

An Analysis of the Equivalence in Translating English Idioms into Indonesian at the English Education Department

Khairia Hafiza¹, Faurina Anastasia², M. Riskiyadi Siregar³

Department of English Education, UIN Sultan Syarif Kasim, Pekanbaru, Riau, Indonesia
khairiahafiza10@gmail.com

ABSTRACT

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Keywords:

Dynamic Equivalence; English Idiom; Translation.

This research aims to analyze the use of equivalence in translating English idioms into Indonesian by students of the English Education Department at State Islamic University of Sultan Syarif Kasim Riau. The study employed a quantitative descriptive method. This research applied the Stratified Random Sampling technique. The test was the main instrument of the research. The data were collected from students' translation of 20 sentences containing idiomatic expressions and analyzed using Nida and Taber's theory of equivalence, which classifies translation into dynamic and formal equivalence. The findings revealed that most students tended to use dynamic equivalence more frequently than formal equivalence. Out of 480 total translation products, 45.4% were categorized as dynamic equivalence, 37.3% as formal equivalence, 13.5% as non-equivalent, and 3.8% were left untranslated. Although many translations successfully conveyed the intended idiomatic meaning, some failed due to literal translation or lack of contextual understanding. This research is expected to contribute to translation studies, particularly in improving students' competence in translating idiomatic expressions meaningfully and accurately.

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1. INTRODUCTION

The necessity for efficient translation has increased due to the globalization of information and cultural exchange, especially when transferring ideas between widely spoken languages. There are countless languages spoken throughout the world. According to (Siahaan, 2008) language is a system of rules used as a tool for communication. (Hurst, 1996) communication is a two-way process in which messages are sent, received, interpreted, and understood by both parties. English is now the most widely taught, read, and spoken language worldwide, and it is regarded as the universal language for international communication (Kirkpatrick, 2007). English is a foreign language in Indonesia. When people communicate in different languages, it will become difficult to communicate.

Translation can be utilized as a solution. When information is conveyed in a different language, translation might aid in understanding it

for the audience. Additionally, translation aids in preventing misunderstandings by assisting readers in comprehending the text's contents. By paying attention to the author's intention in the text, the process of translation involves transferring meaning from the source language into the target language. "Translation is the rendering of a text's meaning into another language in the way that the author intended the text," (Newmark, 1988). It is clear that a translation conveys meaning from the original language into the target language while accounting for linguistic style, cultural variances, and the author's intentions.

There are two translation methods, (Hatim, Basil & Munday, 2004): "literal" and "free." The translator's method of translating word for word is known as literal translation. "Literal translation is the translation that reproduces communicatively irrelevant elements of the source text," (Zoya, 2008). This typically occurs when the translation reproduces the text in its original language. The ease with which the reader may comprehend the translated text is emphasized by free translation. Free translation, in the words of (Zoya, 2008) is the loose replication of the original form and content. This idea entails either adding new information or removing certain crucial components.

Additionally, as translation aims to evaluate meaning and convey it to the reader, it is important for the translator to translate the idiom equivalently. The target text's equivalency meaning is a crucial component. The context and content of the original text must be taken into consideration by the translator in order to translate idioms equitably. As Nida states in Basil Hatim, "the original text's form is often altered; however, the message is retained and the translation is faithful as long as the alteration complies with the guidelines of back transformation in the source language, contextual consistency in the transfer, and transformation in the receptor language."

The key to successful translation is equivalence; this is the state at which the meaning of the source text may be accurately conveyed in the translated version. Equivalence is classified as "Formal and Dynamic equivalence" by (Nida, 1964). The formal equivalence comes first. Formal equivalence ignores circumstance, situation, and context in favor of focusing just on form. "Formal equivalence focuses attention on the message itself, in both form and content," claim (Nida & Taber, 1982). Furthermore, formal correspondence "typically distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard," (Nida & Taber, 1982).

Secondly, there is dynamic equivalence. Dynamic equivalence occurs when the target text creates the same impact in the receptor language while simultaneously conveying the same meaning as the source text. "Dynamic equivalence is the degree to which the receptors of the message in the receptor language respond to it in substantially the same manner as the receptors in the source language," (Nida & Taber, 1982).

