

**THE ACCURACY OF THE STUDENTS' TRANSLATION  
OF ENGLISH IDIOMATIC EXPRESSION IN  
THE NOVEL OF *BRISTOL MURDER***

**(A Descriptive Qualitative Study at English Education of  
State Islamic University Fatmawati Sukarno Bengkulu)**

**THESIS**

Submitted As A Partial Requirement For The Degree Of Sarjana  
Pendidikan (S.Pd) In English Education Study Program  
Tarbiyah And Tadris Faculty UINFAS Bengkulu



By:

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**TAHUN 2023**

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DEPARTMENT OF TADRIS  
FACULTY OF TARBIYAH AND TADRIS  
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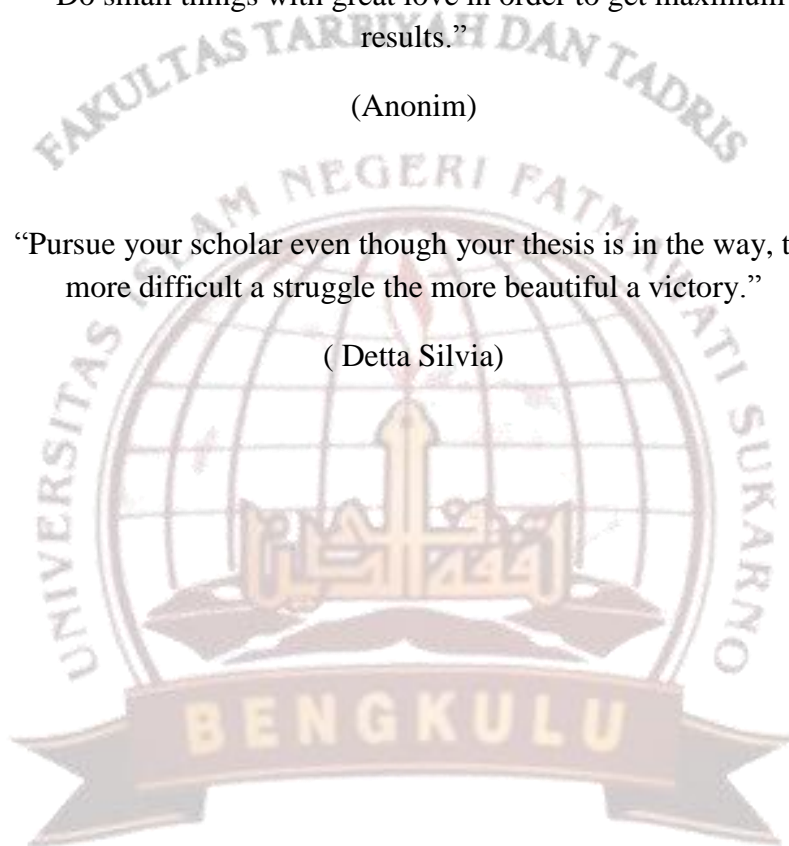
## MOTTO

“Do small things with great love in order to get maximum results.”

(Anonim)

“Pursue your scholar even though your thesis is in the way, the more difficult a struggle the more beautiful a victory.”

(Detta Silvia)



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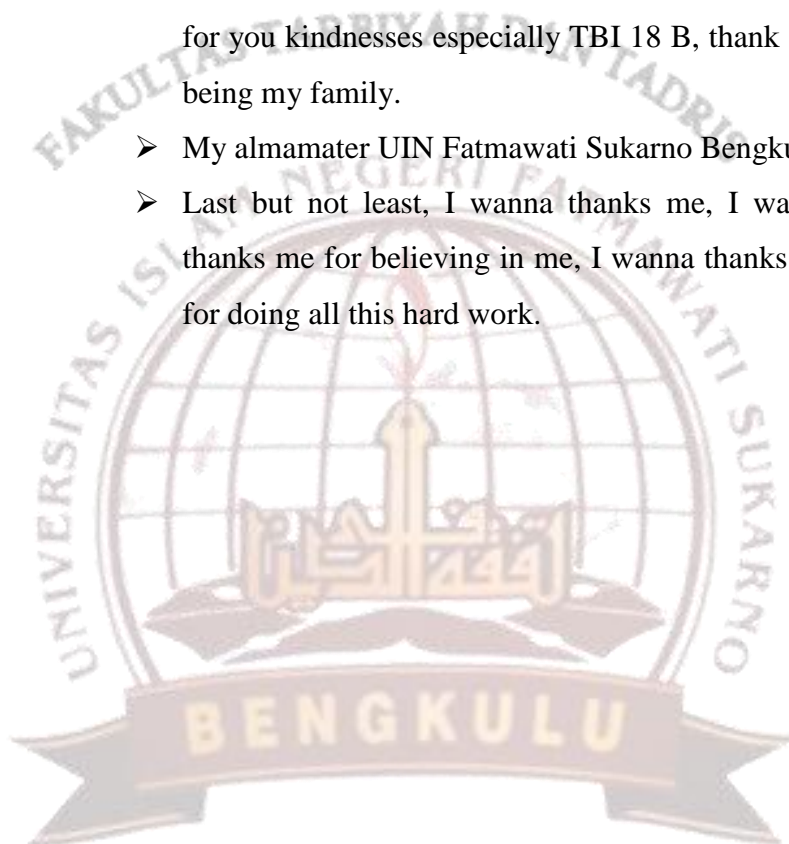
## DEDICATION

The researcher would like to dedicated this thesis to :

- Allah SWT as the only one God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can to describe how I am for every mercy, healty, and happiness on my away to finish this thesis.
- My beloved Parents, my father Mr. M.Yanto and my mother Mrs. Jus Darti. Thank you very much for your entire prays and always support me to fulfill all of my of my needs and stuff remind me to never give up no matter word can describe how lucky I am to have both of you in my life.
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- Last but not least, I wanna thanks me, I wanna thanks me for believing in me, I wanna thanks me for doing all this hard work.



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I hereby sincerely state that the thesis entitled **“The Accuracy Of The Students’ Translation Of English Idiomatic Expression In The Novel Of Bristol Murder (A Descriptive Qualitative Study at English Education of State Islamic University Fatmawati Sukarno Bengkulu)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refferd in the bibliography. If afterproven that my thesis has discrepancies, I am willing to take the academics sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that the preparation of this thesis will not be achieved without the help of various parties. Therefore, on this occasion the researcher would like to express his deepest gratitude to all those who have helped, advised, and guided the researcher during the process of preparing this thesis. This is for :

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The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the reads in order to correct any shortcoming in the preparation of this thesis.

Bengkulu, 2023  
The researcher

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## ABSTRACT

**Detta Silvia (2022).** The Accuracy Of The Students' Translation Of English Idiomatic Expression In The Novel Of Bristol Murder. English Study Program, Tarbiyah and Tadris Faculty, Fatmawati Sukarno State Islamic University of Bengkulu.

**Advisor I : Riswanto, Ph.D**

**Advisor II : Pebri Prandika Putra, M.Hum**

This research is a research on the Accuracy of Translation of Students' English Idiomatic Expressions in the Bristol Murder Novel. The purpose of this study was to find out the techniques used by students in translating idiomatic expressions and to find out the accuracy of students in translating idiomatic expressions in the novel Bristol Murder. The research method used in this study is a qualitative descriptive research design. The population of this study were students majoring in English in the fifth semester of UINFAS's tarbiyah and tadris faculties. Researchers used a qualitative descriptive survey study and data were collected using tests and interviews. Based on the results of the data, it can be concluded that the data from this study indicate that students' accuracy in translating idiomatic expressions is measured by looking at students' understanding, experience in translating idioms, ability to produce examples and use of certain theories. Students can define idiom definitions and have a good understanding by knowing the types of idiomatic expressions, but there are some students who understand the definition of idioms but cannot name the types of idioms.

**Keyword: Accuracy, Translation, and Idiomatic Expression**

## ABSTRAK

**Detta Silvia (2022).** Keakuratan Terjemahan Ekspresi Idiomatik Bahasa Inggris Siswa Dalam Novel Bristol Murder.

**Pembimbing I : Riswanto, Ph.D**

**Pembimbing II : Pebri Prandika Putra, M.Hum**

Penelitian ini adalah penelitian tentang Ketepatan Terjemahan Ekspresi Idiomatik Bahasa Inggris Siswa Dalam Novel Pembunuhan Bristol. Tujuan dari penelitian ini adalah untuk mengetahui teknik yang digunakan siswa dalam menerjemahkan ungkapan idiomatik dan untuk mengetahui ketepatan siswa dalam menerjemahkan ungkapan idiomatik dalam novel Bristol Murder. Metode penelitian yang digunakan dalam penelitian ini adalah desain penelitian deskriptif kualitatif. Populasi penelitian ini adalah mahasiswa jurusan Bahasa Inggris semester lima fakultas tarbiyah dan tadriss UINFAS. Peneliti menggunakan studi survei qualitative deskriptif dan data dikumpulkan dengan menggunakan tes dan wawancara. Berdasarkan hasil data, dapat disimpulkan bahwa data dari penelitian ini menunjukkan bahwa ketepatan siswa dalam menerjemahkan ungkapan idiomatik diukur dengan melihat pemahaman siswa, pengalaman dalam menerjemahkan idiom, kemampuan untuk menghasilkan contoh dan penggunaan teori tertentu. Siswa dapat mendefinisikan definisi idiom dan memiliki pemahaman yang baik dengan mengetahui jenis-jenis ekspresi idiomatik, namun ada beberapa siswa yang memahami definisi idiom tetapi tidak dapat menyebutkan jenis-jenis idiom.

**Kata kunci : Keakuratan, Terjemahan, dan Ekspresi Idiomatik.**

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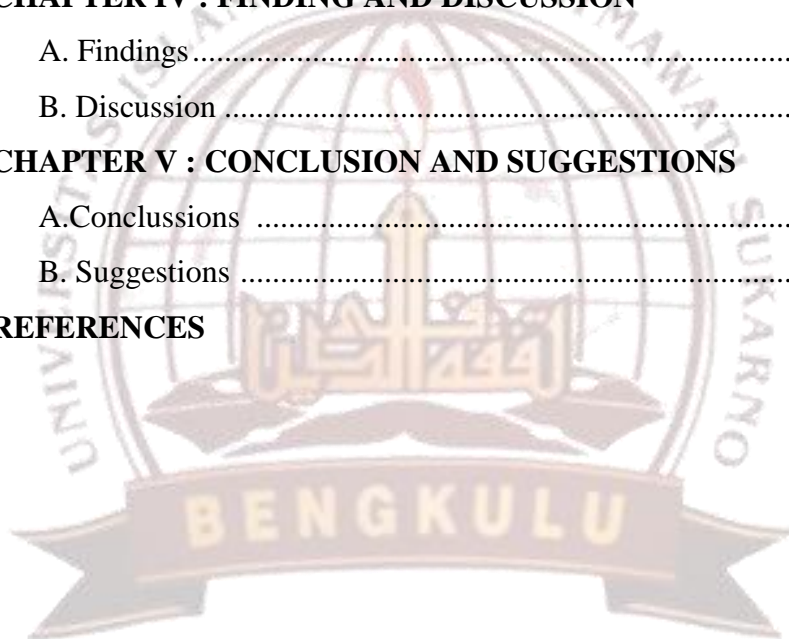
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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

A novel is a type of book containing the drama of the story. There are four types of drama such as comedy, tragedy, tragicomedy, and melodrama. Translating a text from English to Indonesian is not easy as reading the results of translation. One of the responsibilities of a translator is to translate idioms from the Source Language (SL) into Target Language (TL). English learners or non-native English speakers in Indonesia often get trouble understanding the meaning of English idioms. One activity in the translation is transferring message, ideas, and meaning of the story. Bannon, 2010 (in Rosita, 2017) states that translating not only translates words from the source language (SL) into the target language (TL), but also it searches the various features in the films and novels, such as the culture and emotions portrayed by the characters.

Furthermore, translating the foreign language is very important for Indonesian because it can develop the language.

Brislin, 1997 (in Novalinda & Putra, 2019) stated that translation is transfer messages and ideas from the source language to the target language, either in written or oral form, and whether it has a written system or not.

Currently, the increase of information media using translation as a communication technique is not supported by well qualified translators. The process of exchanging text from one language to another is referred to as translation (Catford: 1965). On the other hand, the exact translation depends on the quality of the translation, so the practice of translation is complicated and requires accuracy. This viewpoint is backed up by Newmark, 1981 (in Novalinda & Putra, 2019), who stated that translation is the process of transferring the meaning of a document into another language in conformity with the author's intent.

From the two-point of view above, it can be concluded that translation is the process of transferring a language from one language to another one. Making a proportionate

translation is one of the purposes of translation. Numerous translation theories assist translating a text from the source language (SL) to the target language (TL) to achieve equivalence.

The translator is a determining factor in the effectiveness of the results of a translation. The accuracy and the errors in translating will create misunderstandings and negative impacts on both individuals and society. However, a translator must maintain the translation quality to avoid problems for potential reader stated by Hoed: 2006 (in Novalinda & Putra, 2019).

Idiomatic translation is a type of translation based on the maximum possible meaning to communicate the true meaning of the source text in a natural form from the recipient of the language in a natural form of language Larson, 1984 (in Rosita, 2017). The idiomatic translation uses the basis of meaning in the translation process, as Larson stated above. It can be concluded that idiomatic expression is a group of words

with a minimum number of two words and has a different meaning from its literal meaning.

To translate idioms properly, translator needs to possess sufficient background knowledge in the source language, target language and their cultures. Newmark, 2001 (in the book of Gairns and Redman) stated that idioms are groups of words whose meaning cannot be predicted from the meanings of their constituent words. Based on the statement above, the writer becomes intrigued to specifically analyze the translations of idiomatic expressions in the novel. An example of an idiomatic sentence can be seen as follow:

**Tabel 1.1 an example of an idiomatic sentence :**

English sentence	Indonesian translation	Idiomatic expression
do not count your chicken	<i>Jangan hitung anak ayammu sebelum mereka</i>	<i>Jangan terlalu berharap pada sesuatu sebelum hal tersebut</i>

before they hatch.	<i>menetas.</i>	<i>menjadi nyata.</i>
-----------------------	-----------------	-----------------------

Based on the example above in table means the original example of idiomatic expression. The researcher got this example from the source language. Table contains the meaning after it is translated into Indonesian. It means the factual meaning of an English sentence in Indonesia. Table contains idiomatic expression. It contains the true meaning of the idiom when it is translated into target language.

