

**AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING METAPHOR OF
CLASSICAL POEMS VIEWED BY NEMWARK THEORY**

**(A Content Analysis at Fifth Semester of IAIN Bengkulu in the Academic Year of
2018/2019)**

THESIS

Submitted as A Partial Requirements for the degree Of S.Pd (*Sarjana Pendidikan*)
In English Language Education



By:

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**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TADIRIS
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Has already fulfilled the requirements to be presented before The Board of
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Wassalammuallaikum Wr. Wb

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RATIFICATION

This is certify the *Sarjana* thesis entitled: **"An Analysis of Students' Ability in Translating Metaphor of Classical Poems view by Newmark Theory (A Content Analysis at Fifth Semester of English Department at IAIN Bengkulu in Academic Year 2018/2019)"** by: **Bagus Adilistio SRN. 141.623.2834** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Department Program

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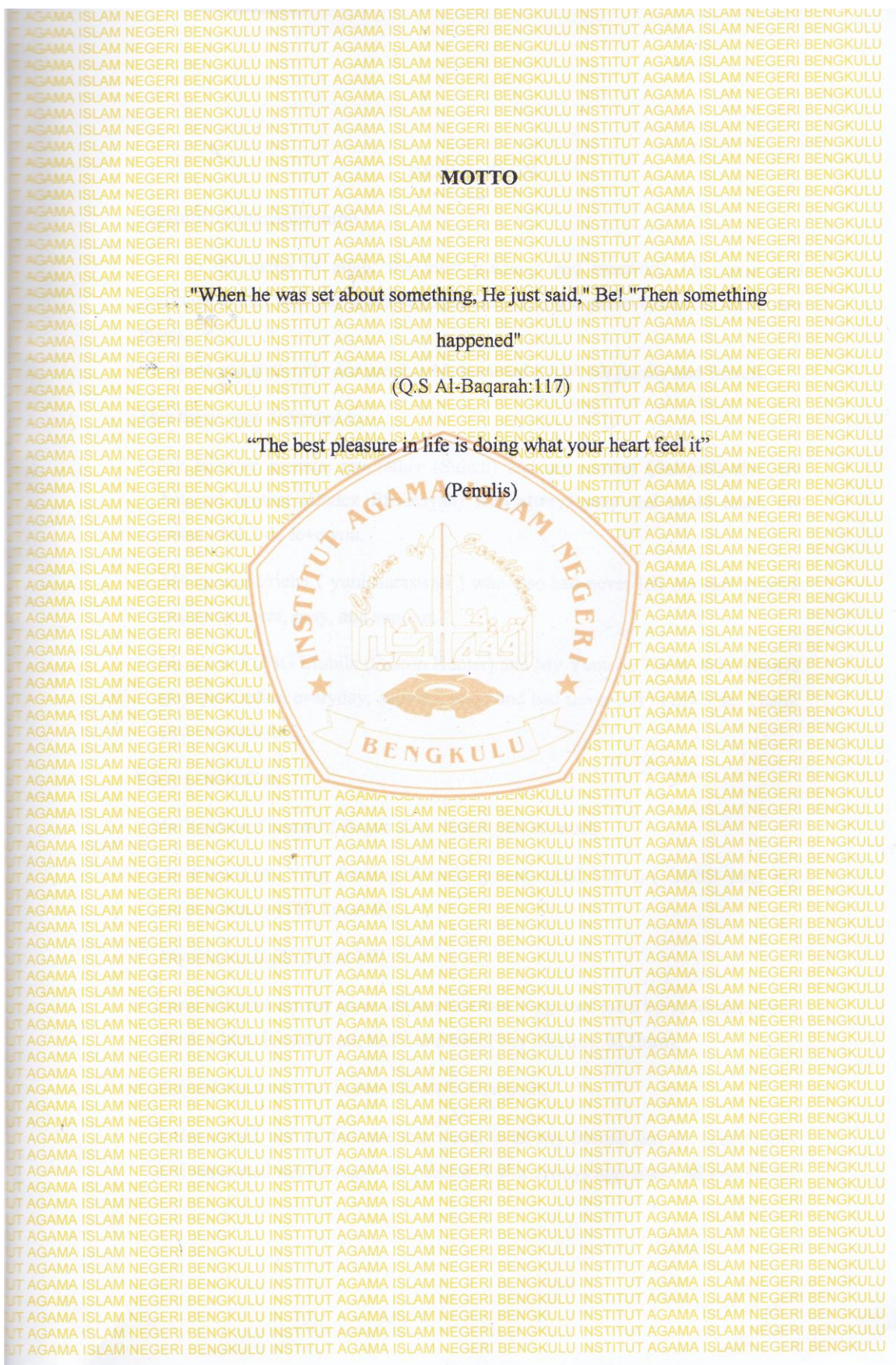
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MOTTO

