which *flourish* (as well as the fifth student) based on *English-Indonesian and Indonesian-English Dictionary* by Setiawan, means *tumbuh dengan subur* as figurative language and the word *multifly* was not found in English word, the third student translated these into *lush* and *breed* which the word *lush* based on Cambridge Advance Learner's Dictionary refers to plant whereas the contextual meaning of *subur* in Bahasa Indonesia refer to animal as the image instead of plant, and the word *breed* means *to keep animals for the purpose of producing young animals in a controlled way* based on *Cambridge Advance Learner's Dictionary* in which still in metaphorical expression as it was compared with the basic of contextual meaning. The fourth student translated the word *subur* into *prosperous* which was not equivalent since it refers to success in earning money regard to *Cambridge Advance Learner's Dictionary*, and the word *berkembang biak* was changed to *multiply* as well the fifth student where it is as figurative language based on *English-Indonesian and Indonesian-English Dictionary* by Setiawan, and the last student translated the

word *subur* into *grow up* which its meaning is similar to the condition of *subur* but *grow up* not always refer to grow in good condition, thus it was not equivalence, and the word *berkembang biak* was changed to *find more coleages well* in which the word *coleages* was not found in English. According to all products, literal translation mostly used and the most students kept the image as it was metaphorically used in the source text and the target text as well, but they had problems in transferring the meaning because inference.

	ST	*... ruas jalan*
	STT1	the othe side
	STT2	the road
12	STT3	the road
	STT4	road segment
	STT5	road segment
	STT6	-

Based on the words above, the first student translated the words became *the othe side* which is the word *othe* is not found in English. The second and third students translated the words became *the road* that the change was in detail to general. The fourth and fifth students translated the words *ruas jalan* became *road segment.* Based on *Kamus is an English-Indonesian Dictionary* and vice versa, *segment* also means *ruas* but the use of it refers to an animal called worms, and the last student omitted the words at all there she did not bring the information of source text when re-expressed it to the target text, in other word, she applied deletion. Thus, the first, second and the third students applied metaphor became non-metaphor in the target text procedure whereas the fourth and the fifth students brought the word used metaphorically with the same image. Meanwhile the

technique was generalization as *ruas jalan* became the road, shift as it was road segment, and omission.

	ST	*Dunia yang telah merenggut kedua orangtuanya*
	STT1	The world that take her famly
	STT2	A world that has taken both parents away
13	STT3	The world has been taking her parents
	STT4	World that has taken her parents
	STT5	A world that has taken both parents
	STT6	The world that stoled her parents

Based on the words, the first student translated the words became *the world that take her famly* which the verb *take* indicates a base form without any description of the tenses, the second student translated the words became *a world that has taken both parents away* which the verb *has taken* indicates present perfect tense, the third student translated the words became *the world has been taking her parents* which the verb *has been taking* indicates present perfect continuous tense, the fourth student translated the words became *world that has taken her parents* which the verb *has taken* indicates present perfect tense, and the fifth student translated the words became *a world that has taken both parents* which the verb also indicates present perfect, and the last student translated the words became *the world that stoled her parents* which the words *stoled* is unidentifiable. According to tenses, the students did not pay attention to the use of tenses in a novel, novel id one kind of narrative text in which past tense used as one of the language features. The verb *merenggut* based on *Kamus Besar Bahasa Indonesia* it means *menarik (menyentak, merebut, mencabut) dengan paksa,* and it was changed into *take* as in *Cambridge Advanced Learner's Dictionary* it means *to remove something, especially without permission.* The technique was literal that

mostly used and the procedure applied by all students was the same metaphor in the target text but there were problem with tense.

	ST	*Sepuluh tahun berlalu*
	STT1	Ten years have been gone
	STT2	Ten years have passed
14	STT3	Ten year have passed
	STT4	Ten years have passed
	STT5	Then years have passed
	STT6	After 10 years passed

Based on the first student, the words were translated into *ten years have been gone* which the verb indicates an error tense, it cannot be said as present perfect nor continuous eve in a passive voice form, the second until the fifth students translated the words which the verb indicated present perfect, and the last student translated the words became past tense as it was *after 10 years passed*. Thus the technique was literal translation and the procedure applied by all students was the same metaphor in the target text but there were problem with tense.