The novel entitled *Bristol Murder* by Prowse is one of the novels chosen by the researcher as the object of research because the novel *Bristol Murder* uses words that contain many idiomatic meanings. The purpose of this study is to find and explain idiomatic expressions contained in the novel *Bristol Murder* and to determine the ability of students in translating several idiom expressions and strategies in translating idioms.

This research has similarities with research from Yulianti., et al (2022) entitled *Translation Analysis of Idioms in Novel Crazy Rich Asians: Semantic Approach*. The purpose of the research was to figure out how to translate idioms from English into Indonesian. The data were taken from the novel *Crazy Rich Asian* by Kevin Kwan and its translation into *Kaya Tujuh Turunan* by Cindy Kristanto. The method of this study was descriptive qualitative. The result showed that paraphrase was dominant among all idiom types with 83 data, followed by synonyms 73 data, Emphasis change 66 data, abstraction change 62 data and distribution change 41 data. There are three main types of translation strategy, namely Syntactic strategies, Semantic strategies, and Pragmatic strategies (Chesterman, 1965). The similarity between the research and this research is the design of the research and the differences are the population, sample, setting, and the object of the research. Moreover, the author of the research above conducted research on the relevance of understanding idioms and how to use them more effectively.

Based on the statement above, the researcher concludes that the *Bristol Murder* novel is one of the novels that contain deep idiomatic expressions. Therefore, the researcher focused to carried out the research entitled “The Accuracy of The Students’ Translation of English Idiomatic Expression in The Novel of *Bristol Murder*. (A Survey Research in English Department Students in the Fifth Semester of Tarbiyah and Tadris Faculty at UINFAS Bengkulu City)”.

## **B. Identification of Research**

Based on the explanation of the background, the researcher formulates problems as follow:

1. The students have less of vocabulary and weakness in grammatical structure
2. The students have difficulty to establish equivalent meaning from the source language to the target language
3. There are many unfamiliar and scientific vocabularies that make the translation process challenging for students

4. The students still translate the source language to the target language word by word causing the ambiguity and deviation of meaning
5. The result is usually unsatisfactory since it is not in line with the relevant structure, norms, and culture of target language
6. Some students feel lazy to translate manually, therefore they mostly use Google Translate

### **C. Research Question**

Based on the background of the study above, the researcher decides the research questions as follows:

1. What techniques are used by the students' in translating idiomatic expression in the *Bristol Murder* novel?
2. How are the students' accuracy in translating idiomatic expression in *Bristol Murder* novel based on related theory?

### **D. Objective of the Research**

Related to the research question above, the objective of this research are:



1. To find out the techniques used by the students' in translating idiomatic expression in *Bristol Murder* novel.
2. To investigate the students' accuracy in translating idiomatic expression in *Bristol Murder* novel based on related theory.

#### **E. Limitation of the research**

This research identifies the accuracy of the students' translation of English idiomatic expression in the novel entitled *Bristol Murder Novel*. In order to do that, the sentences which are well structured are analyzed. The sentences which are not well structured are not analyzed, unless it aims to identify the logical order.

#### **F. Significance of the Research**

This research is very useful for students because the researcher expects to help them to have critical thinking and know the idiomatic expression in the novel. The students can develop their knowledge to analyze more phrases in the novel and translate it from English to Indonesian.

Theoretically, this research will be a reference for further research because the researcher expects to help other researchers to find out more information about the idiomatic expression in the novel of *Bristol Murder*.

## **G. Definition of Key Terms**

### **1. Accuracy**

Accuracy is how close or far off a given set of measurements (observation or readings) to true value. All processes should have a target value to achieve. How close you come to hit that target will measure your accuracy.

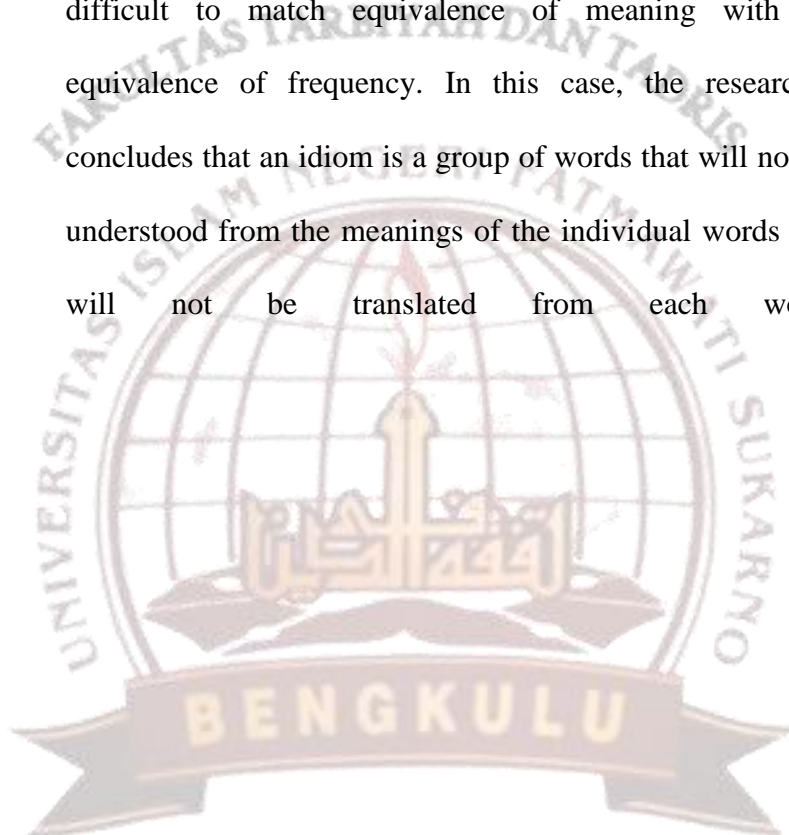
### **2. Translation**

Translation is one of the life skills. It means that people will know the meaning of a text from a different language. A translator will take a long process and face some problems in translating idiomatic expression, such as grammatical equivalence.

### **3. Idiomatic Expression**

An idiom is a combination of words whose meaning is different from the meaning of each word. According to

Newmark, 2001 (in the book of Gairns and Redman), translating idiomatic into idiomatic language is particularly difficult to match equivalence of meaning with an equivalence of frequency. In this case, the researcher concludes that an idiom is a group of words that will not be understood from the meanings of the individual words and will not be translated from each word.



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## CHAPTER II

### LITERATUREREVIEW

#### A. Accuracy

##### 1. Definition of Accuracy by Expert

Everyone is always trying to get income, where the income is used to meet the needs of life. One of them is by working as an employee in someone else's company. But in general, everyone certainly has a higher dream, which is to become an entrepreneur (Maricar, M.A., 2019). Talking about entrepreneur, the citizens should read the product, distribution, and marketing, these three things are identical with a product or goods. While marketing efforts are more focused on the process of marketing the product or goods.

Every effort made cannot be separated from the measurement, for example the weight of sugar, cooking oil, and other household needs will be faced with the use of measuring instruments (Fitya, N. et al., 2017). In

connection with the use of this measuring instrument, cases of unequal measurement results are often found.

Several cases of measurement discrepancies include inequalities in the size of the scales, liters and even meters. The measurement of an item or product must be accurate because it will have a very influential effect in the future (Hulu, F. N., 2018). To find out the level of accuracy of a thing, it is necessary to know the meaning of accuracy and the terms so that it becomes certain.

Accuracy is how close or far off a given set of measure elements (observation or readings) to true value. All processes should have a target value to achieve. How close you come to hit that target will measure your accuracy. According to Budiwanto, 2012 (in Rosita, 2017) states that accuracy is one ability to direct something motion to a target in accordance with the goal or move without making mistakes. Accuracy is an ability of instrument to measure the accurate value. Therefore,

accuracy is obtained by taking small readings that reduce the error of the calculation (Aakashians, 2022).

Moreover, the definition of the accuracy in KBBI (2017) is the true meaning of a word. The accuracy in translation aims to create clear and natural word or sentence which got data from source language. To be accurate, the information must clearly reflect its meaning. Information has to be accurate because it comes from a source of information to a public prosecutor. Information may be plagued by a lot of noise that can be generated to alter or distort that information.

It can be concluded that accuracy is any correct information based on evidence of adequate fact evidence, and it can be accountable for the truth. Then, accurate is the adjective used to explain a word. This word is used to emphasize a proper state of the target. So, this word is very positive. Accuracy can be defined as how far your measurements or results are from your target. In other

words, accuracy is the extent to which the average of the measurements deviates from the true value.

The development of information technology has inspired researchers to create various portable, efficient, fast, and easy gauges. According to Resmiati and Putra (2021), accuracy can be measured by the following formula:

$$\text{Accuracy} = 100 - \% \text{ Error}$$

Where:

$$\% \text{ Error} = \frac{\text{Actual value} - \text{actual experiment}}{\text{actual value}} \times 100$$

## **B. Translation**

### **1. Definition of Translation**

Translation is defined as an attempt to replace a written message and or statement in one language by the same message and or statement in another one. Catford, 1965 (in Astuti. R. P. (2017), defined translation as the

replacement of textual material in one language (SL) with equivalent textual material in another language (TL). Although each translator has different view and comprehension, translation has many different meanings. It means that the translation is the replacement of textual material in the source language with the closest meaning in the target language. Catford also distinguished total translation, which is the replacement of SL grammar lexis by equivalent TL grammar and lexis.

Besides, Wilss, 1982 (in John 2022) states that translation is a transfer process which aims at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT). It requires the syntactic, semantic, and pragmatic understanding and analytical processing of the source text (ST).

According to Putra (2021), translation is a new set of minds transferred into different language but it does not diminish the true meaning requested by the author of the



source book. It can be concluded that translation is the new minds by the author of the SL.

Larson, 1984 (Betris, S., Hilman, E., & Putri, E. 2022) defines translation as a transfer of meaning from SL to TL. This is done by altering the form of the first language to the second language by way of semantic structure. It means that translation is transferring the meaning of the source language into the target language. Newmark, 1988 (in Rosita, 2017) states that “translation is rendering the meaning of a text into another language in the way that the author intended the text.” It can be assumed that translation is a process of conveying the message of the text from the source language into target language.

Munday, 2004 (Dewi, V. F. & Wahyudi, A. B. 2021) states that the process of translation involves two different languages. He defines that the process of translation between two different written languages involves the change of an original written text (the source text or ST)

in the original verbal language. According to the purpose, translation can be divided into four types: (a) pragmatic, (b) aesthetic-poetic, (c) ethnographic, and (d) linguistic translation. Pragmatic translation is the translation of a message with an interest in accuracy of the information meant to be communicated in the target language form.

Based on the explanation above, the researcher can conclude that the definition of translation is to change the Source Language into Target Language. Translation plays an important role in exchanging information. According to Brislin, 1976 (in Freeman, 2022), translation is a general term referring to the transfer of thoughts and ideas from one language to another, whether the languages is in written or oral form, establishing orthographies or not, one or two languages on signs, and language with signs or not.

Translation Quality Assessment (TQA) is a fast growing sub-fields and focuses on the relationships between ST into TL. TQA is a type of evaluation taken to

determination meaning of merit, worth, or significance (Scriven, 2007 cited in Faghieh 2021). According to House cited in Faghieh (2021), the equivalence sought should be an equivalence of function, that is both source and translated texts must present the same function and the text function can only be explicit through a detailed analysis of the text itself.

As translation quality assessment criteria to the judging of translation results, Albir in Hartono (2017) suggest four basic principles to consider:

1. The examiners must be faithful to establish and test criteria. The evaluators must be conscious of the existing ones.
2. The assessment criteria depend on context and the function of judgment.
3. The object of judgment also consider what he should evaluate and what he can evaluate.
4. The assessment or examiners of the translation should weight some indicators.

## 2. Translation Procedure

Translation techniques are an important part of the translation theory. Translator who have long experience in the translation world never forget to use their translation techniques for perfect work. Hatim and Munday, 2004 (Putra, H. A. & Novalinda. 2019) propose the basic strategy that must be done for translation, it is divided into 2, that is literally (see form) and freely (see content). There are two explanations of the procedure text. First, Newmark states several translation procedures that can be chosen to translate words with significance:

- a. Transference, is the process of moving a word of the source language into the target language. The result of this procedure is in the form of a loan word. This procedure is usually used to translate people's names, regional names or geographical conditions.
- b. Cultural equivalent is the process of translation where the words from the source language a gotten equivalent in the form of the words in the target language.

- c. Descriptive translation (neutralization), is a combination of functional equivalent and descriptive equivalent.
- d. Naturalization is adaptation of the phonology and morphology of the vocabulary of the source language into the target language.
- e. Componential analysis is the process of translation where the translator adds components that suit to the source language in order to produce translations that are close to the source language. In general, culture words in the source language have more specific meanings than the target language.
- f. Combination of several translation procedures (couplet) means mixing two or more translation procedures such as transference and cultural equivalent, and so on.
- g. International standard translation (accepted standard translation) uses internationally agreed translations, for example for terms such as President, Senate, and so on.

h. Paraphrases is the decomposition of a speech in another form (arrangement of words), in order to be able to explain the hidden meaning.

Second, another expert Vinay and Darbelnet, 2000 (in Floranti, DA. & Mubarok, Y. 2020) distinguished two major methods of translation procedure which explanation as follows:

a. Direct translation

Vinay and Darbelnet (1958:2000) noted that due to structural and metalinguistic parallelisms that occur between languages it is often possible to overcome gaps between the source language and the target language.

This can be accomplished with one of the following direct translation procedures as follows;

- 1) Borrowing is relatively the simplest procedure used for translation. It involves foreign phrasing in the target text. The reason for the gap in the target language is usually metalinguistic. For example,

while “laptop” can be translated into Polish as “komputerprzenośny”, its more recent variant, i.e. “tablet” appears to function in Polish exclusively in a lexical form borrowed directly from English.