"When he was set about something He just said, "Bel "Then something happened"

(Q.S Al-Baqarah:117)

"The best pleasure in life is doing what your heart feel it"

(Penulis)



DEDICATION

Bismillahirrohmanirrohiim

In the name of allah, the most gracious and merciful. All praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis.

Shalawat and shalam to our prophet Muhammad SAW, his family and friends.

This thesis was dedicated to :

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SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa :

1. Seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan karya ilmiah yang berjudul “ **An Analysis of Students' Ability in Translating Metaphor of Classical Poems Viewed by Newmark Theory (Acontent Analysis at Fifth Semester of IAIN Bengkulu in Academic Year 2018/2019)**”
2. Karya ilmiah yang saya tulis ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik, baik di IAIN Bengkulu maupun perguruan tinggi lainnya.

Demikian surat pernyataan ini di buat dengan sebenarnya, dan digunakan untuk sebagaimana mestinya, apabila di kemudian hari ditemukan bukti yang tidak benar dalam pernyataan diatas maka saya bersedia menerima sanksi akademis melalui pembatalan gelar yang saya peroleh melalui pengajuan karya ilmiah ini.

Bengkulu, Januari 2019

Yang Membuat pernyataan


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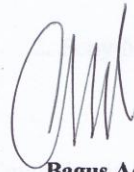
I realize that I cannot complete this thesis without support, patience, cooperation, help and encouragement from a lot of people. Therefore, in this occasion I would like to deliver my thanks to all of them, especially to:

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The Researcher



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CHAPTER 1

INTRODUCTION

A. Background of the Study

Translation is one of the important aspect of the english language. Through this translation, people from different countries who speak different languages are able to communicate each other. As Newmark said that translation is rendering the meaning of a text into another language in the way that the author intended the text. In short, the meaning of a text should be the same with the author's aim when it is translated.¹ Thus, translation is the process of activity to Translate of the meaning of a source language text by means to an equivalent target language text.

Translation is important ability of the student in english language, this following support by stated of Nida and Taber in The Theory and practice of Translation "translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in the terms of meaning and secondly in the terms of style".² Thus, through the translation the student know what is the way or step to know what is the meaning of the word, clause, phrase, and sentences.

Furthermore, based on Suwardi there are some problems in translation process by student, that is namely situation communication, cultural context,

¹ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 100

² Eugene A. Nida And Charles R. Taber, *The Theory And Practice Of Translation* (United: E J. Brill Leiden, 1982), P 12

and grammar³. First in communication that occurs when students try to translate some sentence when the English conversation process, but students do not really understand about the topic being discussed, so communication is not going well. The second is cultural context, what happens in a cultural context is that students often cannot translate correctly because they do not know the language culture of the source language, sometimes the language culture of the target language is different from the target language so that translation becomes less precise. Third is grammar, when translating students are still confused about the tenses of the topic they are going to translate, so that their translation is incorrect.

Based on the curriculum of English Department IAIN Bengkulu, translation is a compulsory subject and has been learned in the fourth semester. The student competence of their subject the student to be able to understand about theories, strategy, technique and practice to translate some courses of translation such as translation shift, collocation, idiom and etc. They also learned about metaphor in the translation subject. Based on the subject in English department of IAIN Bengkulu the researcher investigated the students' ability in fifth semester that they got the translation subject at fourth semester. Of course about translation technique and metaphor that they got from course translation.