	ST	*… kenangan pahit*
	STT1	worst memories
	STT2	bitter memories
15	STT3	bitter memories
	STT4	bitter memories
	STT5	bitter memories
	STT6	worst memories

Based on the words, there were two students translated *kenangan pahit* into *worst memories* which the word *worst* means *superlative of bad; of the lowest quality, or the most unpleasant, difficult or severe* based on *Cambridge Advanced Learners' Dictionary*, and the word *bitter* means *describes a person who is angry*

and unhappy because they cannot forget bad things which happened in the past;
with an unpleasantly sharp taste; and describes weather that is extremely cold,
especially in a way that causes physical pain. Meanwhile based on *Kamus Besar*
Bahasa Indonesia online, the word *pahit* means *rasa tidak sedap seperti rasa*
empedu; and *tidak menyenangkan hati; menyusahkan hati.* The word *pahit* in
bahasa is a taste compared with worst when all the most unpleasant is not always
refereeing to bitter, it can be referred to very sour, or spoilt. The word *pahit*
compared to *bitter* have the same meaning of taste. Therefore, the first and the
sixth students used metaphorical words in source text became the non-
metaphorical words in the target text, and the second, third, fourth and the fifth
students applied metaphorical words became the same metaphorical expression in
the target text. On the other hand, transposition was used as the technique in
translating the metaphor because changes of structure from source text into target
text.

	ST	*... tak lekang oleh waktu*
	STT1	never be touch by the time
	STT2	never timeless
16	STT3	never dark by time
	STT4	never timeless
	STT5	never timeless
	STT6	never be gone away by time

Based on the first student, the words were translated into *never be touch by*
the time in which the verb *touch* is not indicated the third verb as it was in passive
voice, the second, the fourth, and the fifth translated the words into *never timeless*
in the real meaning, the third student translated the words into *never dark by time*

which the adjective seemed have become verb but it cannot be accepted as well as the last student translated the words into *never be gone away by time* the verb *be gone away* cannot be understood compared with the source text. Thus, the first student applied procedure by keeping the metaphorical word in the target text while the second, fourth and the fifth students applied the procedure by omitting the metaphorical meaning in the target text, and there were two students had problem with tenses. Then the variation technique was used by first, third and sixth students, and reduction was applied by the second, fourth and the fifth students.

	ST	*... bermain di pikiran Sata*
	STT1	playing with Sinta tought
	STT2	playing on my mind
17	STT3	frolic in mind - Sata
	STT4	playing in Sata's mind
	STT5	playing in Sata's mind
	STT6	always play in Sata's mid

Based on the words, there were four students translated the word *bermain* into *playing* as a phrase which does not contain verb in it, the third student translated word *bermain* into *frolic* the synonym of *to play,* and the last student translate the word *bermain* into *play* as a base form in present tense. However, as it was in novel, it can be more equivalence if we concern about the language feature, and the word *play* and *frolic* are compared, the word *play* seemed more equivalence than *frolic.* Based on *Cambridge Advance Learner's Dictionary*, the word *frolic as* a verb means *to behave in a happy and playful way* and the word *play* as verb means *to perform an entertainment or a particular character in a play, film or other entertainment*. The word *frolic* seemed to refer to something

happy whereas the word *play* can be used to describe another particular movement. The technique was literal and the metaphor was translated by all students became metaphor with same image in its target text

	ST	*aku jatuh cinta padamu*
	STT1	I am in love with you
	STT2	I'm in love with you
18	STT3	I fall in love with you
	STT4	I'm in love with you
	STT5	I'm falling love with you
	STT6	I fall in love to you

Based on the metaphor above, all students translated the metaphor into the same mapping condition in the target text, they only had different form in expressing it or they showed the language variants. Meanwhile the technique was literal translation.