2) Calque, is a special kind of borrowing in which the TL borrows an expression from the SL by translating literally each of the original elements. The result creates a lexical calque, which preserves the syntactic structure of the TL, but at the same time it introduces a new mode of expression; or a structural calque, which introduces a new construction into the language. Examples of lexical calques functioning in Polish include “lokowanie produktu” (product placement), “przeglądarkainternetowa” (Internet browser), “drapaczchmur” (sky scraper), and “dział zasobów ludzkich”, which is another common variant of labeling human resources departments in Polish companies.

3) Literal translation, or word for word translation, relies on the direct transfer of a text from SL into a grammatical and meaningful text in TL. Using this procedure, the translator focuses predominantly on adhering to the linguistic rules of the target language.

b. Oblique Translation

Vinay and Darbelnet (2000:85) noted that due to structural and metalinguistic differences between languages certain stylistic effects are unattainable without upsetting the lexis or the syntactic order in the target language. Although at a cursory glance they might look fairly sophisticated. The oblique translation procedures allow translators to exert a strict control over the reliability of their efforts, the parts are;

1) Transposition involves replacing a word class with another class without changing the meaning of the text. It can be applied intralinguistics, i.e. within a particular language. For instance, “She announced that



she would resign” can be transposed to “She announced her resignation”.

- 2) Modulation involves changing the form of the message through a change in perspective. An alteration of this kind may be required in contexts where a literal or transposed translation still sounds unidiomatic or awkward in the TL, despite being a grammatically correct utterance.
- 3) Equivalence is also known as reformulation. It produces an equivalent text in the target language by using completely different stylistic and structural methods. Classical examples of equivalence include translation of exclamations and expletives. For instance, English “Ouch!” corresponds to Polish “Au!”, while “Damn it!” to “Niech to szlag [trafi]!”.
- 4) Adaptation is used when the type of situation referred to by the SL message, so there is no function of TL culture. Therefore, the translator must recreate a situation that can be regarded as more or less

equivalent. From this outlook, adaptation is a specific kind of situational equivalence.

### **3. Types of Translation**

Translation is classified into two main types which are form-based and meaning-based translation by Larson, 1984 (in Indriani, 2017). Form-based translation is also known as literal translation. In form-based translation, the original form of the SL and the TL are still the same, while meaning-based translation tries to transfer the meaning of the source language text as natural as they can in the target language.

Larson (1984) also said that idiomatic translation uses the natural forms of the target language both in the grammatical constructions and in the choices of lexical items. It is good for the translator to translate his or her work idiomatically, because idiomatic translation is not like a real translation, but it was written originally in the target language.

Baker, 1992 (in Floranti, DA. &Mubarok, Y. 2020) stated eight types of translation, which have been used by professional translators, to cope with the problematic issues in translation, namely:

- a. Translation by a more general word. This is one of the most common strategies to deal with many types of non-equivalence. As Baker's believe, it mostly works appropriately in some languages because in the semantic field, meaning is not language dependent.
- b. Translation by a more neutral / less expressive word. This is another strategy in the semantic field of structure.
- c. Translation by cultural substitution. This strategy involves replacing a culture-specific item or expression with a target language item considering its impact on the target reader. This strategy makes the translated text more natural, more understandable and more familiar to the target reader. The translator's decision to use this strategy will depend on two: the

people who give commission for the translation and the purpose of the translation

- d. Translation using a loan word or loan word plus explanation. This strategy is usually used in dealing with culture-specific items, modern concepts, and buzz words. Using the loan word with an explanation is very useful when a word is repeated several times in the text. At the first time the word is mentioned by the explanation and next time, the word can be used by its own.
- e. Translation by paraphrase using a related word. This strategy is used when the source item is lexicalized in the target language but it is a different form. Also, it is used when the frequency of a certain form in the source text is obviously higher than in the target language.
- f. Translation by paraphrase using unrelated words. The paraphrase strategy can be used when the concept in the source item is not lexicalized in the target language. When the meaning of the source item is

complex in the target language, the paraphrase strategy may be used instead of using related words. It may be based on modifying a super-ordinate or simply clear meaning of the source item.

- g. Translation by omission. This may be a drastic kind of strategy, but in fact it may be even useful to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations.
- h. Translation by illustration. This strategy can be useful when the target equivalent item does not cover some aspects of the source item and the equivalent item refers to a physical entity which can be illustrated. This strategy particularly avoids over-explanation so it is concise and to the point.

## C. Idiomatic Expression

### 1. Definition of Idiomatic Expression

English just like any other languages, has many ways to express intent and meaning. One of them is figurative expressions. Figurative expressions are often found both in literary work and daily life because they are bound to the culture. Therefore, the presence of figurative expressions in literary work is very natural. An idiom means a construction whose meaning is not the same as the combined meaning of its elements. i.e. *kambing hitam* mean the security guard, even though he knew nothing. Idiom can mean languages and dialects that are unique to a nation, tribe, group, and so on (Haryanto, 2021).

Hornby,1995 (in Suriadi, 2018) stated that an idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words and it must be learnt as a whole unit, for instance, the idiom spill the beans means to reveal secret information without intending to do so. While Newmark (1988, as cited in

Noviana, 2011) gives more explanation, that there is a natural tendency to combine the three senses of the word idiom.

Victoria (2011) stated that language contains many phrases whose meanings are not predictable on its individual words. The phrases are called idioms, or idiomatic phrases. Hurford, 2007 (in Suriadi, 2018) stated that idiomatic expressions (idioms) are multi-word phrases which combine the literal senses of the individual words in each phrase.

Idioms are distinctive expressions that cannot be explained logically or grammatically, but it adds the beauty, charm, and appeal of a language. Idiom comes from the Yunani language 'idios' which means distinctive, independent, special or personal (Wikipedia).

The use of idioms is to express something indirectly to the interlocutor, only by stating outside the context of a word that is easier to digest and understand by the listener without any misperceptions between the speaker and the

addressee. Therefore, in idioms there is a fixed expression which is a traditional word pair whose usage cannot be separated from the word follow it.

Based on the statement above, the researcher can conclude that the idiom is an unchangeable special phrase whose meaning cannot be traced from the meaning of its constituents.

## **2. Types of Idiomatic Expression**

Michael Mc Carthy & Felicity O'Dell, 2003 (in Suriadi, 2018) stated that idioms are expressions that have a meaning that is not obvious from the individual words. For example, the idiom means to somebody who is angry or frustrated. This expression cannot be known just by looking at the words. There are seven types of idioms, which are as follows:

### **a. Pairs of Nouns**

There are several pairs of nouns in English that always occur together, and have a fixed order. It is not easy to explain why one noun always comes first and



not others. Long usage has established the order, which we must not change. Here is an example of some of the most frequent pairs. Alpha and Omega: The beginning and the end; The first and last.

b. Collective noun phrases

Several nouns are idiomatically used in describing collections of certain things. We call these as collective nouns. The learner likely has difficulty in deciding which is the usual way of describing many sheep or cows in English. The following list gives the conventional collective noun phrases, for examples: *a breed of chickens, a swarm of bees.*

c. Compound Adjectives

In some English sentences, there are adjectives made up of a few words. These are particularly popular in colloquial English and newspapers. The meaning in most cases is quite clear. These adjectives are always made up of hyphenated words. Here are some typical examples in current use. For the

example, the idiom “*A dog-in-the-manager policy*” means a man who prevents others from enjoying something useless to himself or in which he has no interest.

d. Adjective + Noun phrases

Some idiomatic phrases may cause difficulty to the learner because of their special meaning, which is independent of context. English is full of phrases such as *a dark horse, an early bird, and French leave*, which consist of an adjective and a noun. Although the words of these phrases are easily understood by the learner, the total phrase is only readily understood by a native speaker, because long-established usage has given the phrase a special meaning. The phrase is listed in alphabetical order of the adjectives. Phrases that have capital letters, such as *The Emerald Isle*, are grouped.

e. Noun Phrases

The example of noun phrases are as follows: “An apple of discord” (formal), which means it is the subject of envy or quarrel. Another example is “the apple of one’s eye,” which means that it is something or (more –usually someone who is very dear to one; an object of delight. Another example in this context is “A bag of bones (informal), which means a very thin person.

f. Proper names (adjective + Noun)

This list groups together proper names which are in the form of adjective + noun, and which always appear in print with capital letters. The list does not include purely geographical names but special names for concepts, objects, places, etc, which have special meaning or association in English and which cannot be guessed by the learner. The example is the phrase “The Big four,” which refers to the four major banks

in Britain: Barcl Lloyds, Midland, and National Westminster

Idioms have been categorized by many scholars with different classes. In 1982, Hockett categorized idioms into six types, namely substitute, proper name, abbreviation, English phrasal compound, figure of speech, and slang by Hockett as cited in Strässler. 1982 (in Suriadi, 2018). The explanation about each type of idioms as follows:

a. Substitute

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

b. Proper name

It usually refers to name of people, places, animals, spirits, and vehicles that create new idioms.

c. Abbreviation

The use of part for a whole. For example, a phone which is a part of a word telephone, UNESCO which stands for United Nations Educational, Scientific and Cultural Organization.

d. English Phrasal Compound

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

e. Figure of speech

The meaning of the words has a “deep” meaning, which is different from the “surface” meaning, the classification for figure of speech are hyperbole, litotes, oxymoron, and irony.

f. Slang

Slang can be defined as the use of informal words. Slang words or modern words is commonly used in informal speech. Especially among young people, slang seems to bond and close friendship.

#### D. Related Previous Study

There are many studies of scientists on idiomatic expression. The first research was conducted by Floranti, AD and Mubarok (2020) entitled Indonesia–English Translation of Idiomatic Expressions in The Novel This Earth of Mankind. The study investigated Indonesia–English translation of idiomatic expressions, focusing on the idioms, in one of Indonesian best seller fiction story, *Bumi Manusia* which was translated into English as *This Earth of Mankind*. The study identified the types of the translation strategies by the translators to reproduce the idioms from SL in TL and the accuracy level of their latest meanings in TL. Qualitative research method in the design of content analysis was employed. The result portrayed that the most dominant strategy employed by the translator was paraphrasing. Most of the translated idioms could be reproduced similarly with the original idioms. The similarity between their research and the writer’s research is about translation, and the differences

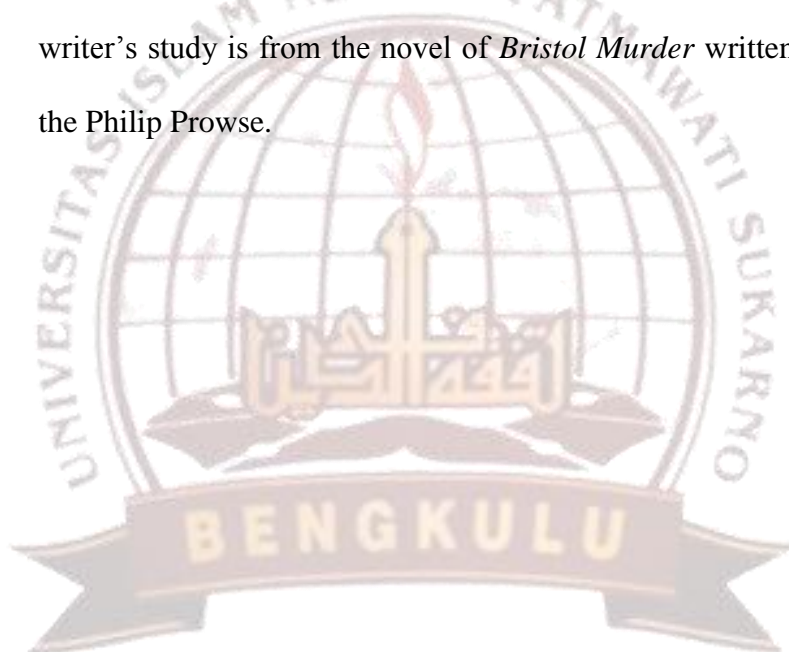
are in the object of analysis, population, and sample of the research.

The second research conducted by Bertris., et al (2022) entitled Idiomatic Expression. Translation Strategies in Novel “The Fault in Our Stars”. This research aimed to identify and analyze idiomatic expression translation strategy in the novel “The Fault in Our Stars” and to find out the most dominant strategy used in the translation. The method used in this research was a qualitative approach. This research used semantic and syntactic strategy by using Chasterman' s theory, idiomatic translation strategy from Baker' s theories, and Searle's theory related to the speech act. The data presented in this research were based on John Green's novel, The Fault in Our Stars, there were 100 data. The result of this research asserted that Trope Change was the most common strategy followed by Distribution as a Semantic Strategy. The similarities between their research and the writer’s research are about translation and idioms, the differences are in the object of analysis, population, and sample of the research.

The last research conducted by Yulianti., et al (2022) entitled Translation Analysis if Idioms in Novel Crazy Rich Asians: Semantic Approach. The purpose of the research was to figure out how to translate idioms from English into Indonesian. The data were taken from a novel Crazy Rich Asian by Kevin Kwan and its translation into Kaya Tujuh Turunan by Cindy Kristanto. Because the meaning of an idiom cannot be translated from each of its terms, the application of appropriate methodologies to translate idioms affects the idiom translation. The result showed that paraphrase was dominant of all idiom types with 83 data, followed by synonym 73 data, Emphasis change 66 data, abstraction change 62 data and distribution change 41 data. The author conducted research on the relevance of understanding idioms and how to use them more effectively. The similarities between their research and the writer's research are about translation and idioms, the differences are in the object of analysis, population, and sample of the research.



After reading some previous studies, this research is different from the previous studies. In this research, the researcher investigates the accuracy of the students' translation of English idiomatic expression in the novel entitled *Bristol Murder* novel. The source of data for the writer's study is from the novel of *Bristol Murder* written by the Philip Prowse.