It's difficult to become proficient in an idiom when translating. In order to translate an idiom accurately, translator must become acquainted

with its usage in both languages, as well as comprehend the setting and context of the original text. As a result, translating the idiom is important during the translation process since the translators must translate it into the target language or, occasionally, they even employ it as a loan term (Kasperek, 1983). The translator must consider the context in order to translate it accurately.

The application of idiom in translation should be based on context identification. Idioms are combinations of two or more words that have meanings distinct from the individual words themselves, therefore they cannot be translated literally. The claim that “idioms are fixed combinations of two words whose meaning is often difficult to guess from the meaning each other” (O'Dell & Michael, 2010) supports it.

It can be challenging to interpret an idiom at times. Idioms are linguistic units that can take the shape of words, phrases, or sentences and whose meaning is inextricably linked to structural principles. The idiom is frequently used. However, it can be challenging to comprehend the meaning and translate the idiom in an analogous manner. The meaning of the idiom is skewed and difficult to deduce without prior information due to its widespread usage (Carrol, Conklin & Gyllstad, 2016).

At the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, the Translation and Interpretation course exposes students to various types of texts, including idiomatic expressions. Despite being taught in the curriculum, the ability to translate idioms accurately remains a persistent problem among student translators. This is due to the fact that idioms often have no direct equivalents in the target language, and their meaning may be lost or distorted if translated literally. Therefore, a deeper investigation is needed to explore how students approach idiomatic translation and what types of equivalence they achieve in their renditions.

Based on the researcher's preliminary observation, many students still struggle to recognize and translate idioms correctly. They often interpret idioms literally, which leads to inaccurate or unclear translations. Some students are not familiar with the idioms at all and fail to identify them within the context of the sentence. As a result, occasionally a poor translation renders the text unclear to the intended audience.

Because of this, and in light of the significance of the idiom itself, study on idiom translation equivalency is crucial. Several previous studies have investigated idiom translation, such as Salamah (2020), Idami et al. (2022), and Muharram (2022), predominantly concentrated on delineating the challenges, difficulties, and strategies utilized by students in the translation of idiomatic expressions from English to Indonesian. While these studies offer valuable insights into the challenges encountered by learners and the strategies they employ, they do not explicitly assess the quality of equivalence attained in students' translation outputs. In other words, earlier studies did not examine how well students could create dynamic, formal, or non-equivalent translations using Nida and Taber's equivalence framework. This results in a deficiency in comprehending the extent to which students effectively communicate idiomatic meaning in the target language. This study addresses the existing gap by concentrating not on the

strategies or challenges, but on assessing the degree of equivalence attained in students' translations of English idioms into Indonesian. This research offers a more nuanced evaluation of translation quality by classifying translation outputs into dynamic, formal, and non-equivalence categories—an element that has been neglected in prior studies.

2. LITERATURE REVIEW

2.1. Translation

Different experts have different ideas about what translation is. Newmark (1988, as cited in Hartono, 2017) says that translation is the act of changing the meaning of a text into another language. Nida and Taber (1982) assert that translation entails replicating the message in the target language as accurately as possible in both style and meaning. Larson (1984) stresses that translation means changing linguistic forms, from words to bigger units, into their equivalents in the target language. Catford (1965) also says that translation switches out the source-language text for a text in the target language that is the same.

Bassnett-McGuire (1991) regards translation as a substitution process rooted in linguistic and cultural analysis, whereas Ghazala (2008) underscores the significance of accurately conveying the intended message. Based on these definitions, translation is the process of changing a text into the target language while taking into account the linguistic structure, cultural context, and intended meaning in order to create the closest possible match to the original.

2.1.1. Translation Method

A method is one item to think about when translating. The process by which the translator transfers the entire meaning of the original text into the target text is known as translation methodology. Eight techniques are available for translation, (Newmark, 1988). The techniques are:

1) Word-for-word translation

According to its name, this approach interprets and maintains the word only based on its widespread usage and common meanings when taken out of context. The cultural term is rendered literally in this fashion. Usually, the goal is to understand the source language's mechanism.

For example,
(SL): I can run
(TL): *Saya bisa lari*

2) Literal translation

Using this approach, the target language's closest pattern is substituted for the source language's grammatical structures. However, the lexical terms are still translated individually and out of context, just like in the previous way.