³ Luwandi Suharto, and Bambang Wijaya, Disertasi : *An analysis on english students' ability in translating from english into indonesia*, English Education Program of language and Art Education Department Teacher Training and Education (Tanjungpura University, 2014).p.1

Moreover, in the poetry the translator does not only need to translate the meaning but also to keep the aesthetic values of the poetry. Generally a classical poems by williwam wordsworth. They can be idiom, personification, simile, metaphor, metonym, etc. One of the figurative languages is metaphor. Based on newmark the purpose of methapor is bassically twofold its referential purpose is to describe a mental proces or state, a concept, a person, an object, a quality or an action more comprehensively and concisely than is possible in literal or physical language.⁴ Furthermore it can be conclude that metaphor is a [figure of speech](#) that makes an implicit, implied, or hidden [comparison](#)

between two things that are unrelated, but which share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.

Based on the interviewed with the lecturer of translation subject showed there are some information form. First the lecturer said that the students have studied the translation subject as one of compulsory subject, absolutely, they have been learned about theories and translation technique on fourth semester. The lecture also said that the student need to improve their vocabulary in learning translation and he said the student sometime get bored when the course take long time.⁵

⁴ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 104

⁵ Interview with Fephri Pandika translation lecturer on July 8th, 2018 at 10.00 am

Furthermore, the result of interviewed with the students of TBI 4B showed that translation is interesting subject. It is because we can translate using the technique and theories of translation.⁶ Second the student's in TBI 4B also said that we know about the methapor word have implied meaning in translation because they have learned that ,the student in TBI4B said they understand about the technique of translation.⁷Refering to the interview above, the researcher found some students'' and give them some test about translating of methapor word.⁸ There are there students of PBI 4B that translated the methapor from english to indonesia. Two of them not translate it correctly, as “ as a white snow” , they translated that as “seperti sebuah salju putih”, that is not correctly, but only one student that translate as “seputih kapas”. So, They were student still difficult to use translation technique and also translate methapor word.

Some students feel difficulty in translating methapor word, because Larson⁹said that there are some causes of difficulty in understanding and translating metaphors. First cause is the image used in the metaphor may not be unusual in the target language. Secondl, the topic of metaphor is not always clearly stated. Third, the point of similarity is sometimes implicit so difficult to identify or lead to different understandings for speakers of other languages. Fourth, the cultural differences between source language and

⁶ Interview with the student O (inisial) (Fifth Semester of TBI) on July 8th,2018 at 02.00 am

⁷ Interview with the student P(inisial) (Fifth Semester of TBI) on July 8th,2018 at 02.00 am

⁸ Interview with the student L(inisial) (Fifth Semester of TBI) on July 8th,2018 at 02.30 am

target language can make different interpretations of common ground. These conditions were caused by some factors such as the students were not interested in poetry, the students did not understand how to translate the metaphor word with a right way to be a good translation. In addition some students still get difficult made a good translation of metaphor word.

In translating metaphor on the classical poems, the student should be mastery the technique of translation by Newmark, he Classify translation orientation source languages into word for word translation, literal translation, faithful translation, semantics translation, adaptation, free translation, idiomatic translation, communicative translation.

Based on the background above, the researcher is interested to analyzed about “ Students” Ability in Translating Metaphore of Classical Poems Viewed on Newmark Theory”.

B. Identification of the problem

Based on the background above, some problems can be identified as follow students frequently still get difficult made a good translation of metaphor word, the students were not interested the topic, and hence the student were not motivated. In addition the student usually use word by word strategy in translating, did not use the another strategy i translating metaphor.

C. Limitation of the problem

Based on the identification of the problems above, the limitation problem in this study, researcher focus on the Student's ability in translating methapor. The student conduct of the fifth semester at IAIN Bengkulu. This research is limited on the Newmark theory.

D. Research question

Based on the background of he study the research question of this study as follows :

1. What extend does The students able to translate methapor based on newmark theory and what methapor of the students mostly understand about methapor ?