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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research design

In this research, the researcher used descriptive qualitative research design because it required data, analysis, and meaning interpretation. A qualitative descriptive design might be deemed most appropriate design for this study because it recognized the subjective nature of the problem, and the different experiences of participants. It presented the findings in a way that directly reflects or closely resembles the terminology used in the initial research question (Bradshaw et al., 2017).

According to Denzin & Lincoln (1994), qualitative research focuses on many methods, it deals with an interpretive, naturalistic approach to the subject. It means that qualitative research is studying things in the natural environment, trying to make them meaningful or explain phenomena in a meaningful way. The most frequently proposed rationale for the use of a descriptive approach is to

provide straightforward descriptions of experiences and perceptions (Sandelowski, 2010), particularly in areas where little is known about the topic under investigation.

## **B. Population and Sample**

### **1. Population**

A population is a group that is selected and used by researchers to be research subjects because they generalize research results. According to Arikunto (1998) population is the entirety. The population of this current research was the English Department student in the fifth semester of Tarbiyah and Tadris Faculty, UINFAS.

### **2. Sample**

A sample is part of a population where the researcher have take some students to be sampling. According to Arikunto (1998), the sample is representative of the whole subject under the study. It means that the sample will be taken only part of the population.

In this research, the researcher took all the population to be sample as in Arikunto, 2006 (in book of quali-quantitative research) said that “when the subject is less than 100, it is better to take away all but if the subject more than 100 it can be taken between 10-15% of the total population. In this case, the researcher took 100% students to be the sample.

There are three class from fifth semester of English education program of UINFAS Bengkulu city namely class A, B, and C. The total data of class A are 27. The total data of class B are 25. The total data of class C are 18. The total number of sample was taken 100% from class C. It means the samples were 18 students. Furthermore, the table distribution of the population and the sample of this research can be seen as follow:

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**Table 3.1 The Distribution of Population and Sample**

No	Undergraduate	Population	Sample
1	C	18	100%
<b>Total</b>		<b>18</b>	

Source: The recapitulation of the students list at Tarbiyah and Tadris Faculty of English Education Program

### C. Research Instrument

In this research, the researcher used interview and test. An interview is a meeting of people face to face, especially for consultation. According to Esterberg in Sugiyono (2019), the interview is a two-person meeting to exchange information and ideas through a question-answer, thus able to construct a sense on a particular topic. Test is a procedure intended to establish the quality, performance, or reliability

of something, especially before it is taken into widespread use.

To take the data, the researcher read the novel, did note-taking, and classified the data of the novel. Reading was an activity to understand the meaning of the content of the books being read. Note-taking was an activity where the researcher took some points of the book. Classifying the data was an activity where the researcher made some tables then entered the data. The data consisted of Source Language, Indonesian language, and Target language.

#### **D. Data Collection Technique**

Data collection means collecting the data from interview, questionnaires, and documentation. Besides, the data collection technique will be used for gathering or collecting data that are used by the researcher. Here are some steps that are used by a researcher to collect data: The researcher distributes the elements of the student questionnaire and divides them into categories. The results of

each answer are grouped according to the components of the questionnaire completion guidelines.

The researcher has identified the idiomatic expression contained in the table form, the researcher made a conclusion based on the data. The data were described using descriptive analysis. Finally, the result of the findings data was summarized in some points.

#### **E. Technique of Analyzing Data**

In this research, the researcher took several steps to analyze data. This means analyzing classified data using consistency and terminology. In this case, the researcher discussed and connected the theory of translation and idioms to the students' writing results. Creswell (1994:415) stated that the data analysis procedures reflected the types of the research question and answer the descriptive question.

Based on the description above, the writer used some procedures to deal with taxonomic analysis and theoretical analysis as follows:

1. Classifying the idioms into the analysis table based on the instrument of the study.
2. Calculating the percentage of each idiom.
3. Making an interpretation of each paragraph that had been analyzed.
4. Counting the number of idiomatic expressions. This percentage used Sudijono's formula (2008) as follow:  
$$P = f/N \times 100\%$$

Formula:

f = the total number of idiomatic expression items written by the students

N= the number of each type of idiomatic expression based on the students' background knowledge.

p = the percentage of types of idiomatic expression.
5. Describing the result.
6. Making conclusion. This was the last procedure of analyzing the data where the process included drawing the content of the data collected in the form of statements. So, the data were accurate.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter would discuss about the findings and the discussion. The findings and discussion of this research was based on the data obtained from 9 idiomatic expressions with total sample 18 university students at fifth semester. Finding Based on the research questions, the research findings were divided into sections. First is “The Techniques Used by The Students’ in Translating Idiomatic Expression in Bristol Murder Novel” and the second is The Students’ Accuracy in Translating Idiomatic Expression in Bristol Murder Novel Based on Related Theory. Those findings were distributed and explained in the following subsections. The Techniques Used by The Students’ in Translating Idiomatic Expression in *Bristol Murder* Novel There are 20 idiomatic expressions found in Bristol Murder novel. The idiomatic expressions are translated by some strategies of translation. In this study, the researcher identified translation strategies used by students in

translating the idiomatic expressions. The table below shows the translation strategy of each idiomatic expressions by 18 students as the sample of the study.

**Table 4.1 Students' Translation Strategy**

No	Idiomatic Expression	Translation Strategy	Number of Student	
			F	P
1	Take care of yourself	Paraphrase strategy	18	100%
2	See you	Coherence change	15	83%
		Distribution change	1	6%
		Literal Translation	2	11%
3	Walk along	Distribution change	11	61%
		Literal Translation	2	11%
		Emphasis change	1	6%
		Information change	3	17%
		Interpersonal change	1	6%
4	Just a minute	Coherence change	13	72%
		Literal Translation	2	11%
		Interpersonal change	3	17%
5	Of Course	Coherence change	18	100%
6	Thank you so much	Distribution change	17	94%
		Interpersonal change	1	6%
7	Next to	Distribution change	15	83%
		Coherence change	1	6%
		Interpersonal change	2	11%
		Literal Translation	1	6%
8	Pick up	Coherence change	13	72%
		Literal Translation	3	17%
		Interpersonal change	1	6%
		Distribution change	1	6%
9	Walk up to	Distribution change	16	89%

		Coherence change	2	11%
1 0	Stare at	Distribution change	13	72%
		Synonym	1	6%
		Information change	3	17%
		Interpersonal change	1	6%
1 1	Thank you very much	Distribution change	18	100%
1 2	Leave me alone	Literal translation	14	78%
		Sentence structure change	3	17%
		Distribution change	1	6%
1 3	Talk about	Literal translation	11	61%
		Synonym	1	6%
		Distribution change	2	11%
		Paraphrase strategy	3	17%

**Table 4.1 Students' Translation Strategy**

		Interpersonal change	1	6%
14	Wake up	Distribution change	18	100%
15	Look after	Coherence change	7	39%
		Literal Translation	4	22%
		Information change	7	39%
16	Be quiet	Distribution change	11	61%
		Coherence change	3	17%
		Interpersonal change	2	11%
		Information change	1	6%
		Literal	1	6%
17	Used to	Distribution change	4	22%
		Coherence change	13	72%
		Information change	1	6%
18	Never mind	Coherence change	15	83%
		Paraphrase structure change	3	17%
19	Slowly but surely	Information change	4	22%
		Unit shift	14	78%
20	Walk out of	Coherence change	8	44%
		Distribution change	10	56%

From the table above, it can be seen that out of 20 idiomatic expressions, there are some translation strategies used by students. There are Paraphrase strategy, Coherence change, Distribution change, Literal Translation, Emphasis change, Information change, Interpersonal change, Synonym, Sentence structure change, Phrase structure change, Unit shift. In one idiomatic expression, the students may use some translation strategies to translate the idiomatic expression or may use one translation strategy. First, the idiomatic expression is "Take care of your self". There are 18 students (100%) who translate it by paraphrase strategy, it means that all students use this strategy for idiomatic expression "Take care of your self". Paraphrase strategy is the second group of translation strategy in Chesterman's (1997). The second group is semantic strategy with 9 strategies in total. According to Chesterman (1997), the translator creates a liberal approximate translation from

the overall meaning of the source text. Some lexical items may be ignored in this sort of strategy.

Second, the idiomatic expression “See you”. There are three strategies used by students to translate the expression, namely coherence change, distribution change and literal translation. There are 15 students (83%) who translate by coherence change, a student (6%) translate by distribution change and 2 students (11%) translate by literal translation. Therefore, most students use coherence change to translate the the idiomatic expression “See you”. Coherence change concerns on rearrangement of information in source text to target text in order to gain better comprehension to understand the text in target language.

Third, the idiomatic expression “Walk along”. There are five strategies used by students to translate the expression, namely distribution change, literal translation, emphasis change, information change and interpersonal change. There are 11 students (61%) who translate by

distribution change, 2 students (11%) translate by literal translation, 1 student (6%) translate by emphasis change, 3 students (17%) translate it by information change and 1 student (6%) uses interpersonal translation strategy. Therefore, most students use distribution change to translate the the idiomatic expression “Walk along”. Distribution change is strategy used by adding some items (expansion) or omitting the items (compression).

Fourth, the idiomatic expression “Just a minute”.

There are three strategies used by students to translate the expression, namely coherence change, literal translation and interpersonal change. There are 13 students (72%) who translate by coherence change, 2 students (11%) translate by literal translation, and 3 students (17%) uses interpersonal translation strategy. Therefore, most students use coherence change to translate the the idiomatic expression “Just a minute”. This is same as the dominant strategy used in translating the second idiomatic expression “See you”.

Fifth, the idiomatic expression “Of Course”. There is only one strategy used by students to translate the expression, namely coherence change. It means that all students use it. Regarding previous idiomatic expressions, this strategy similarly is used by students in translating the idiomatic expression “See you” and “Just a minute”.

Sixth, the idiomatic expression “Thank you so much”. There are two strategies used by students in translating the expression namely distribution change and interpersonal change. Distribution change is used by 17 students (94%) as dominant strategy while interpersonal change is used by a student (6%) as the least one. Therefore, most students use distribution strategy to translate the idiomatic expression “Thank you so much”. This is same as previous idiomatic expression “Walk along”.

Seventh, the idiomatic expression “Next to”. There are four strategies used by students in translating the expression namely Distribution change, Coherence

change, Interpersonal change and Literal Translation. Distribution change is used by 15 students (83%) as dominant strategy while coherence change, interpersonal change and literal translation are used by a student (6%), 2 students (11%) and 1 student (6%) as the least strategies. Therefore, most students use distribution strategy to translate the idiomatic expression “Next to”. This is same as previous idiomatic expression “Walk along” and “Thank you so much”.

Eighth, the idiomatic expression “Pick up”. There are four strategies used by students in translating the expression namely Coherence change, Literal Translation, Interpersonal change and Distribution change. Coherence change is used by 13 students (72%) as dominant strategy while Literal Translation, Interpersonal change and Distribution change are used by 3 students (17%), 1 student (6%) and 1 student (6%) as the least strategies. Therefore, most students use coherence strategy to translate the idiomatic expression “Pick up”. This is same



as previous idiomatic expression “Of Course”, “See you” and “Just a minute”.

Ninth, the idiomatic expression “Walk up to”.

There are two strategies used by students in translating the expression namely Distribution change and coherence change. Distribution change becomes the most used by students with 16 students (83%) while coherence change is rarely used by 2 students (11%). Therefore, most students use distribution change strategy to translate the idiomatic expression “Walk up to”. This is same as previous idiomatic expression “Next to”, “Walk along” and “Thank you so much”.

Tenth, the idiomatic expression “Stare at”. There are four strategies used by students in translating the expression namely Distribution change, Synonym, Information change and Interpersonal change. Distribution change becomes the most used by students with 13 students (13%) while Synonym, Information change and Interpersonal change are least used namely 1

student (6%), 3 students (17%) and 1 student (6%). Therefore, most students use distribution change strategy to translate the idiomatic expression “Stare at”. This is same as previous idiomatic expression “Walk up to”, “Next to”, “Walk along” and “Thank you so much”.

Eleventh, the idiomatic expression “Thank you very much”. There is only one strategy used by students to translate the expression, namely distribution change. It means that all students use it. Regarding previous idiomatic expressions, this strategy similarly is used by most students in translating the idiomatic expression “Stare at”, “Walk up to”, “Next to”, “Walk along” and “Thank you so much”.

Twelfth, the idiomatic expression “Leave me alone”. There are three strategies used by students in translating the expression namely Literal translation, Sentence structure change and Distribution change. Literal translation becomes the most strategy used by students with 14 students (78%) while other strategies are

rarely used such as sentence structure change used by 3 students (17%) and distribution change used by 1 student (6%). Therefore, most students use literal translation to translate the idiomatic expression “Leave me alone”.

Thirteenth, the idiomatic expression “Talk about”.

There are three strategies used by students in translating the expression namely Literal translation, Synonym, Distribution change, Paraphrase strategy and Interpersonal change. Literal translation is used by students with 11 students (61%), Synonym is used by 1 student (6%), Distribution change is used by 2 students (11%), Paraphrase strategy is used by 3 students (17%) and Interpersonal change is used by 1 student (6%). Therefore, most students use literal translation to translate the idiomatic expression “Talk about”. This is same as translation strategy used in the idiomatic expression “Leave me alone”.

Fourteenth, the idiomatic expression “Wake up”.

There is only one strategy used by students to translate the

expression, namely distribution change. It means that all students use it. Regarding previous idiomatic expressions, this strategy similarly is used by most students in translating the idiomatic expression “Thank you very much”, “Stare at”, “Walk up to”, “Next to”, “Walk along” and “Thank you so much”.

Fifteenth, the idiomatic expression “Look after”.

There are three strategies used by students to translate the expression, namely Coherence change, Literal Translation and Information change. From 18 students, 7 students (39%) use coherence change, 4 students (22%) use literal translation and 7 students (39%) use information change strategy to translate it. It means that most students use both coherence change and information change to translate the idiomatic expressions “Look after”, while literal translation is rarely used.

Sixteenth, the idiomatic expression “Be quiet”.