	ST	*.... bunga merah darah*
	STT1	red blood flower
	STT2	blood red flower
19	STT3	flower red blood
	STT4	blood red flower
	STT5	blood red flower
	STT6	red blood flower

Based on the phrase, there were three students translated the words into *blood red flower*, there were two students translated into *red blood flower* in which syntactically odd as well as the third student translated in to *flower red blood*. All of the entire product, the words *merah darah* has its own language reference in kind of red colour-that is, blood. The word *blood* can be understand as blood red that the kind of the red is similar to blood colour, so it can be translated into blood flower. All students kept the image of word, kept the blood

to show the similar color to the blood, and all of them used transposition translation except the third student used literal translation.

	ST	*… letupan rasa marah*
	STT1	the pop of anger
	STT2	a sense of anger
20	STT3	sort of anger flare
	STT4	outburst of anger
	STT5	outburst of anger
	STT6	a bubbling of anger

Based on the first student, the words *letupan rasa marah* were translated into *the pop of anger* which *letupan* changed to *pop,* based on *Cambridge Advance Learner's Dictionary* the word *pop* means as noun *a short sharp sound, like something exploding.* In this case, the student used the sound of exploding something equal to *letupan* in its own source text. The second student translated the words into *a sense of anger* in which the use of sense here referred *to a general feeling or understanding* based on *Cambridge Advance Learner's Dictionary,* in this case, the students only used the word *sense* to describe the feeling of anger, but the information or the concept of metaphor was missed in the target text, that is *letupan.* The third student translated the words into *sort of anger flare*, in this case the students used *sort* as kind of anger that flare up, based on *Cambridge Advance Learner's Dictionary* the word *flare* means *to burn brightly either for a short time or not regularly*, so the word *flare* does not refer to an explosion, however the meaning of *letupan* had been missed in the target language. The fourth and the fifth students translated the words into *outburst of anger* which the word outburst means *a sudden forceful expression of emotion, especially anger* based on *Cambridge Advance Learner's Dictionary.* On the

other hand, the last student translated the words into *a bubbling of anger.* However, the mapping condition between Indonesia and the English probably is not the same. The technique of transposition was applied.

	ST	*harga diri yang sedikit robek*
	STT1	the pride has been broken
	STT2	self-esteen is a little complicated
21	STT3	self-esteem a bit torn
	STT4	self-esteem that slightly torn
	STT5	self-esteem that slightly torn
	STT6	the weak pride

Based on the first and the last students, the words *harga diri* changed to *pride.* Based on *Cambridge Advance Learner's Dictionary,* the word *pride* means *your feelings of your own worth and respect for yourself*, meanwhile the words *harga diri,* based on *Kamus Besar Bahasa Indonesia* means *kehormatan* or respectability of someone. The second student change the word into *self-esteen* that was not found in English word, meanwhile the third, fourth, and fifth students changed the words *harga diri* into *self-esteem.* In the other hand, the word *robek* was changed into broken which means *damaged, no longer able to work* whereas the meaning *robek* in Bahasa Indonesia will depended on the interpretation of reader, the meaning might be *harga diri yang rusak* that probably equal to the word *broken,* the second student translated the word *rusak* into *complicated,* the third, the fourth and the fifth students translated it into *torn* that metaphorical expression was kept in the target text. The last student translated it into *weak* in which *Cambridge Advance Learner's Dictionary* means *not strong; not strong enough to work, last, succeed, persuade or be effective.* The meaning that brought

into the target text was closed to the word *rusak* because of something weak, however the metaphorical expression was not kept in the target text. The technique of literal translation was applied by all of them except the last student used transposition.