For example,
(SL): *Jangan bawa hatiku*
(TL): Don't bring my heart

3) Faithful translation

Within the constraints of the target language's grammatical structure, faithful translation aims to convey the original text's contextual meaning in a manner that is comparable to that of the source language. It was intended for the translator using this method to remain completely true to the author of the source material.

For example,

(SL): *Raden Ajeng Kartini adalah orang Jawa*

(TL): Raden Ajeng Kartini is a Javanese

4) Semantic translation

Faithful translation is not the same as semantic translation. With this approach, less significant cultural terms are translated using functional terms or a third party with no cultural bias, but not their cultural equivalents. Semantically more flexible, yet faithful are unyielding and dogmatic. That is their difference.

For example,

(SL): *Dia adalah orang yang gemar belanja*

(TL): She is a shopaholic

5) Adaptation

This approach is the easiest to use. This technique is typically applied to poetry and comedies in plays. The text is just rewritten; the ideas, characters, and plots are preserved, and the source language's culture is transferred to the target language.

For example,

(SL): The rising sun is found not to be a rising sun. It is the world that goes around

(TL): *Matahari terbit ternyata bukan matahari terbit. Dunialah yang sebenarnya mengorbit.*

6) Free translation

This technique replicates the content without taking into account the original's form and context. This approach typically results in a far longer paraphrase of the original content.

For example,

(SL): *Sambil menyelam minum air*

(TL): Killing two birds with one stone

7) Idiom translation

Idiom translation is a type of translation that conveys the same meaning as the original but frequently makes use of idioms and colloquialisms from the target language, even when they are not present in the original text.

For example,

(SL): *Ini sangat mudah*

(TL): It is a piece of cake

8) Communicative translation

By precisely rearranging the text in the target language, this technique ensures that the reader will find the language and substance to be both acceptable and understandable.

For example,

(SL): *Awas ada anjing!*

(TL): Beware of dog!

Based on all of the approaches described above, the researcher comes to the conclusion that there are eight approaches that the translator can employ to translate the text. But the technique has two points of emphasis: form and meaning. Therefore, the translator's preferred method is the only one that matters. They have the option of keeping the structure, meaning, or both of them intact.

2.2. Idiom

Idioms are expressions whose meanings cannot be directly inferred from their individual words. O'Dell and McCarthy explain that an idiom's meaning isn't literal and needs to be understood in the context of the whole sentence (O'Dell & McCarthy, 2003). Palmer asserts that idioms operate semantically akin to single words, despite comprising multiple lexical items (Palmer, 1976). Burger and Gallina also say that idioms are fixed phrases whose overall meanings are different from the literal meanings of the words that make them up (Burger & Gallina, 2008). This is in line with Cooper's idea that idioms are standard phrases whose meanings can't be figured out just by looking at the words themselves (Cooper, 1999) and Baker's idea that idioms often have meanings that can't be figured out just by looking at the parts (Baker, 1992).

According to these definitions, an idiom is a phrase whose meaning is different from the literal meanings of the words it contains. Translators must take into account the whole context in order to translate it correctly.

2.2.1. Characteristic of Idiom

The translator can specify the nature of the idiom itself to make it simpler to determine whether the word is an idiom. (Mantyla, 2004) asserts that a few characteristics, including metaphoricity, analyzability, and fixedness form, revealed the idiom's nature.

1) Symbolism

Idioms are frequently thought of as synonyms. Delivering the meaning concealed in the sentence in a comparable message is the goal. In addition, Mantyla included three categories as a sort of simile. Semi-transparent, opaque, and transparent.

2) Two sides to a coin: analyzability and non-compositionality

It does imply that idioms cannot be understood by carefully analyzing each and every word. Sit up, for instance, does not mean sit and then up.

3) Form of fixedness

Since an idiom is a fixed-form, variations cannot affect it. Since its lexical structure is upheld.

4) Formality Level

The idiom is employed in writing in addition to spoken discourse. This indicates that an idiom has a certain level of formality and can be employed in both formal and casual settings.

5) Expression using multiple words

The idiom may consist of a minimum of two words and may exhibit peculiarities in syntax and/or semantics.

The researcher confirms that idioms have characteristics that facilitate the categorization of figurative language. Based on the elaboration of these characteristics, each type of figurative language that can be classified as an idiom is validated.