There are five strategies used by students to translate the expression, namely Distribution change, Coherence

change, Interpersonal change, Information change and Literal Translation. From 18 students, 11 students (61%) use distribution change, 3 students (17%) use coherence change, 2 students (11%) use interpersonal change, 1 student (6%) uses information change and 1 student (6%) uses literal translation strategy to translate it. It means that most students distribution change to translate the idiomatic expressions “Be quiet”. This is same as in the idiomatic expression “Wake up”, “Thank you very much”, “Stare at”, “Walk up to”, “Next to”, “Walk along” and “Thank you so much”.

Seventeenth, the idiomatic expression “Used to”.

There are three strategies used by students to translate the expression, namely Distribution change, Coherence change and Information change. From 18 students, 4 students (22%) use distribution change, 13 students (72%) use coherence change, and 1 student (6%) uses information change. As a result, most students use coherence change to translate the idiomatic expressions

“Used to”. This is same as used in the idiomatic expression “Pick up”, “Of Course”, “See you” and “Just a minute”.

Eighteenth, the idiomatic expression “Never mind”. There are two strategies used by students to translate the expression, namely Coherence change and Phrase structure change. From 18 students, 15 students (83%) use coherence change and 3 students (17%) use paraphrase structure change. As a result, most students use coherence change to translate the idiomatic expressions “Never mind”. This is same as used in the idiomatic expression “Used to”, “Pick up”, “Of Course”, “See you” and “Just a minute”.

Nineteenth, the idiomatic expression “Slowly but surely”. There are two strategies used by students to translate the expression, namely Information change and Unit shift. From 18 students, 4 students (22%) use Information change and 14 students (78%) use unit shift. As a result, most students use unit shift to translate the

idiomatic expressions “Slowly but surely”. Unit shift is strategy used in terms of changes the levels of morpheme, word, phrase, clause, sentence or paragraph.

Twenty, the idiomatic expression “Walk out of”. There are two strategies used by students to translate the expression, namely Coherence change and Distribution change. From 18 students, 8 students (44%) use coherence change and 10 students (56%) use distribution change. As a result, most students use distribution change to translate the idiomatic expressions “Walk out of”. This is same as the strategy used to translate the idiomatic expressions “Be quiet”, “Wake up”, “Thank you very much”, “Stare at”, “Walk up to”, “Next to”, “Walk along” and “Thank you so much”.

Regarding the explanation above, the researcher concludes the most dominant strategies used by students in translating 20 idiomatic expressions in Bristol Murder novel are paraphrase strategy, coherence change,

distribution change, literal translation, information change, and unit shift.

1. The Students' Accuracy in Translating Idiomatic Expression in *Bristol Murder* Novel.

After getting the translation strategies used by students in translating idiomatic expression in *Bristol Murder* Novel, the researcher continues to investigate the students' accuracy in translating the idiomatic expressions. To examine the accuracy, the researcher used Dictionary of 2.600 American English idioms by Arjuna Pirmansyah, Ahmed Sudirja and Karimah (2022) for looking up the data of correct idiomatic expressions found in the *Bristol Murder* Novel and the meanings. The data are as follows.

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Table 4.2 Translation Strategy Analysis

No	Idiomatic Expression		Translation Strategy
	SL	TL	
1	Take care of yourself	<u>Jaga dirimu baik-baik</u>	Paraphrase strategy
2	See you	<u>Dadah/sampai jumpa</u>	Coherence change
3	Walk along	<u>Berjalan kaki</u>	Distribution change
4	Just a minute	<u>Tunggu sebentar</u>	Coherence change
5	Of Course	<u>Iya,tentu</u>	Coherence change
6	Thank you so much	<u>Terima kasih banyak/ Terima kasih sekali</u>	Distribution change
7	Next to	<u>Di samping</u>	Distribution change
8	Pick up	<u>Menjemput</u>	Coherence change
9	Walk up to	<u>Berjalan mendekati</u>	Distribution change
10	Stare at	<u>Melotot/menatap</u>	Distribution change
11	Thank you very much	<u>Terima kasih banyak/Terima kasih sekali</u>	Distribution change
12	Leave me alone	<u>Tinggalkan aku sendiri</u>	Literal Translation
13	Talk about	<u>Ngomongin/berbicara tentang</u>	Literal Translation
14	Wake up	<u>Membangunkan/bangun/terjaga</u>	Distribution change
15	Look after	<u>Merawat/memelihara</u>	Coherence change
16	Be quiet	<u>Diam</u>	Distribution change
17	Used to	<u>Dulu/biasanya</u>	Coherence change
18	Never mind	<u>Nega papa/Lupakanlah</u>	Coherence change
19	Slowly but surely	<u>Pelan tapi pasti/ Biar lambat asal selamat</u>	Coherence change
20	Walk out of	<u>Pergi keluar/ Meninggalkan</u>	Distribution change & Coherence change

From the data above, the researcher analyzed the students' answers in translating 20 idiomatic expressions to examine the students' accuracy. The results are as follows.

**Table 4.3 The Students' Result in Translating Idiomatic Expression**

Idiomatic expression	Total		%	
	T	F	T	F
1	11	7	61%	39%
2	12	6	67%	33%
3	11	7	61%	39%
4	11	7	61%	39%
5	18	0	100%	0%
6	17	1	94%	6%
7	4	14	22%	78%
8	9	9	50%	50%
9	10	8	56%	44%
10	12	6	67%	33%
11	18	0	100%	0%
12	14	4	78%	22%
13	11	7	61%	39%
14	18	0	100%	0%
15	8	10	44%	56%
16	9	9	50%	50%
17	13	5	72%	28%
18	14	4	78%	22%
19	14	4	78%	22%
20	17	1	94%	6%

From the table above it can be seen that of the 20 idiomatic expressions, most of the students have translated the idiomatic expressions accurately. In other

words, students have the accuracy in translating expressions as proven by the correct meaning based on the dictionary used by the researcher in this study.

First, the idiomatic expression is “Take care of your self”. There are 11 students (61%) who translate it accurately based on the dictionary while 7 students (39%) do not. It means that majority of students have accuracy in translating the idiomatic expression “Take care of your self”. According to idiom dictionary, “Take care of your self” (ST) is translated to “*Jaga dirimu baik-baik*” (TT). The translation strategy is paraphrase strategy which creates a liberal approximate translation from the overall meaning of the source text. Some lexical items in source text (ST) are ignored to be translated in target text (TT).

Second, the idiomatic expression “See you”. There are 12 students (67%) who translate it accurately while 6 students (33%) do not. Therefore, most students have accuracy in translating the expression. According to idiom dictionary, “See you” (ST) is translated to “*Dadah/sampai*”

*jumpa*” (TT). The translation strategy is coherence change which rearranges the information in source text to target text in order to gain better comprehension to understand the text in target language.

Third, the idiomatic expression “Walk along”. There are 11 students (61%) who translate it accurately while 7 students (39%) do not. Therefore, most students have accuracy in translating the idiomatic expression “Walk along”. According to idiom dictionary, “Walk along” (ST) is translated to “*Berjalan kaki*” (TT). The translation strategy is Distribution change which is used by omitting the items (compression) namely “Along”.

Fourth, the idiomatic expression “Just a minute”. There are 11 students (61%) who translate it accurately while 7 students (39%) do not. Therefore, most students have accuracy in translating the the idiomatic expression “Just a minute”. According to idiom dictionary, “Just a minute” (ST) is translated to “*Tunggu sebentar*” (TT). The translation strategy is coherence change which

rearranges the information in source text to target text in order to gain better comprehension to understand the text in target language.

Fifth, the idiomatic expression “Of Course”. All students translate the expression accurately with the only one translation strategy namely coherence change. According to idiom dictionary, “Of Course” (ST) is translated to “*Iya, tentu*” (TT). The translation strategy is coherence change which rearranges the information in source text to target text in order to gain better comprehension to understand the text in target language.

Sixth, the idiomatic expression “Thank you so much”. There 17 students (94%) who translate it accurately while only one student (6%) do not. Therefore, most students have accuracy in translating the idiomatic expression “Thank you so much”. According to idiom dictionary, “Thank you so much” (ST) is translated to “*Terimakasih banyak/ sekali*” (TT). The translation

strategy is Distribution change which is used by omitting the items (compression) namely “You”.

Seventh, the idiomatic expression “Next to”. There are 4 students (22%) who translate the expression accurately while 14 students (78%) do not. Therefore, most students do not have accuracy to translate the idiomatic expression “Next to”. According to idiom dictionary, “Next to” (ST) is translated to “*Di samping*” (TT). The translation strategy is Distribution change which is used by omitting the items (compression) namely “to”.

Eighth, the idiomatic expression “Pick up”. There are 9 students (50%) who translate it accurately while 9 students (50%) do not, Therefore, the number of students who have accuracy and do not have accuracy are balanced. According to idiom dictionary, “Pick up” (ST) is translated to “*Menjemput*” (TT). The translation strategy is coherence change which rearranges the information in source text to target text in order to gain

better comprehension to understand the text in target language.

Ninth, the idiomatic expression “Walk up to”.

There are 10 students (56%) who translate it accurately while 8 students (44%) do not. Therefore, most students have accuracy in translating the idiomatic expression “Walk up to”. According to idiom dictionary, “Walk up to” (ST) is translated to “*Berjalan mendekati*” (TT). The translation strategy is Distribution change which is used by omitting the items (compression) namely “up” and “to” and adding the item “*mendekati*”.

Tenth, the idiomatic expression “Stare at”. There are 12 students (67%) who translate the idiom accurately while 6 students (33%) do not. Therefore, most students have accuracy to translate the idiomatic expression “Stare at”. According to idiom dictionary, “Stare at” (ST) is translated to “*Menatap/melotot*” (TT). The translation strategy is Distribution change which is used by omitting the items (compression) namely “at”.

Eleventh, the idiomatic expression “Thank you very much”. All students translate the expression accurately with the only one translation strategy namely distribution change. According to idiom dictionary, “Thank you very much” (ST) is translated to “*Terima kasih banyak/sekali*” (TT). The translation strategy is Distribution change which is used by omitting the items (compression) namely “You”.

Twelfth, the idiomatic expression “Leave me alone”. There are 14 students (78%) who translate it accurately while 4 students (22%) do not. Therefore, most students have accuracy to translate the idiomatic expression “Leave me alone”. According to idiom dictionary, “Leave me alone” (ST) is translated to “*Tinggalkan aku sendiri*” (TT). The translation strategy is Literal translation which translate the source text to target text word by word as close as possible.

Thirteenth, the idiomatic expression “Talk about”. There are 11 students (61%) who translate it accurately



while 7 students (39%) do not. Therefore, most students have accuracy to translate the idiomatic expression “Talk about”. According to idiom dictionary, “Talk about” (ST) is translated to “*Berbicara tentang*” (TT). The translation strategy is Literal translation which translate the source text to target text word by word as close as possible.

Fourteenth, the idiomatic expression “Wake up”.

All students translate the expression accurately with the only one translation strategy namely distribution change. According to idiom dictionary, “Wake up” (ST) is translated to “*Bangun*” (TT). The translation strategy is Distribution change which is used by omitting the items (compression) namely “up”.

Fifteenth, the idiomatic expression “Look after”.

There are 8 students (44%) who translate it accurately while 10 students (56%) do not. It means that most students do not have accuracy in translating the idiomatic expressions “Look after”. According to idiom dictionary, “Look after” (ST) is translated to “*Merawat atau*

*memelihara*” (TT). The translation strategy is coherence change which rearranges the information in source text to target text in order to gain better comprehension to understand the text in target language.

Sixteenth, the idiomatic expression “Be quiet”. There are 9 students (50%) who translate it accurately while 9 students (50%) do not, Therefore, the number of students who have accuracy and do not have accuracy are balanced. According to idiom dictionary, “Be quiet” (ST) is translated to “*Diam*” (TT). The translation strategy is Distribution change which is used by omitting the items (compression) namely “Be”.

Seventeenth, the idiomatic expression “Used to”. There are 13 students (72%) who translate it accurately while 5 students (28%) do not. As a result, most students have accuracy in translating the idiomatic expressions “Used to”. According to idiom dictionary, “Used to” (ST) is translated to “*Dulu/biasanya*” (TT). The translation strategy is coherence change which rearranges the

information in source text to target text in order to gain better comprehension to understand the text in target language.

Eighteenth, the idiomatic expression “Never mind”. There are 14 students (78%) who translate it accurately while 4 students (22%) do not. As a result, most students have accuracy in translating the idiomatic expressions “Never mind”. According to idiom dictionary, “Never mind” (ST) is translated to “*Ngga papa/lupakanlah*” (TT). The translation strategy is coherence change which rearranges the information in source text to target text in order to gain better comprehension to understand the text in target language.

Nineteenth, the idiomatic expression “Slowly but surely”. There are 14 students (78%) who translate it accurately while 4 students (22%) do not. As a result, most students have accuracy in translating the idiomatic expressions “Slowly but surely”. According to idiom dictionary, “Slowly but surely” (ST) is translated to

“*Pelan tapi pasti*” (TT). The translation strategy is Unit shift which changes the levels of morpheme, word, phrase, clause, sentence or paragraph.

Twenty, the idiomatic expression “Walk out of”. There are 17 students (94%) who translate it accurately while only one student (6%) do not. As a result, most students have accuracy in translating the idiomatic expressions “Walk out of”. According to idiom dictionary, “Walk out of” (ST) is translated to “Pergi keluar/meninggalkan” (TT). The translation strategy can be Distribution change or coherence change. In distribution change, the translator omits the items (compression) namely “of”, so the TT is pergi keluar while in coherence change, the information in ST is rearranged in TT to be “*meninggalkan*”.

To support the results above in term of students’ accuracy in translating the idiomatic expressions, the researcher also did interview. In this case, the students’ accuracy in translating idiomatic expression were

measured by looking at students' understanding, experience in translating idioms, the ability to generate example and the use of specific theory. The measurements were divided into five questions. Students' understandings were reflected in question number 1 and 2, experience in translating idioms was reflected in question number 3, the ability to generate example was reflected in question number 4 and the use of specific theory was reflected on question number 5.