	ST	*menjelma candu*
	STT1	-
	STT2	incarnate
22	STT3	personifies the opium
	STT4	transforming opium
	STT5	transforming opium
	STT6	to be addictive

Based on the words *menjelma candu,* the first student omitted the information when it was re expressed in the target text, the second student also did the same when she only bring *menjelma* as it was *incarnate,* the third student changed the words into *personifies the opium* that the verb *candu* changed to noun as it was opium, the last student changed words into the real meaning of the verb *candu* in the target language. Thus, the first student applied deletion, the second was also the same as the first student. The third, fourth and the fifth students changed it into metaphorical expression in the target text, and the last student also did the same as them as the opium is addictive. The technique of reduction was applied by second the sixth student, the first student used omission, and the third, fourth and fifth student used literal translation.

	ST	*Tikus-tikus kantor*
	STT1	Office mouse
	STT2	The mouses office
23	STT3	Cat-cat office
	STT4	Office mice
	STT5	Office rats

	STT6	Mice in office

Based on the first student, the words *tikus-tikus kantor* were translated into office mouse that the form plural of *tikus-tikus* became singular as it was *mouse,* the second student translated the words into *the mouses office* which the plural form of mouse was not found in English as it was *mouses* and the orders were syntactically odd*,* the third student changed the image of animal into cat-cat in plural form, the fourth translated the words into office mice, the fifth student translated the words into office rats, and the last student changed the words into phrase *mice in office*. Thus, all students kept the image of animal, except for the third students, the image of animal changed into cat. Meanwhile the technique of transposition was applied by all of them unless the second student that used literal translation.

	ST	*kucing*
	STT1	cat
	STT2	cat
24	STT3	cat
	STT4	cat
	STT5	cat
	STT6	cat

Based on the word *kucing*, all of the students translated it into cat which the image of te animal was kept in the target text, and the technique was established equivalent.

	ST	*ganti muka*
	STT1	change the face
	STT2	change face
25	STT3	change face
	STT4	change face
	STT5	change face

	STT6	chang face

Based on Based on the words, all of the students translated *ganti muka* into *change (the) face* which the metaphorical expression was kept in the target text, and the technique of literal was applied by all of them.

	ST	*tak kenal kenyang*
	STT1	never satisfied
	STT2	do not know full
26	STT3	rats gorged
	STT4	do not know full
	STT5	do not know full
	STT6	-

Based on the words, the first student translated *tak kenal kenyang* into the real meaning of the source text. That was *never satisfied.* The metaphorical expression was omitted in the target language. The second, fourth, and the fifth students translated the words into *do not know full* which the metaphoric expression was kept in the target text, meanwhile the last student omit the information in the target text (deletion). Meanwhile the technique of transposition was applied by the first and the third student, literal translation was plied by second, fourth and fifth students, and the last student used omission.

	ST	*otak tikus*
	STT1	the mouse's brain
	STT2	the mouse brain
27	STT3	rat brain
	STT4	brain's rat
	STT5	rat brain
	STT6	-

Based on the words, the first student translated *otak tikus* into the mouse's brain, the second student translated them into *the mouse brain,* the third and fifth students translated them into *rat brain,* the fourth student translated them into

brain's rat, unlike the last student did not translate the words. According to all the students, the image of animal was kept in the target text. Meanwhile the technique of transposition was applied by the first, second, third and the fifth students, literal was used by the fourth student, and omission was used by the last student.

	ST	*otak udang*
	STT1	a shrimp's brain
	STT2	a shrimp brain
28	STT3	brain shrimp
	STT4	a brain shrimp
	STT5	a shrimps brain
	STT6	-

Based on first student, the words *otak udang* were translated to a shrimp's brain, as well as a shrimp brain translated by the second student, the third and fourth students translated the word in different way such as a brain shrimp, it would be suitable if it is in a noun case like *brain of shrimp*, the fourth student translated *otak udang* into *shrimps brain* that the word *shrimps* in plural form. Meanwhile the last student did not bring the meaning into the target text (deletion). Based on all the students except for one student, the animal was kept in the target text. In addition, the first, second and fifth student applied transposition translation, the third and fourth students applied literal translation, and the last student omitted it.