2.2.2. Translating the Idioms

The translation process appears to be a complex activity based on all the elaborations of translation and idiom in the prior conceptual framework. Additionally, because translating the phrase demands a deeper understanding of its common usage, it is more difficult. At the very least, two main tasks are translated when translating the idioms: challenges and tactics.

1) Challenges

(Baker, 1992) categorized the four main challenges associated with translating the idiom. First, because an idiom was shaped by a particular culture, it might not have an equal meaning in the target language. Therefore, it doesn't exist in a different language-based civilization. A feather in (one's) cap, for instance, does denote a noteworthy accomplishment. This expression originated in a few European nations and refers to a noteworthy accomplishment on the part of the wearer.

Second, an idiom may have a comparable meaning in the target language, but the user's context may differ. Although it is employed in many contexts and circumstances, the equivalent expression in the target language is available in this scenario. Thus, the translation is rendered irrelevant. Singing a different tune, for instance, does include modifying one's disagreement with others. It may be called "*merubah sikap*" in Bahasa, but it will sound different.

Third, an idiom from the original language may be employed simultaneously in literal and idiomatic contexts. He possessed enough power, for instance, to pry into other people's personal matters when less aristocratic noses could have been swiftly bloodied. In this instance, the idiom can only be replicated in a language that contains the nostril equivalent, like French or German. In Indonesian, however, it can only mean "*ikut campur*."

Finally, there may be variations in the frequency and usage of idioms in written speech between the source and target languages. Consequently, the context in which it can be employed varies as well. For instance, idioms are used in many, but not all, forms of English writing.

2) Tactics

Therefore, in order to solve the aforementioned issue, (Baker, 1992) offers a number of translation idiom tactics that the translator might employ to make the process go more smoothly. The tactics consist of:

- a) Using an idiom of similar meaning and form in this strategy, the idiom is transferred equivalently both in meaning and lexical item. For example: SL: suddenly, she was killed by the cold-blooded murderer TL: *tiba-tiba, dia dibunuh oleh pembunuh berdarah dingin*
- b) Using an idiom of similar meaning but dissimilar form in this strategy, the idiom is transferred equivalently in meaning but not in lexical form. For example: SL: What do you want to ask? Be direct, don't beat around the bush TL: *Sebenarnya kamu ingin tanya apa? Jangan basa-basi, deh!*
- c) Translation by paraphrase This strategy is often used in the situation where the translator couldn't find an equivalent in the target language. For example: SL: The situation is getting out of hand. How are we supposed to handle this? TL: *Keadaanya sudah di luar kendali. Bagaimana kita menyelesaikannya?*
- d) Translation by omission If the translator really cannot find an equivalent idiom in the target language, so the last way is that s/he leaves the part of the idiom. For example: SL: We have been working since early morning so just call it a day TL: *Kita sudah bekerja seharian dari pagi buta.*

2.3. Equivalence Translation

Transferring information between languages is the goal of translation. The translator's translation of the text into the target tongue should sound fluid and natural. In order for the information in the source language to have the same meaning in the target language. As a result, the translator must maintain the text's corresponding meaning and style. Experts claim that there are various types of equivalency translation. Depending on the expert, the equivalency translation level may vary. The following is a detailed translation of equivalency:

1) Literal and Idiomatic Translation

There are two primary categories of translation in general. (Larson, 1984), there are two types of translations: literal translations and idiomatic translations. The literal translation aims to preserve the form of the original language through a form-based translation process. Thus, the translator uses terms from the source language and substitutes them with their literal equivalents in the target language. A natural form in the target language is produced by the translator while translating idiomatically. To maintain meaning equivalency, the translator selects the relevant lexical item and grammatical form in the target language.

Larson further says that the translator's purpose while translating a text should be to convey the meaning of the original text in a way that makes sense in the target text (Larson, 1984). This is consistent with Newmark's advice, which says that when translating a book, the translator should take into account a few different factors, like selecting a method and approach and keeping a four-level translation in mind (Newmark, 1988).

2) Source Text, Referential, Cohesive and Naturalness

(Newmark, 1988), there are four degrees of translation equivalency: the text level in the source language, referential levels, cohesive levels, and

naturalness levels. The translator determines that the lexical unit and grammar in SL are equivalent in TL at the first level. The real and imaginative levels of objects and events make up the second. As the comprehension and reproduction process, this level is crucial. Grammar and generality predominate at the third level. The translator in this level includes both understanding and replicating.