The first term is students' understanding were reflected in question number 1 and 2. The questions are "Do you understand what an idiom is?" and "What are the types of idiomatic expression?". Students' responses were varied. Some students could define the definition of idiom and have understanding by knowing the types of idiomatic expression. For example, there are some responses such as "idiom is a group of words established by usage", "idiom is a saying or proverbs" for question number 1.

The responses show that students could mention the types of idiom such as “pure idiom and proverbs” and there also a student who could mention complete types of idiom. Nevertheless, there is one student who understands the definition of idiom but she could not mention the types of idiom by answering “I don’t know”. Thus, it can be concluded that most students understand the definition and types of idiomatic expression.

The second term is students’ experiences in translating idioms which represents by the question “Have you translated idiomatic expression to Indonesian?”. Students’ responses were divided into two groups. Some of them give positive responses such as “Yes, I have” and some of them respond “No, never”. It indicates that not all of the students have experiences in translating idiomatic expressions.

The third term is the ability to generate example which is depicted in question number 4 “Write an example of source language (SL) idiomatic expression

and translate to the target language (TL)?”. The chosen samples were 4 students out of 18. The answers of four students are showed below.

**Table 4.4 Students’ response (Student 1)**

<b>Source Language</b>	<b>Translation</b>	<b>Target Language</b>
<i>Take care of yourself</i>	Jaga dirimu	Jaga dirimu baik-baik

**Table 4.5 Students’ response (Student 2)**

<b>Source Language</b>	<b>Translation</b>	<b>Target Language</b>
<i>Walk along</i>	Berjalan jalan	Berjalan kaki
<i>Next to</i>	Selanjutnya	Disamping

**Table 4.6 Students’ response (Student 3)**

<b>Source Language</b>	<b>Translation</b>	<b>Target Language</b>
<i>Just a minute</i>	Tunggu dulu	Tunggu sebentar

**Table 4.7 Students’ response (Student 4)**

<b>Source Language</b>	<b>Translation</b>	<b>Target Language</b>
<i>Pick up</i>	Mengangkat	Menjemput

## B. Discussion

### 1. The Expression of Idiomatic Translation Technique Used by The Students' in *Bristol Murder* Novel

Based on the findings explained previously, the researcher found 11 types of translation strategies used by students in translating 20 idiomatic expressions found in *Bristol Murder* novel. There are Paraphrase strategy, Coherence change, Distribution change, Literal Translation, Emphasis change, Information change, Interpersonal change, Synonym, Sentence structure change, Paraphrase structure change, Unit shift. The most dominant strategy used by students in translating 20 idiomatic expressions in *Bristol Murder* novel is distribution change.

First, paraphrase strategy is used by students to translate 2 idiomatic expressions namely "Take care of your self" and "Talk about". According to Chesterman (1997), the translator creates a liberal approximate



translation from the overall meaning of the source text. Some lexical items may be ignored in this sort of strategy.

Second, coherence change is used by students to translate 11 idiomatic expressions, namely “See you”, “Just a minute”, “Of Course”, “Next to”, “Pick up”, “Walk up to”, “Look after”, “Used to”, “Never mind”, “Be quiet”, and “Walk out of”. Coherence change concerns on rearrangement of information in source text to target text in order to gain better comprehension to understand the text in target language (Chesterman, 1997).

Third, distribution change strategy is used to translate 14 idiomatic expressions, namely “See you”, “Walk along”, “Thank you so much”, “Next to”, “Pick up”, “Walk up to”, “Stare at”, “Thank you very much”, “Leave me alone”, “Wake up”, “Be quiet”, “Talk about”, “Used to” and “Walk out of”. Distribution change is strategy used by adding some items (expansion) or omitting the items (compression) (Chesterman, 1997).

Fourth, Literal translation is used to translate 9 idiomatic expressions, namely “See you”, “Walk along”, “Just a minute”, “Next to”, “Pick up”, “Leave me alone”, “Talk about”, “Look after” and “Be quiet”. It means the translator follows the source text form as closely as possible without following the source language structure (Chesterman, 1997).

Fifth, emphasis change is used to translate 1 idiomatic expression namely “Walk along”. This strategy increases, decreases or changes the emphasis of thematic focus of the translated text in comparison to the original (Chesterman, 1997).

Sixth, information change strategy is used to translate 6 idiomatic expressions namely “Walk along”, “Look after”, “Stare at”, “Be quiet”, “Used to” and “Slowly but surely”. The next type of strategy is information change which is similar to the previous strategy; however, here the changed information is NOT implicit in the source language text (Chesterman, 1997).

Seventh, interpersonal change is used to translate 8 idiomatic expressions namely “Walk along”, “Just a minute”, “Thank you so much”, “Next to”, “Pick up”, “Stare at”, “Talk about” and “Be quiet”. This strategy is used to affect the whole style of the text to make it more or less informed, technical etc (Chesterman, 1997).

Eighth, Synonym is used to translate 2 idiomatic expressions namely “Stare at” and “Talk about”. It is the first subcategory in this group. In this strategy the translator selects the closest synonym, which is not the first literal translation of the source text word or phrase (Chesterman, 1997).

Ninth, Sentence structure change is used to translate 1 idiomatic expression namely “Leave me alone”.

It is a term that refers to changes in the structure of the sentence unit. It basically means a change in the relationship between main clauses and subordinate ones (Chesterman, 1997).

Tenth, Paraphrase structure change is used to translate 1 idiomatic expression namely “Never mind”. This strategy refers to changes which take place in the internal structure of the noun phrase or verb phrase, although the source language phrase itself maybe translated by a corresponding phrase in the target language (Chesterman, 1997).

Eleventh, Unit shift is used to translate 1 idiomatic expression namely “Slowly but surely”. Unit shift is strategy used in terms of changes the levels of morpheme, word, phrase, clause, sentence or paragraph (Chesterman, 1997).

The findings of this study is in line with the study of Yulianti., et al (2022). They found that the Idioms of Novel Crazy Rich Asians are suitable to be translated using strategies such as paraphrase strategy, synonym, Emphasis change and distribution change. However, Yulianti., et al (2022) found another strategy namely abstraction change and paraphrase is the most dominant strategy.

## 2. The Students' Accuracy in Translating Idiomatic Expression in *Bristol Murder* Novel

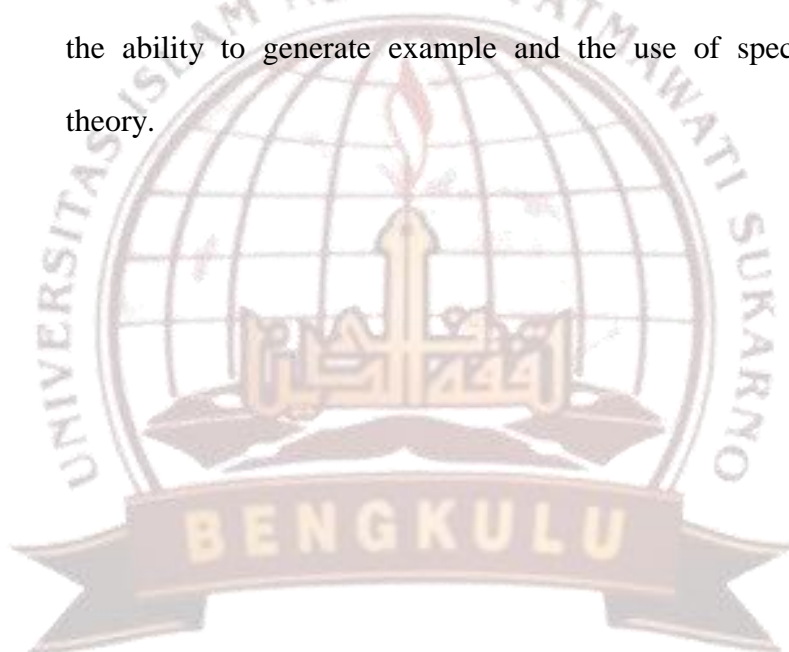
In this part, the researcher will discuss about students' accuracy based on the collected data from students' test of translating 20 idiomatic expressions supported by interview. To examine the accuracy, the researcher used Dictionary of 2.600 American English idioms by Arjuna Pirmansyah, Ahmed Sudirja and Karimah (2022) for looking up the data of correct idiomatic expressions found in the *Bristol Murder* Novel and the meanings. As a result, idiomatic expressions are mostly translated into 4 translation strategies based on translation in idiom dictionary. They are paraphrase strategy, coherence change, distribution change and literal translation.

On the other hand, students have 11 translation strategies based on the findings of this study. It means that some students may have accuracy and others do not. From

the data, the researcher found that most of the students have translated the idiomatic expressions accurately. It is proven by the analysis of students' results which show 18 idiomatic expressions are translated accurately by most students. Meanwhile, there are just 2 idiomatic expressions which are not accurately translated by most students.

The idiomatic expressions which are translated accurately are "Take care of your self" (61%), "See you" (67%), "Walk along" (61%), "Just a minute" (61%), "Of Course" (100%), "Thank you so much" (94%), "Pick up" (50%), "Walk up to" (56%), "Stare at" (67%), "Thank you very much" (100%), "Leave me alone" (78%), "Talk about" (61%), "Wake up" (100%), "Be quiet" (50%), "Used to" (72%), "Never mind" (78%), "Slowly but surely" (78%) and "Walk out of" (94%). Meanwhile, the two idiomatic expressions which are not translated accurately by most students are idiomatic expression "Next to" (22%) and "Look after" (44%).

Based on the results above, it can be seen that most students have accuracy in translation idiomatic expressions found in the *Bristol Murder* Novel. It is in line with the results of interview that show that students have understanding of idioms, experiences in translating idioms, the ability to generate example and the use of specific theory.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is the last chapter for this study. There are two important conclusions based on findings and discussions in Chapter IV.

#### A. Conclusion

The conclusions are divided into two parts based on the research findings. First, there are ten techniques are used by the students' in translating idiomatic expression in the *Bristol Murder* novel to Indonesian language. The students used (1) paraphrase in semantic strategy and cultural filtering in pragmatic strategy (88.8%), (2) distribution change in semantic strategy and illocutionary change in pragmatic strategy (100%), (3) abstraction change in semantic strategy and explicitness change in pragmatic strategy (88.8%), (4) abstraction change in semantic strategy and explicitness change in pragmatic strategy (100%), (5) paraphrase in semantic strategy and information change in pragmatic



strategy (94.4%), (6) paraphrase in semantic strategy and information change in pragmatic strategy (72.2%), (7) synonym in semantic strategy and information change in pragmatic strategy (94.4%), (8) emphasize change in semantic strategy and explicitness change in pragmatic strategy (88.8%), and (9) emphasize change in semantic strategy and explicitness change in pragmatic strategy (83.3%).

According to the students' result, there are several expressions of idiomatic translation technique used by the students respectively. The techniques are paraphrase, information change, illocutionary change and distribution change followed by explicitness change, synonym, information change, cultural filtering, abstraction change and emphasize change. The second objective of this study is to describe the students' accuracy in translating idiomatic expression in *Bristol Murder* novel based on related theory. The data from this research have shown that the students' accuracy in translating idiomatic expression were measured

by looking at students' understanding, experience in translating idioms, the ability to generate example and the use of specific theory. The students could define the definition of idiom and have understanding by knowing the types of idiomatic expression. However, there some students who understand the definition of idiom but they could not mention the types of idiom.

#### B. Suggestion

Based on the conclusions above, some suggestions that are recommended for the next research in this topic are educating and adding more samples. Educating means gives an explanation or education process before distributing the instruments to the research's object. It is aimed to have similar perception between samples and researcher. The researcher also suggests to add more samples in order to support the final research.

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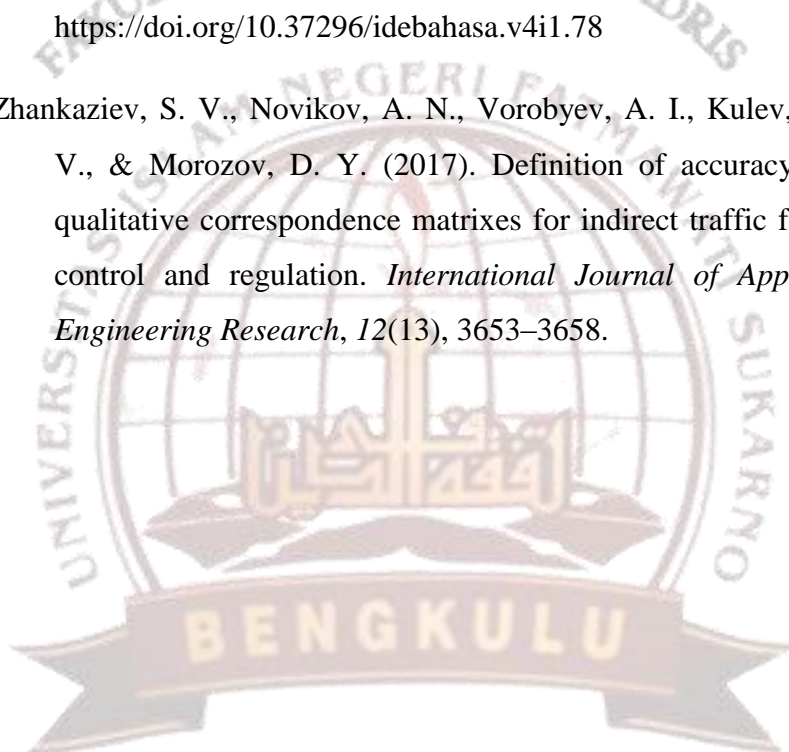
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**A**

**P**

**P**

**E**

**D**

**I**

**C**

**E**

**S**

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*Appendix 1. List of name students 5c*

No	Nama	L/P
1	Gilang Helen meyrandha	L
2	Yemi gustina dematako	P
3	Vegy priska azhari	P
4	Renita zeliya khairani	P
5	Yelta pebriani	P
6	Belly winata	P
7	Widia putri julianti	P
8	Vera dwi putri	P
9	Etika li	P
10	Reynaldi Muhammad iqbal	L
11	Andhika diaz syahfutra	P
12	Reza pranata wijaya	P
13	Bunga nabillah wijaya	P
14	Fitrahli	L
15	Sri widyaningsih	P
16	Khoviva rahma sania	P
17	Zahra vebian paladeta	P
18	Nopran trias permadi	L

*Appendix 2. Instrument for interview*

Questions:

1. Do you understand what an idiom is ?
2. What are the types of idiomatic expression ?
3. Have you translated idiomatic expression to Indonesian ?
4. Write an example of source language (SL) idiomatic expression and translate to the target?
5. Which experts you used in translating idiomatic expression ?