	ST	*kucing lapar*
	STT1	cat is hungry
	STT2	cat is hungry
29	STT3	the hungry cat
	STT4	the cat hungry
	STT5	cat is hungry
	STT6	cat is hungry

Based on all of students, there were four students who translated the words *kucing lapar* into *cat is hungry* as clause whereas there were two students translated the words into phrase such as *the hungry cat* and the *cat hungry.* According to entire products, the animal was kept in the target text and its meaning was kept implied. Meanwhile the technique was transposition but different form such cat is hungry is kind of simple sentence whereas the hungry cat is noun phrase, but the fourth student applied literal translation.

	ST	*kasih roti*
	STT1	give a bread
	STT2	give a bread
30	STT3	give bread
	STT4	give bread
	STT5	give bread
	STT6	give them a bread

According to the entire products, the implied meaning of the words was kept in the target text, and literal translation technique was applied by all of them.

	ST	*jalanpun lancar*
	STT1	the road is smooth
	STT2	the road smooth
31	STT3	the path is smooth
	STT4	the way become easy
	STT5	the job will smoothly
	STT6	make easy way

Based on the words *jalanpun lancar,* there were two students translated the word *jalan* into *road,* there was student translated the word *jalan* into path, there was also one student translated it into *job,* and there were two students translated it into *way.* Meanwhile, the word *lancer* was translated into *smooth* as adjective by three students and as adverb by one student; however the syntax was error when modal meet adverb came after it, and there were two students

translated the word *lancar* into *easy*. Then the technique of literal was applied by all the students except the last student that used transposition.

2. **Result of Interview**

This result helped the researcher to dig more deep about the problems and the factors occurred in the process of translation focused on the metaphor. Thus it is very important to find out the consciousness, awareness and experience of the students related to the problems.

The selected sentences of the translation instruction were recognized by the student. It means that the student used to hear some terms provided by the researcher. In fact, he only used to hear it (the metaphor) in the source language instead of both in source language and the target language as the student said,

> "Kalo belajar metafora, sepertinya ada waktu introduction to linguistics, tapi kalo itu rasanya lebih ada di kalimat Indonesia saja, jadi tidak terlalu memfokuskan atau memberikan contoh metafora dari kalimat Inggris".

The student told the researcher that the problem most occurred when the process of finding the correct words suit the target language. In other words, the student realized that in translating a text was not easy because there were some obstacles as companion. The student said, *"…prosesnya sulit mencari kata yang sesuai untuk menggantikan kata-kata tersebut."*. Based on that, one of the obstacles was the equivalent word, that he was conscious that dictionary was not the only one tool in translation. He tried to search and found out some knowledge as guidance in translation such as paying attention the reader or readers' expectation toward the translation product. The most important result of interview was the unconsciousness of the kind of the text.

The second student revealed that terms which in phrase by were translated word by word, but she also confessed when she got trouble in understanding the meaning of the phrase in its source text she looked for it by the internet, but mostly she used namely word by word translation.

The third student told that he translated the terms word by word, he separated the word, translated each word, then collected them together into phrase. He confessed that the problem occurred when he translated the terms were the terms are usually heard in Bahasa Indonesia, but in English he never heard of them, he told that actually it was simple using word by word translation, but he realized to make other people understand or reader understand the meaning of the phrase was difficult. For instance, he could translate *cinta monyet* into love monkey, but he had no idea how to transfer the meaning of what *cinta monyet* in different language.

The fourth student, she translated the terms by finding out the meaning of the phrases their self in its source text, she changed the word that she thought it was too poetic into the standard words, in other words she understood the meaning in literally version first, and then translated the phrases into English. She also confessed that the problem occurred when she translated the words that she could understand the meaning. She could not translate the phrase if she had no idea what was the meaning of it.

The fifth student had similar way of translating the metaphor, namely word by word translation, and he also had the same problem as previous students-

that was, when he is used to hear the terms in Bahasa Indonesia, but in English. He had never heard the terms in English version.