Additionally, they express the tone of the concept and the feeling (positive or negative). The final factor is the translator's level of naturalness, which determines whether the translated material makes sense and reads suitably.

3) Word Level, Grammatical, Textual and Pragmatic Equivalence

Meanwhile, there are five levels of translation equivalency (Baker, 1992). The translation is equivalent to a single word and expression in the first instance, known as word-level equivalency. The second type of equivalency is above-word equivalency, in which a translator looks at a word or phrase combination. Grammar equivalency follows, which explores grammatical categories. Textual equivalency is the next, looking into the text level. The final method is pragmatic equivalency, in which the translator takes into account the communicative context, which is influenced by the writers, readers, and cultural background.

4) Accuracy, Clarity and Naturalness

(Chandra, Suhartono & Rosnija, 2016) asserts that a quality translation possesses three fundamental attributes. The first is accuracy, which refers to how well the meaning in the source text is transferred to the target text while maintaining its appropriateness. The second is clarity, which denotes that the message is communicative and easily understood and that the translation should be plain and understandable. The third quality is naturalness, which refers to how well the translation reads and makes sense in the target language. It is composed using everyday language and popular idioms.

5) Dynamic and Formal Equivalence

Furthermore, (Nida & Taber, 1982) claimed that dynamic and formal equivalency are the two primary translation equivalencies. Formal equivalency concentrated on the text's meaning, both in terms of form and context. Dynamic equivalency, on the other hand, concentrated on translating a message's meaning from the source language into the destination language. The goal is to generate the same response from the target readers as the source reader anticipated. Furthermore, (Fachrizky, 2015) cited Nida and Taber as saying that the latter equivalency is superior. They think that upholding the text's content is more crucial than preserving its structure.

The researcher in this study employed both formal and dynamic equivalency, the final theory put forward by Nida and Taber, to address the research topic. The researcher employed this hypothesis for the following reasons: first, meaning and form are the two types of translation equivalency that exist technically. The terminology varies based on the specialists who provided the theory's name. Second, a level or stage is used for the remaining translation equivalency, which is neither in meaning nor in form.

Word level, phrase level, etc. are a few examples. However, the researcher's goal in this study was not to examine the degree of equivalency but rather the equivalency of meaning or form.

3. METHOD

This research employed a quantitative descriptive research design. Creswell stated that “quantitative descriptive research is useful for measuring variables and reporting numeric results to explain conditions or trends in a given population.” (Creswell, 2012). This method is appropriate when the goal of the study is not to test hypotheses, but rather to describe current status and patterns through statistical analysis. Furthermore, Creswell also emphasizes that quantitative descriptive research involves collecting data through instruments such as tests or surveys, and then statistically describing the responses of the participants (Creswell, 2014). In this research, a translation test was used to collect data on the students' performance, and the results were analyzed using frequency and percentage formulas.

In a research study, the population refers to the entire group of individuals or subjects that possess the same characteristics and from which a sample may be drawn (Arikunto, 2002). In this research, the population consisted of sixth-semester students of the English Education Department at the State Islamic University of Sultan Syarif Kasim Riau who had taken a translation course. These students were chosen because they had acquired relevant knowledge about translation, including idiomatic expressions, which are the focus of this study. The total number of students in the sixth semester was 120, distributed across four different classes: Class A, Class B, Class C, and Class D. 24 students were selected as sample from a population of 120 because they were participated actively in translation class.

This research applied the Stratified Random Sampling technique, in which the population was divided into several subgroups (*strata*) based on shared characteristics, and then a random sample was taken from each stratum. Creswell explained that stratified random sampling helped researchers ensure that each subgroup within a population had an equal opportunity to be represented in the research sample (Creswell, 2012).

In order to find out the equivalence of students' result in translating English idiom into Indonesian, the researcher used test to data collecting techniques. A test is a standardized instrument designed to measure students' knowledge, competence, or performance in a specific domain. According to (Creswell, 2012), tests are commonly used in quantitative research to collect measurable and structured data, especially when the researcher aims to describe students' achievements or performance in a particular skill.