E. Objective of Study

The objective of this research is to investigatethe student strategy and abilty in translation methapore word infifth semester at English Department IAIN Bengkulu.

F. Significance of the Study

It hope that this research will give information to writers and people in educational field dealing with translation strategies of metaphore word. By doing this research, the researcher contributes some benefits for readers and English learners as the following;

1. This study is expected to give knowledge and information to language learners and translators about the translation strategies used to methapore

word. Researcher hopes that it could help translators do their work more better.

2. For the language learner especially English students, by knowing the strategies in translating English – Indonesian text, they would be able to find the turth meaning of methapore word not only to translate word by word but must according to context.
3. This study is expected will make student interesting in learning translation skill and know the truth meaning of methapore.

G. Definition of the Key Term

1. Translation isthat translation is rendering the meaning of a text into another language in the way that the author intended the text. In short, the meaning of a text should be the same with the author`s aim when it is translated.¹⁰
2. Methapor bassically twofold its referential purpose is to describe a mental process or state, a concept, a person, an object, a quality or an action more comprehensively and concisely than is possible in literal or physical language.¹¹
3. Classical poems is the spontaneous overflow the powerfull feelings; it takes its origin from emotion recollected in tranquility; the emotion is contemplated till, by a species of reaction, the tranquility gradually disappears, and an emotion, kindred to that which was the subject of

¹⁰ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 100

¹¹ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 127

contemplation, is gradually produced, and does itself actually exist in the mind.

4. Newmark Classificaty translation orientation source languages into word for word translation, literal translation, faithful translation, semantics translation, adaptation, free translation, idiomatic translation, communicative translation.

Chapter II

Review of related literature

To conduct this research, there are some concepts that have to be considered such as pre-modifications and other notions related to the problem discussed in this thesis. The concepts are based on several ideas from some experts in the field of translation.

A. Translation

1. Definition of translation

Translation is a general term refers to transfer of thoughts or ideas from one language to another language in text form or orally. This definition is supported by Newmark which states that translation is considered as “a process of rendering the meaning of the text to other languages based on the intended way by the author of the text”.on the other hand Rochayah Machali said translation is an attempt to replace source language text into text that is commensurate with the target language translated is meaning as intended by the author.¹² In addition, it is revealed that the procedure used for the translation of sentences and words. Due to the use of the proper strategy, a good translation will be produced. According to the definition above, translation itself is the process done by the people to change the language but it does not change the main idea. In this case, the translators translate the language of SL into

¹² Machali Rochayah. (2001), *Pedoman Bagi Penerjemah*, Grasindo: Gramedia Widiasarana Indonesia. Page 5

TL but they should have knowledge about the culture related to the country which becomes the target language.¹³

Based on Regert T.Bell translation is an expression in another language (or target language) of what has been expressed in another source language, which maintains semantic and style equations.¹⁴ As translators, they should follow the norm of decency in using the language, it means that the translators should be creative in translating the language, especially in translating the taboo and rude meaning in the swearing words. The translators can use the specific terms which have politeness in the sentence but it is understood by the readers as swearing and taboo words. Another opinion is conveyed by Bell, he defines that “translation is the expression in another language or target language of what has been expressed in another, source language, preserving semantic and stylistic equivalences. In this definition, the equivalent of meaning and style is very important. A translator should preserve the message and also the style of the Source Language. It means that translation should give to the reader the same effect of what have been stated by the source language.

Nida and Taber give the definition of translation as follows:
“Translating consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of

¹³ Ibid

¹⁴ Bell R.T (1993), Translation and Translating: Theory and ptactice, longman: New York

meaning and secondly in terms of style". The emphasis on equality in terms of cultural significance.¹⁵

In another opinion, there is definition of translation stated by Peter Newmark in *A Textbook of Translation*. "Often, though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text". Moreover, in *Approaches to Translation* he states, "Translating is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language".¹⁶