*Appendix 3. Instrument for test question of idiomatic expression*

No	Idiomatic Expression		Translation Strategy
	SL	TL	
1	Take care of yourself	Jaga dirimu baik-baik	Paraphrase strategy
2	See you	Dadah/sampai jumpa	Coherence change
3	Walk along	Berjalan kaki	Distribution change
4	Just a minute	Tunggu sebentar	Coherence change
5	Of Course	Iya,tentu	Coherence change
6	Thank you so much	Terima kasih banyak/ Terima kasih sekali	Distribution change
7	Next to	Di samping	Distribution change
8	Pick up	Menjemput	Coherence change
9	Walk up to	Berjalan mendekati	Distribution change
10	Stare at	Melotot/menatap	Distribution change
11	Thank you very much	Terima kasih banyak/Terima kasih sekali	Distribution change
12	Leave me alone	Tinggalkan aku sendiri	Literal Translation
13	Talk about	Ngomongin/berbicara tentang	Literal Translation

14	Wake up	Membangunkan/bangun/terjaga	Distribution change
15	Look after	Merawat/memelihara	Coherence change
16	Be quiet	Diam	Distribution change
17	Used to	Dulu/biasanya	Coherence change
18	Never mind	Ngga papa/Lupakanlah	Coherence change
19	Slowly but surely	Pelan tapi pasti/ Biar lambat asal selamat	Coherence change
20	Walk out of	Pergi keluar/ Meninggalkan	Distribution change & Coherence change

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**Appendix 4 : Various Kinds Of Techniques In Translating Idioms**

No	Syntatic Strategy	Semantic Strategy	Pragmatic Strategy
1	S1: Literal translation	S1:Synonymy	S1:Cultural filtering
2	S2: Loan translation	S2:Antonymy	S2:Explicitness change
3	S3:Transposition	S3:Hyponymy	S3:Information change
4	S4:Unit shift	S4:Converses	S4:Interpersonal change
5	S5:Paraphrase structure change	S5:Trope change	S5:Speech act
6	S6:Clause structure change	S6:Abstraction change	S6:Visibility change
7	S7:Sentence structure change	S7:Distribution change	S7:Coherence change
8	S8:Cohesion change	S8:Emphasis change	S8:Partial translation
9	S9:Level shift	S9:Paraphrase strategy	S9:Trans-editing
10	S10:Sceme change		

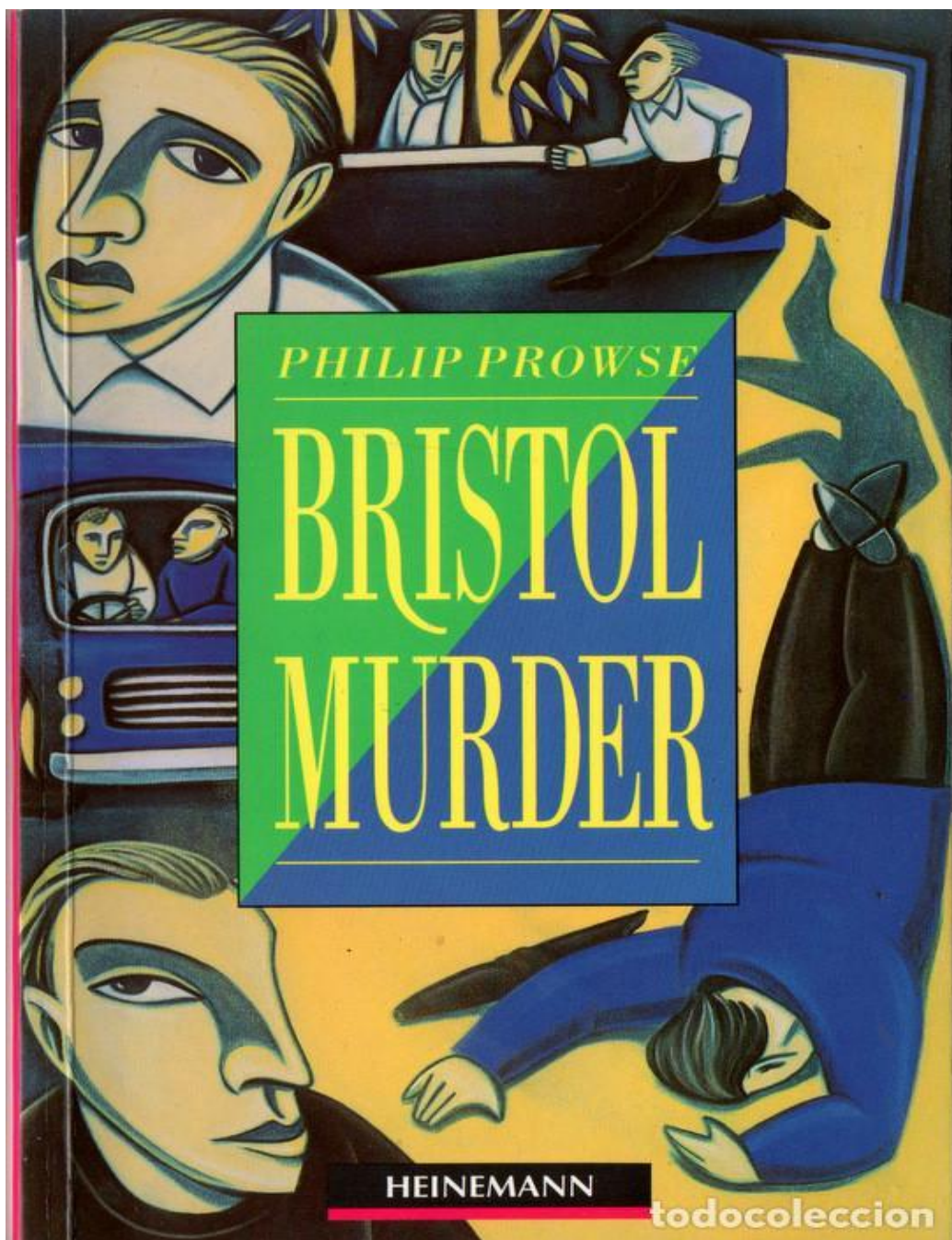
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***Appendix 5 : Novel Bristol Murder***

Written specially by Philip Prowse for students of English, this English Language Teaching (ELT/ESL) eBook is an intermediate-level Macmillan Reader thriller. Peter, a long distance lorry driver, gives a lift to a 16-year-old hitch-hiker outside Bristol. As they talk, Peter discovers that John has run away from home after a violent row with his uncle. The police are searching for John. His uncle has been found dead and the police want to question the boy.



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PHILIP PROWSE

BRISTOL  
MURDER

HEINEMANN

todocoleccion

*Appendix 6 : The Students Answer of The Test*

No	Idiomatic Expression	Translation Strategy	Number of Student
1	Take care of yourself	Paraphrase strategy	18
2	See you	Coherence change	15 (Student 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16 &18)
		Distribution change	1 (Student 14)
		Literal Translation	2 (Student 7 & 17)
3	Walk along	Distribution change	11 (Student 1, 3, 4, 6, 7, 8, 11, 12, 15, 16, 18)
		Literal Translation	2 (Student 14 & 17)
		Emphasis change	1 (Student 2)
		Information change	3 (Student 5, 9 & 10)
		Interpersonal change	1 (Student 13)
4	Just a minute	Coherence change	13 (Student 1-4 7 8 9 11 14 15 16 17 18)
		Literal Translation	2 (Student 5 & 6)
		Interpersonal change	3 (Student 10, 12, 13)

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5	Of Course	Coherence change	18 (100%)
6	Thank you so much	Distribution change	17 (Student 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, & 18)
		Interpersonal change	1 (Student 15)
7	Next to	Distribution change	15 (Student 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, & 17)
		Coherence change	1 (Student 11)
		Interpersonal change	2 (Student 13 & 15)
		Literal Translation	1 (Student 18)
8	Pick up	Coherence change	(Student 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 15)
		Literal Translation	3 (Student 13, 14 & 17)
		Interpersonal change	1 (Student 16)
		Distribution change	1 (Student 18)
9	Walk up to	Distribution change	16 (Student 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18)
		Coherence change	2 (Student 15 & 16)
10	Stare at	Distribution change	13 (Student 1, 2, 3, 4, 5, 8, 9, 11, 12, 13, 14, 16 & 17)
		Synonym	1 (Student 6)
		Information change	3 (Student 7, 10 & 15)

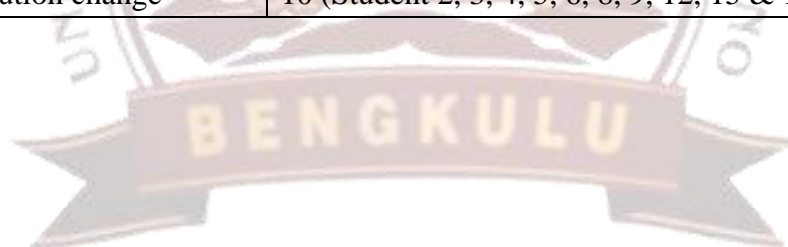
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		Interpersonal change	1 (Student 18)
11	Thank you very much	Distribution change	18
12	Leave me alone	Literal translation	14 (Student 1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 15, 16, 17 & 18)
		Sentence structure change	3 (Student 8, 11 & 14)
		Distribution change	1 (Student 9)
13	Talk about	Literal translation	11 (Student 1, 3, 4, 5, 6, 8, 9, 15, 16, 17 & 18)
		Synonym	1 (Student 2)
		Distribution change	2 (Student 7 & 10)
		Paraphrasing	3 (Student 11, 13 & 14)
		Interpersonal change	1 (Student 12)
14	Wake up	Distribution change	18
15	Look after	Coherence change	7 (Student 1, 2, 3, 4, 9, 15 & 16)
		Literal Translation	4 (Student 5, 6, 13 & 18)
		Information change	7 (Student 7, 8, 10, 11, 12, 14 & 17)
16	Be quiet	Distribution change	11 (Student 1, 2, 3, 4, 5, 6, 7, 9, 10, 12 & 16)
		Coherence change	3 (Student 8, 11 & 14)
		Interpersonal change	2 (Student 13 & 17)
		Information change	1 (Student 15)

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		Literal	1 (Student 18)
17	Used to	Distribution change	4 (Student 1, 5, 6 & 13)
		Coherence change	13 (Student 2, 3, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16, & 17)
		Information change	1 (Student 18)
18	Never mind	Coherence change	15 (Student 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 & 17)
		Phrase structure change	3 (Student 5, 6, 18)
19	Slowly but surely	Information change	4 (Student 1, 12, 15 & 16)
		Unit shift	14 (Student 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 17 & 18)
20	Walk out of	Coherence change	8 (Student 1, 7, 10, 11, 13, 14, 16 & 17)
		Distribution change	10 (Student 2, 3, 4, 5, 6, 8, 9, 12, 15 & 18)



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Idiom atic expre ssion	Student																		Total		%	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	T	F	T	F
1	T	T	T	T	F	F	T	T	T	T	T	F	F	T	F	F	F	11	7	61%	39%	
2	T	T	T	T	F	F	F	T	T	T	T	T	F	T	T	F	F	12	6	67%	33%	
3	T	F	T	T	F	T	T	T	F	F	T	T	F	F	T	T	F	T	11	7	61%	39%
4	T	T	F	T	F	F	T	T	T	F	T	F	F	F	T	T	T	T	11	7	61%	39%
5	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	18	0	100%	0%
6	T	T	T	T	T	T	T	T	T	F	T	T	T	T	T	T	T	T	17	1	94%	6%
7	F	F	F	T	F	F	T	F	F	F	F	T	F	F	F	T	F	F	4	14	22%	78%
8	F	F	T	T	F	F	T	T	T	T	T	F	F	T	F	F	F	F	9	9	50%	50%
9	T	T	T	T	F	F	T	F	F	T	F	F	T	F	T	T	T	F	10	8	56%	44%

10	T	T	T	T	F	F	F	T	T	F	T	T	T	T	F	T	T	F	12	6	67%	33%
11	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	18	0	100%	0%
12	T	T	T	T	T	T	T	F	T	T	F	T	F	F	T	T	T	T	14	4	78%	22%
13	T	T	T	T	T	T	F	T	T	F	F	F	F	F	T	T	F	T	11	7	61%	39%
14	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	18	0	100%	0%
15	T	T	T	T	F	T	F	F	T	F	F	F	F	F	T	T	F	F	8	10	44%	56%
16	F	T	T	T	F	T	F	T	T	F	T	F	F	F	T	F	F	9	9	50%	50%	
17	F	T	T	T	F	F	T	T	T	T	T	F	T	T	T	T	F	13	5	72%	28%	
18	T	T	T	T	F	F	T	T	T	T	F	T	T	T	T	T	F	14	4	78%	22%	
19	F	T	T	T	T	T	T	T	T	T	F	T	T	F	F	T	T	14	4	78%	22%	
20	T	T	T	T	T	T	T	T	T	T	T	F	T	T	T	T	T	17	1	94%	6%	
Total True	15	17	18	20	8	11	16	15	17	13	14	14	9	9	16	17	12	10				

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Total False	5	3	2	0	12	9	4	5	3	7	6	6	11	11	4	3	8	10
Percentage True	75%	85%	90%	100%	40%	55%	80%	75%	85%	65%	70%	70%	45%	45%	80%	85%	60%	50%
Percentage False	25%	15%	10%	0%	60%	45%	20%	25%	15%	35%	30%	30%	55%	55%	20%	15%	40%	50%



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## . DOCUMENTATION

### English class at UINFAS BENGKULU



Self-introduction to students who are accompanied by the lecturer for the class



**” Process of activities in conducting research “**



**Provide students with an understanding of idiomatic expressions.**



**Explain to students what material will be carried out during the research.**



## Distributing research questions to students



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**Students are working on questions about research.**



## **Finish Research**

### **Class photo with students**



**Photo with students after completing research.**



cek turnitin Detta\_TBI  
Handwritten: 701, Kanana Febiani

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**SURAT PENUNJUKAN**

Nomor : 432 /Un.23/F.II/PP.00.9/03/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

1. Nama : Riswanto, Ph.D  
NIP : 1972041019991004  
Tugas : Pembimbing I
2. Nama : Pebri Prandika Putra, M.Hum  
NIP : 198902032019031003  
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Detta Silvia  
NIM : 1811230055  
Judul : The Accuracy of Students Translation of English  
Idiomatic Expression into Indonesian Of Entitled "Inside  
Out"

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Bengkulu  
tanggal : 22 Maret 2022



**Tembusan:**

1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hal : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Prodi  
Tadris Bahasa Inggris  
UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Detta Silvia  
NIM : 1811230055  
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **The Accuracy of Students' Translation of English Idiomatic Expression into Indonesian of Entitled "Inside Out"**.