The technique of data analysis in this research employed a frequency and percentage classification analysis, which is suitable for descriptive quantitative studies. This method aims to classify the data into predefined categories and calculate their occurrences and proportions, in order to describe patterns and tendencies in a measurable way. The students'

translation products were analyzed using a coding procedure based on Nida and Taber's (1982) equivalence framework. Each of the 20 idioms was translated by 24 students. The 20 idioms used in the translation test were authentic English idiomatic expressions commonly found in daily communication, academic texts, and media. The idioms were selected based on three criteria: Relevance to the Students' Level, Representation of Common Idiom Types, Validation Through Expert Judgment.

4. RESULTS

4.1. Students' Idiom Translation Equivalence

To answer the research question, the students' translations were looked at and put into four groups based on Nida and Taber's equivalence theory: dynamic equivalence, formal equivalence, non-equivalence, and blank answers. Table 1 shows how the students' answers were spread out across the 20 idiomatic sentences. The following are the findings and detailed descriptions:

Table 1. The Result of the Translation Test

No	Source Texts	Equivalence		Non-Equivalence	Blank Answers	Total of Students' work
		Dynamic	Formal			
1	1 st sentence	6	7	10	1	24
2	2 nd sentence	20	1	3	-	24
3	3 rd sentence	15	8	1	-	24
4	4 th sentence	16	4	4	-	24
5	5 th sentence	11	6	7	-	24
6	6 th sentence	11	11	1	1	24
7	7 th sentence	21	3	-	-	24
8	8 th sentence	3	20	1	-	24
9	9 th sentence	14	7	1	2	24
10	10 th sentence	11	8	5	-	24
11	11 th sentence	5	12	2	5	24
12	12 th sentence	10	10	4	-	24
13	13 th sentence	13	9	1	1	24
14	14 th sentence	14	1	9	-	24
15	15 th sentence	11	9	2	2	24
16	16 th sentence	5	16	2	1	24
17	17 th sentence	8	8	7	1	24
18	18 th sentence	16	5	2	1	24
19	19 th sentence	5	16	1	2	24
20	20 th sentence	3	18	2	1	24
Total		218	179	65	18	480

The results show that dynamic equivalence was the most common type of translation, which means that many students tried to convey idiomatic meaning naturally instead of just using literal forms. A lot of the translations also used formal equivalence, which shows that some students still tended to translate idioms word-for-word. At the same time, only a small number of the answers were either non-equivalent or blank, which shows that there weren't many cases of misunderstanding or not being able to understand the idioms.

The patterns in Table 1 also show that how well students did on the idiom depended on which one it was. Some items prompted more natural, meaning-based translation choices, while others elicited literal interpretations, indicating the students' varying degrees of familiarity with the idioms. These differences show that idiom recognition and contextual clues were important in deciding what kind of equivalence was reached.

To provide a clearer overview of the trends, the category frequencies were converted into percentages as shown in Table 2. The percentage distribution further supports the tendency toward dynamic equivalence, followed by formal equivalence, with relatively minimal occurrences of non-equivalent and blank responses. These results reflect the general performance level of the participants and form the basis for further interpretation in the discussion section. The detail of the percentage was as follow:

Table 2. The Percentage of the Frequency

No.	Students' Translation	Frequency	Percentage
1	Dynamic equivalence	218	45.4%
2	Formal equivalence	179	37.3%
3	Non-Equivalence	65	13.5%
4	Blank Answers	18	3.8%
Total		480	100%

As clearly stated, most students have dynamically translated the idiom, and it was equivalence. This was proved by the percentage result where dynamic equivalence was the highest result with the total 45.4% or at average level. Then, the formal equivalence category was in second place with the total 37.3% or at low level. While, the non-equivalence translation category was in third place with the total 13.5% and the blank answer was the lowest with the total 3.8% both of them were at very low level.

When the students translated the text containing an idiom, it must have ended up in three major types of translation equivalence: dynamic equivalence, formal equivalence and non-equivalence. These three categories reduced and analysed which sentences can be grouped into them based on their equivalence; how dynamic or formal the sentence is, how natural it sounds, and how similar is the meaning of the sentence in both languages.