The last student shared her way that she translated the phrases by figuring out the meaning first, she understood it by its literal meaning, in other words she used her own language in interpreted the terms in Bahasa Indonesia, after finding out the meaning she re expressed it into English. Different from the previous students, she translated the phrase into English by keeping the image of source text then she supposed that the meaning would be explained the following word and in glossary as it was in novel.

According to all the students, most of them had similar problem-that was, the terms were never been heard in English as their own thought. It means they realized actually the words could not be translated in the same image because they knew that in English has its own ways to produce some meaning that evoked by the images such as the comment, "Errr cinta monyet kan kalo diartikan baya love monkey kaitu, tapi biar orang tau bahwa cinta monyet yang dimaksudkan tu ini lho, itu yang susah mencari kata yang tepat kak".

Their ways in translating the metaphor were similar to one to another, namely word by word translation. The process in translation implicitly was revealed that the first thing they done was comprehended the meaning of the terms in its source text, because they thought without understand the meaning they could not re express the phrases into English. Unfortunately, in comprehending the words in its source text, there were some translation product showed the problems also happened in analyzing the text, it can be seen by the technique used

by them that was the same namely word by word translation. In this case, they tended to miss the contextual situation occupied in each sentence.

Overall conclusion based on the result aforementioned, the processes of figurative language translated by students included analyzing the source text, it can be seen when each of them in fact paid attention the difficulties of certain terms/phrases especially the metaphors, they realized that the metaphors had special attention in the way of translation, thus one of student said, "Saya cari makna dari kata tersebut kemudian saya terjemahkan ke bahasa Inggris,";

The second phase was re-expressing the meaning, it also can be seen by after finding out the meaning, they started to transfer the meaning into different language, in this case it was English. That the most of them applied word by word translation; the last phase was restructuration, the last process occurred when transferred the meaning in each word, then they grouped the words into a phrase, that there was special concern about the result product, namely when students actually worried about how will the readers understand the product. For instance, when a student revealed that he simply translated the word of *cinta monyet,* that *cinta* is for *love,* and *monyet* is *monkey,* and then brought them together into *monkey love,* but he realized that native speaker might be not understand what is *monkey love* as it comes in English culture, in this phase showed that the revision and consideration happened along the mind of the students as the translator. Even though like that, most of them still translated the phrases based on their knowledge and the limitation of the tools, approach, strategies and the procedures of translating metaphor.

C. Discussion

Talking about how metaphor is translated by students, this is related to strategy including translation method, techniques and procedures. The translation method can be concluded by paying attention to the techniques and procedures of metaphor translation that which orientation either source language or target language emphasis. Translation techniques are still can be located in common area such in informative text, vocative text, etc., unlike techniques, translation procedure if metaphor is the narrowest area that will be focused on how the image and sense being transferred into other language.

Based on the result findings, the first student applied metaphor became metaphor with same image without any explanation toward number 2, 5, 6, 11, 13, 14, 17, 19, 23, 24, 25, 27, 28, 29, 30, and 31; metaphor became metaphor with different image toward number 15, 16, 18, 20, and 21; metaphor became non-metaphor toward number 1, 3, 4, 7, 8, 9, 12, and 26; and procedure of deletion was applied toward number 10 and 22.

The second student applied procedure of metaphor became metaphor with same image without any explanation toward number 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 19, 23, 24, 25, 26, 27, 28, 29, and 31; metaphor became metaphor with different image toward number 18; metaphor became non-metaphor toward number 1, 8, 12, 20, 21, and 22.

The third student applied procedure metaphor became metaphor with same image without any explanation toward number 2, 3, 5, 6, 7, 10, 13, 14, 15, 19, 21, 22, 24, 25, 27, 28, 29, 30, and 31; metaphor became metaphor with different

image toward number 9, 11, 16, 17, 20, 23, and 26; metaphor became non-metaphor toward number 1, 4, and 12; and procedure of deletion toward number 8.