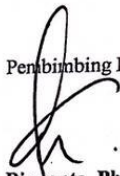
Menjadi : **The Accuracy of the Students' Translation of English Idiomatic Expression in the Novel Bristol Murder**.

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

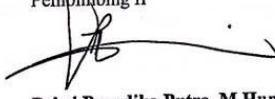
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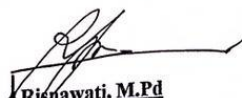
Pembimbing I

  
**Riswanto, Ph.D**  
NIP.1972041019991004

Pembimbing II

  
**Pebri Prandika Putra, M.Hum**  
NIP.198902032019031003

Diketahui oleh,  
Ketua Jurusan Bahasa

  
**Risnawati, M.Pd**  
NIP.197405231999032002



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Nomor : 2530 /Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Ikke Wulandari, M.Pd.I  
(kompetensi UIN)

2. Feny Martina, M.Pd  
(kompetensi jurusan/Prodi)

3. Andang Sunarto, Ph.D  
(Kompetensi Keguruan)

*Assalamu'alaikum Wr. Wb.*

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 06 Juni 2022

Waktu : 08.00-12.00 WIB

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Detta Silvia	1811230055
2	Rohaya Putri	1811230110
3	Euis Daniati	1811230104
4	Inda Tri lestari	1811230142
5	Anesti Ayu Astuti	1516230132

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 2 Juni 2022

Dekan,



Mus Mulyadi



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Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

Nomor : ~~408~~ /Un.23/F.II/PP.00.9/10/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Risnawati, M.Pd (Penyeminar I)
2. Fery Susanto, M.Pd (Penyeminar II)

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Rabu, 26 Oktober 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Vharadina Putri Utami 1811230060	08.00-08.50 WIB	Investigating Students' English Textbook Entitled "Bright An English Course For Junior High School Based On The Basic Competences Of The 2013 Curriculum"
2.	Detta Silvia 1811230055	08.50-09.40 WIB	The Accuracy of The Students Translation In The Novel of Bristol Murder
3.	Hendri Firmansyah 1811230141	09.40-10.30 WIB	Teachers' Efforts In Increasing Learning Motivation In The New Normal

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 24 Oktober 2022  
Dekan,



Dr. Mus Mulyadi, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

**PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI**

Proposal skripsi atas nama : Detta Silvia, NIM :1811230055 yang berjudul

"The Accuracy Of The Students' Translation Of English Idiomatic Expression In The Novel Of Bristol Murder". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Senin , 24 Oktober 2022

Pukul : 08.00 s/d selesai

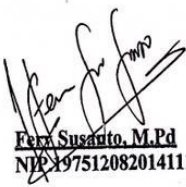
Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian(SK Penelitian).

Bengkulu, 2022

Penyeminar I

Penyeminar II

  
**Risnawati, M.Pd**  
NIP.1997405231999032002

  
**Ferry Susanto, M.Pd**  
NIP.197512082014111001





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website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

Nomor : 04/L/Un.23/F.II/PP.00.9/11/2022  
Lampiran : -  
Perihal : Jadwal Munaqasyah Skripsi

Bengkulu, 26 Januari 2023

Kepada Yth.

1. Dr. Edi Ansyah, M.Pd  
(Ketua)
2. Endang Haryanto, M.Pd  
(Sekretaris)
3. Dr. Syamsul Rizal, M.Pd  
(Penguji I)
4. Feny Marlina, M.Pd  
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuhu  
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,  
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Kamis, 26 Januari 2023  
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Sarah Sirentika 1811230144	08.00- 08.50	The Analysis Of Elf Students' Responses Toward "Ruangguru" Application As An Online Learning Media.
2.	Detta Silvia 1811230055	08.51- 09.40	The Accuracy Of The Student' Translation Of English Idiomatic Expression In The Novel Of Bristol Murder.
3.	Amalia Ulpa 1516230016	09.41- 10.30	Writing Difficulties In Thesis Writing Experience by Students At UINFAS Bengkulu
4.	Pipin Suryani 1911230070	10.31- 11.20	A Correlation Between Parents' Social Class and The Ability To Speak English as a Foreign Language For Adolescent In Dusun III Harapan Village Pondok Kelapa Central Bengkulu in 2022.
5.	Aa Natalia 1711230130	11.21- 12.10	The Implementaion Of Blended Learning On The Students Speaking Skill (Descriptive Qualitative Research Of The Twelfth Grades Students at MAN 1 Model Bengkulu.

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,



SURAT PERMOHONAN

Perihal : Permohonan Penelitian di Universitas Fatmawati Soekarno Bengkulu

Kepada Yth. Feny Martina, M.Pd

Selaku Kepala Prodi Tadris Bahasa Inggris

Dengan hormat, yang bertanda tangan dibawah ini:

Nama : Detta Silvia

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Judul : The Accuracy Of The Students' Translation Of English Idiomatic Expression In The Noel Of Bristol Murder

Dengan surat ini saya memohon izin kepada Bapak/Ibu Kepala Prodi Tadris Bahasa Inggris untuk melaksanakan penelitian di Universitas Fatmawati Soekarno Bengkulu sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, Atas izin Bapak/Ibu saya ucapkan terima kasih.

Mengetahui

Kepala Prodi TBI UINFAS Bengkulu



Feny Martina, M.Pd

NIP.198703242015032002

Pemohon



Detta Silvia

NIM. 1811230055



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SURAT IZIN PENELITIAN

Bengkulu, 10 November 2022

Nomor : -  
Lampiran : 1 (satu) Exp Proposal  
Perihal : **Surat Izin Penelitian**

Dengan Hormat,  
Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd  
NIP : 198703242015032002  
Pangkat Golongan : Lektor (III/d)  
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Delta Silvia  
NIM : 1811230055  
Asal Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Dengan ini bersedia menerima mahasiswa tersebut untuk melakukan penelitian di prodi Tadris Bahasa Inggris mulai 14 November s/d 26 Desember 2022 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan Judul "*The Accuracy of The Students' Translation of English Idomatic Expression In The Novel of Bristol Murder*".

Demikian surat izin ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui,  
Koordinator Prodi TBI

  
**Feny Martina, M.Pd**  
NIP 198703242015032002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
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Website: [www.uinfasl-et.gkulu.ac.id](http://www.uinfasl-et.gkulu.ac.id)

**SURAT KETERANGAN**

Bengkulu, 28 Desember 2022

Nomor : -  
Lampiran : 1 (satu) Bukti Penelitian  
Perihal : Surat Selesai Penelitian di Prodi TBI

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd  
NIP : 198703242015032002  
Pangkat Golongan : Lektor (III/d)  
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Detta Silvia  
NIM : 1811230055  
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 14 November s/d 26 Desember 2022 dengan judul "*The Accuracy of The Students' Translation of English Idiomatic Expression In The Novel of Bristol Murder*"

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui

Koordinator Prodi TBI

**Feny Martina, M.Pd**

NIP. 198703242015032002



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Nama Mahasiswa : Detta Silvia  
 NIM : 1811230055  
 Jurusan : Bahasa  
 Program Studi : Tadris Bahasa Inggris  
 Pembimbing I : Riswanto, Ph.D  
 Judul Skripsi : The Accuracy of the Students' Translation of English Idiomatic Expression in the Novel Bristol Murder.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Para. Pembimbing
1	29/7/2022	Referensi > 25 PDF critical journal > 2017 + grammarly + quillbot +.	Revisi	dt
2	1/8/2022	Referensi 5-10 Artikel > 2017	Revisi	dt
3	23/8/2022	- Meadeley - Grammarly - Quillbot - Kriteria of Parham Mengukur Accuracy frase - + teori 5-10 > 2017	Revisi	dt

Mengetahui,

Dekan

Dr. Mus Mulyadi, M.Pd  
 NIP. 17005142000031004

Bengkulu,

Pembimbing I

Riswanto, Ph.D  
 NIP. 197204101999031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nama Mahasiswa : Detta Silvia  
NIM : 1811230055  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Riswanto, Ph.D  
Judul Skripsi : The Accuracy of the Students'  
Translation of English Idiomatic  
Expression in the Novel Bristol  
Murder.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
4	27/8/2022	Pemuaian / Cek / Gram.	kelua	
5	31/8/2022	Legumpi keperasi + Mabel + Kri. Leri.	Peli	
6	9/9/2022	Adel Suman Proposed		

Mengetahui,  
Dekan

Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Bengkulu,

Pembimbing I

Riswanto, Ph.D  
NIP. 197204101999031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO (UINFAS)  
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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

Nama Mahasiswa : Detta Silvia  
NIM : 1811230055  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

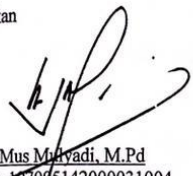
Pembimbing I : Peabri Prandika Putra, M.Hum  
Judul Skripsi : The Accuracy of the Students' Translation of English Idiomatic Expression in the Novel Bristol Murder.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	23 MEI 2022	Bab 1	- Revisi: Background - Tambahkan teori. di setiap paragraf.	
2.	27 MEI 2022	BAB 1	- Perbaiki grammar.	
3.	31 MEI 2022	Bab 1	- tambahkan identifikasi of the problem - Perbaiki grammar	
4.	7 Juni 2022	Bab I	- searkan contoh idiom - Perbaiki grammar	
5.	9 Juni 2022	Bab I	- Pergantian Judul	
6.	17 Juni 2022	Bab I	- masukan penelitian sebelumnya satu. - Penjelasan dari contoh idiom yang ada.	
7.	28 Juni 2022	Bab I	- tambahkan sintesa	
8.	5 Juli 2022	Bab 2	- Revisi karakter - tambahkan previous study	

9.	19 Juli 2022	Bab 3	- Berbasis instrument	Op
10.	26 Juli 2022	ACC	lanjut pembimbing I	Op

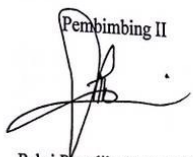
Mengetahui,

Dekan

  
Dr. Mus Mahvadi, M.Pd  
 NIP. 197005142000031004

Bengkulu,

Pembimbing II

  
Pebri Prandika Putra, M.Hum  
 NIP. 199404202018012003





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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

Nama Mahasiswa : :Delta Silvia  
NIM : 1811230055  
Pembimbing I : Riswanto, Ph.D  
Judul Skripsi : The Accuracy of the Students'  
Translation of English Idiomatic  
Expression in the Novel Bristol  
Murder.  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	9/1/2022	Revisi grammar/tdel leel	revisi	
2	11/1/2022	As Hke gml is we + ppt	revisi	
3	12/1/2022	Bukti transkrip - grammar - leel	Revisi	
4	14/1/2023	ACE Ujian SKRIPSI		

Bengkulu,

Mengetahui,

Dekan

Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Pembimbing I

Riswanto, Ph.D  
NIP. 197204101999031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
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Nama Mahasiswa : Delta Silvia  
NIM : 1811230055

Pembimbing II: Pebri Prandika Putra, M.Hum  
Judul Skripsi : The Accuracy of the Students'  
Translation of English Idiomatic  
Expression in the Novel Bristol  
Murder.

Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	26/12 2022	Bab IV	Data harus sesuai kamus idiom.	
2.	27/12 2022	Bab IV	Rapikan Penulisan.	
3.	28/12 2022	Bab IV-V	Penulisan.	
4.	29/12 2022	Bab IV-V	Perbaiki grammar.	
5.	30/12 2022	Bab IV-V	ABSTRAK.	
6.	02/01 2023	Bab IV-V	Rapikan Referensi	
7.	03/01 2023	Bab IV-V	Penulisan.	
8.	04/01 2023	Bab IV-V	ACC Lanjut P-1	

Bengkulu,

Mengetahui,

Dekan

Dr. Mus Mulvadi, M.Pd  
NIP. 197005142000031004

Pembimbing II

Pebri Prandika Putra, M.Hum  
NIP. 199404202018012003

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : DETTA SILVIA  
 NOMOR INDUK MAHASISWA : 1811230035  
 PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumat 09-04-2021	08.00	Husna Tuai Syadiah	1711230030	High-Achieving Student's Strategies toward E-Learning Practice during covid-19 Pandemic (A descriptive quantitative study of EFL student of IAIN BANGKULU, UIRB).	Mly
2	"	"	Novatia Rani Joyatri	1711230133	Student's Perspectives of Book Classroom (BCR) online learning during covid-19 Pandemic (A quantitative study of 2nd Year student of IAIN BANGKULU)	Mly
3	"	"	Destia Darma uan	1711230071	Student's ability in transferring information from the English text written by Escheria Garcia Iorra (Student at IAIN BANGKULU)	Mly
4	"	"	Relin Farina	1711230069	The Item analysis of summative test at the English grade of SMP/PT Leluhur in the Academic year of 2020/2021	Mly
5	"	"	Lise Margareta	1611230043	The effect of think- pair- write (TPW) Strategy on student's writing ability in descriptive text at eight grade student of SMP/PT Leluhur.	Mly
6	"	"				