In brief, there were three categories of students' idiom translation. First, the researcher categorized the translation into the dynamic equivalence category. It was every English idiom translation that preserves its authentic meaning instead of its structure; to maintain its meaning to get the same responses from the target reader. At the same time, the researcher grouped the translation into the formal category. It was every literal English idiom translation that preserve its structure and its formal feature into the formal equivalence category. Furthermore, the researcher grouped every English idiom translation into non-equivalence category when the translator doesn't maintain its structure, but the meaning is still different.

a. Dynamic Equivalence

According to Nida and Taber, dynamic equivalence is a translation that focused on delivering the equivalent meaning of the message to create a translation product as natural as possible (Nida & Taber, 1982). Furthermore, translation in a dynamic way is aimed to receive the responses of the target readers as same as what expected from the source reader. For example, Johnny was born with a silver spoon in his mouth was can't be translated word by word into Johnny *lahir dengan sendok perak di mulutnya*. This translation, of course, led the reader to confusion, so they can't get the point. Refers to the whole context, this sentence was better translated as *Johnny lahir dari keluarga yang kaya raya*.

b. Formal Equivalence

The next category was formal equivalence. According to Nida and Taber, formal equivalence is the translation that focuses on form without paying attention to the context, condition and situation (Nida & Taber, 1982). The translation distorts the grammatical and linguistic pattern of the target language to preserve its original form. For example, the idiom in the sentence Hi guys, as we don't have much time here, so I'm going to cut the chase was translated literally into *menghentikan pengejaran*. This was categorized as formal equivalence because the respondent translated the idiom as same as what stated in the sentence; cut was translated as *memotong* or *menghentikan* and the chase was translated as *pengejaran*.

c. Non-Equivalence

In this part, the researcher discussed how many and how the respondents translated the idioms unequally. The sentences were categorized as non-equivalence when the students tried to translate the text in dynamic way, but it ended up unequally. For example, the idiom Born with a silver spoon actually means born into a very wealthy family. So, it should be translated into *lahir dari keluarga kaya raya*. It would be unequal if the respondent failed to assume the meaning and translated the idiom into *John dimanja sejak lahir*. Of course, the translation was different and the response of the reader was different too. It was totally different between *dimanja and kaya*. Not all pampered children have to come from wealthy families.

5. DISCUSSION

The results indicated that the sixth-semester students' proficiency in translating idioms from English to Indonesian was at a "fair" level. Out of the 480 translations, 45.4% were classified as dynamic equivalence, 37.3% as formal equivalence, and 13.5% and 3.8% as non-equivalence and blank responses, respectively. These results show that most students could understand idiomatic meaning in context and say it naturally, which is in line with Nida & Taber's (1982) idea that dynamic equivalence has the same effect on both source and target readers. But the 45.4% result is still in Arikunto's (1998) average range, which means that students' understanding of dynamic equivalence is not yet stable or evenly spread out.

The 37.3% formal equivalence result indicates that numerous students persist in translating idioms literally, corroborating Idami et al.'s (2022) assertion that challenges in idiom translation arise from cultural disparities and insufficient lexical proficiency. The percentages of non-equivalence (13.5%) and blank answers (3.8%) show that the students didn't know much about idioms or other cultural or idiomatic knowledge. These results are similar to what Salamah (2020) found, which was that idiomatic strategies lead to high meaning equivalence. However, they are a little different from what Muharram (2022) found, which was that there was a higher error rate of 38.4%. This could be because of differences in language level, teaching methods, or idiom types. In general, the results show that students are getting better at understanding idioms and using dynamic equivalence, but they still need more help with contextual idiom instruction and clear training in how to tell the difference between formal and dynamic translation methods.

6. CONCLUSION

The results show that sixth-semester students were able to translate English idioms into Indonesian at a fair level of accuracy. Dynamic equivalence was the most common type, which means that many students could naturally convey idiomatic meaning, but not all the time. Formal equivalence was still common, which shows a tendency toward literal translation. Non-equivalence and blank responses were not as common. The small difference between dynamic and formal equivalence shows that some students still have trouble going beyond word-for-word translation.

Students should learn more about idioms by reading real English materials and using them in context. To make translations that are both correct and natural, they should use the right translation methods, especially dynamic equivalence. It is recommended that lecturers prioritize idiom-centric translation exercises and offer cultural context to facilitate idiom understanding. Subsequent researchers may augment this study with more extensive samples, investigate variables affecting idiom translation proficiency, or evaluate the efficacy of various translation strategies in attaining equivalence.

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