The fourth student applied procedure metaphor became metaphor with same image without any explanation toward number 2, 5, 6, 13, 14, 16, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30; metaphor became metaphor with different image toward number 8, 15, 18, 20, and 31; and metaphor became non-metaphor toward number 1, 3, 4, 7, 9, 10, and 12.

The fifth student applied procedure of metaphor became metaphor with same image without any explanation toward number 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, and 31; metaphor became metaphor with different image toward number 20; and metaphor became non-metaphor toward number 1, 2, 7, and 12.

The last student applied procedure of metaphor became metaphor with same image without any explanation toward number 11, 14, 17, 18, 19, 23, 29, and 30; metaphor became metaphor with different image toward number 13, 15, 16, 20, 21, 22, and 31; metaphor became non-metaphor toward number 1, 2, 3, 4, 7, 9, 10, and 24; and procedure og metaphor became metaphor combined with sense toward number 5, 6 and 8.

According to Larson (Chapter II, p. 21), the way of translating metaphor of the source text can be applied if it sounds familiar for the two languages. In this case, the images used in both languages are the same, and different as well. Some of images that are the same between the languages are *mulut gua, bahu jalan,*

paru-paru kota, mangsa, dunia yang merenggut kedua orang tuanya, sepuluh tahun berlalu, bermain, bunga merah darah, harga diri yang sedikit robek, menjelma candu, tikus, kucing, change face, tak kenal kenyang, kucing lapar, kasih roti, dan *jalanpun lancer*. On the other hand, the different images are *harum namanya, telur mata sapi, cinta monyet, pertimbangkan masak-masak, lintah darat, cinta monyet, buaya darat, ruas jalan, letupan rasa marah, otak tikus,* dan *otak udang*. So *mulut gua* can be translated to the mouth of cave.

Meanwhile the metaphor of source text can be changed into the metaphor of the target text as long as they have the same sense. For instance, *monyet* in Indonesia and *puppy* in English are different but they have the same sense in describing the condition of love occurred in particular time. *Cinta monyet* can be translated into *monkey love* in one condition that there is an explanation that follows it.

The metaphor became non-metaphor can be applied when the metaphor is belonged to dead metaphor or the condition that there is no metaphorically word available in the target text for example, the students were stuck in the last phase of metaphor translation process. Started with … *harum namanya* unless for *kenangan pahit* of which mostly mislead into ... *Harum namanya.* This occurred probably because they are lost in comprehending the meaning of the words in its source text itself, it can be seen by the word … *Harum* that starts with capital letter at the first letter of word, the students thought this is a proper name whereas in the source text there is no indication talking about the name as it is not starting with capital letter. Lost in comprehending the meaning even in source text or

source language will influence the result of the translation in the target text. Based on Habibullah (Chapter II, p. 12) in transferring the meaning or message in a text, there are some ability that should be have, namely the linguistics aspects, technique mastery, theory, tools that used, etc. In addition, according to Troike (Chapter II, p. 20), first language influences the production of second language, in this case English as foreign language because the first language is the prior knowledge in initial state in producing or transferring meaning to the target text or language., while deletion can be applied if the reduction has function to omit the repetition word but still has its metaphorical value and meaning. So the word *ruas jalan*, *tak kenal kenyang, otak tikus, otak udang*, *lintah darat* that translated by omission that omitted the word and the meaning by some students. For this the metaphorical meaning had gone.

Based on aforementioned above, it can be seen that student had difficulties in deciding which procedure that viable in translating the metaphor. Keeping the image or change the image into the target text were used randomly and unsynchronized decision about which one is which. And this will bring equivalent problem in the translation. It had been asserted by the result of interview that students mostly confessed that they applied literal in the process of translation so that it led to the other problem such as linguistic aspect. The problems emerged were including structure like *cinta monyet* became *love monkey*, *mulut gua* became *its mouth cave*, t*ikus-tikus kantor* became *the mouses office*, and *bunga merah darah* became *flower red blood*, *otak tikus* became *brain's rat*, *otak udang* became *brain's shrimps*; the tenses like *ten year had been gone*, *never be touch*

(ed); form changes such as *tikus-tikus kantor* became *cat-cat office* (plural-plural), *gua* became *caves* (singular-plural), *lintah darat* became *loan sharks* (singular-plural), *paru-paru* became *lung* (plural-singular); and writing mechanism such as *ten* became *then, mouth* became *mounth*, *fragran*t became *fragnant.*

Literary problem evoked by the location were in novel and poet structure where it led to the aesthetic problem whether the image can be kept in order to protect creative thought of author, or change the image into target text would break the aesthetic value of author, and of course the dilemma was coming from the socio-cultural problem because metaphor is understood culturally and the translation has duty to make the languages are in the closest equivalent.

The problems faced by student emerged that can be seen by the method that oriented to the source language and the approach seemed not pay attention to the culture because the contextual situation in each sentence was missed by subjects. It can be seen by the result of interview that the problems are related to the explanation of some reasons of having mistaken in translation by Seguinot and other experts (chapter II, p. 28). Hence the cognitive approach as the experts proposed by Kovescess and Lakoff and Johnson (Chapter II, p. 21) it as bring the metaphor into a cognitive concept to make it more clearly understood as the way of translation the metaphor.

CHAPTER V

CLONCLUSION AND SUGGESTION

A. Conclusion

The figurative language translated by students were in the three phases/processes such as the analysis of the source text; re-expressing or transferring the meaning; and restructuring the words. As the processes happened, the procedures of metaphors that translated by students existed as well. The procedures that had been applied, namely keeping the metaphor of the source text such as *kenangan pahit* became *bitter memories, cinta monyet* became *monkey love*, *buaya darat* became *land crocodile, tikus-tikus kantor* became *office rats, kucing* became *cat, bahu jalan* became shoulder of the road; the next procedure was using reference in the target text culture whose function is similar to that of the source text such as *lintah darat* became *loan sharks;* the third was keeping the metaphor of the source language by preserving its sense or meaning through adding the topic or explanation after the word of metaphor being translated, for instance *lintah darat* became *lintah darat (someone wants big forwards of credit)*; the last procedure that meaning can be explained without using the image such as *buaya darat* becomes *playboy,* and *lintah darat* becomes *overland or moneylenders,* and the last procedure used namely deletion which the some students omitted the word in the target text.

During the metaphor translation, the problems occurred in the processes such as the presence of sentences that give context to the metaphorical language which missed by the subjects at the first stage, in the other words, they did not realize or pay attention to the context of words either before and after lexical that followed the metaphorical words in analyzing text and the strategies being applied by students, and problems related what happened to the text namely the linguistic problems, the culture or socio culture such as consideration of translating the image of animal or other image that located in variant area such in literature and non-literature of which it is bounded in every country and understood culturally, and the aesthetic literary problem such the replacement of image or keeping the image will make the readers misunderstand with the sense of image that is different between the source text and target text.

B. Suggestion

1. For the English learner students, it is suggested to enhance their knowledge about English semantics including figurative language and its translation since they always exist in everyday language that they cannot take it for granted when they face the situation that ilk in translation.

2. For the lecturers, it is suggested to introduce figurative language or metaphorical language using cognitive approach since it has important reasons, and integrate the English semantic in every English subject as possible as it is not acquired subject in English Education Study Program. According to Lazar, introducing figurative language can be a useful, handy, and memorable way to enrich and organizing student vocabularies and enhance their knowledge about language.

3. For the next researcher, it is suggested to conduct a study by discovering newest and the latest theories especially about figurative language in translation in resolving the problem of translation since the language is dynamic and creative that show it is developed along with humans' thought is developed overtime, or conducting an experimental study in teaching figurative language translation using cognitive approach to improve students metacognitive such as in taking decision what kind of the, methods, techniques and procedures that viable to be applied in particular words especially metaphors.

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