The Translation Theories have a different explanation from the expert as J.C Catford said on this book that although the field is defined differently by different scholars, one might begin a definition of "modern" translation theory.¹⁷ According to Catford translation is the replacement of textual material in one language, the SL, by equivalent textual material in another language, the TL. On the other hand that translation itself is regarded as an activity in which each meaningful SL text item has to be represented by an equivalent TL text item and vice versa. Munday says that the term translation, itself has several meanings; it can refer to the general subject field, the product and the process. The product involves the

¹⁵ Nida A. E and T. R Charles. (1982), *The Theory and Practice of Translation*. Brill: Leiden, Page 20

¹⁶ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 55

¹⁷ Catford J.C. (1965), *A Linguistic Theory of Translation*. Oxford University Press: London, page 2

translated text and the process involves the translator changing an original written text or SL into written text in different verbal language or TL.

2. The Process of Translation

Translation as a product is a written text in a target language as the end result of a translation process for a source-language text. The translator is mainly a “message conveyor.” Thus a translation may be understood as the process whereby a message which is expressed in a particular source language is linguistically transformed in order to be understood by readers of the target language. Actually, the translator is conveying the meaning expressed by the original writer so the end reader gets a translated text that is faithful to the source text in meaning. in order to understand translation more easily we must know translation theories, as Anthony Pym said that a translator who knows about different theories will work better than one who knows nothing about them, as far as we know, there is no empirical evidence for that claim .¹⁸

Moreover, the process of translation consists of four main steps, namely the analysis and comprehension, the transfer, the restructuring and the last is evaluation and revision Suryawinata. The translation process can be analyzed as follows:

¹⁸ PYM A.(2010) Exploring Translation Theories, Routledge: New York, p.26

- a. Analysis and comprehension In this step, surface structure (or the statement) is analyzed according to grammatical relationship, word meaning, textual meaning and even contextual meaning. It is back transformation process.
- b. Transfer After analyzing and understanding the meaning of the SL, the translator processes the material in his mind. Then he transfers the material from SL to TL. Everything happens just in the translator's mind.
- c. Restructuring In this step, the translator tries to find out the equivalences of words, phrases or sentences structure in TL. Translator needs to restructure the grammar of the SL into TL so that the meaning and message of source text can be transferred fully to Target Language.
- d. Evaluation and Revision After the translator gets the equivalence of translation in TL, then this translation is evaluated and checked again to the source text. If it is still not equivalent, the translator will revise the translation.

3. Translation Strategies

Strategies, technique or procedure are technical requirements of translation to translate the phrase by phrase or sentence by sentence. Based on McLay, translation technique is descriptive, that is describes the way translator rendered the source text into the receptor language.¹⁹ On the

¹⁹ Glenny Edward W. (2009), *Finding Meaning in the Text*, Brill: Leiden- Boston, p. 4

other hand Newmark define that translation is “a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language”. Translation can be classified into eight kinds. The translation strategies can be categorized into two major parts. The first, translations what are oriented to the source language. In this case, the translator seeks a return to rigorous contextual meaning writers, despite the obstacles encountered syntactic and semantic barriers that is form and meaning. The second, translations that are more oriented to the target language. Translators strive to produce a relatively similar impact to that expectation by the original researcher of the readers of the target language version.

Based on Jhon A.Beck The definition of translation techniques is very important for the discipline of textual criticism to help translate the text to be translated²⁰, Classifications translation orientation source languages based on Newmark are:²¹

1. Word for word translation :

This kind of translation is considering the close to the source language. The sequence of words in the source language text is maintaining, the words translating by essentially meaning out of context. The example of word for word translation is:

²⁰ Beck A. Jhon. (2000), *A Study in Septuagint Translation Technique*, PETER LANG: New York, Washington DC, Berlin, Brussels, Page 6

²¹ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 104

SL : I like that clever student.

TL : Saya menyukai itu siswa pintar

2. Literal translation:

Based on Douglas Robinson Literalism is a translation following the original word for word, or as close as possible to that ideal.²² In this translation the grammatical construction of the source language is converting into equivalent in the target language, while the translating words out of context. The example of literal translation is:

SL : It's raining cats and dogs.

TL : Hujan anjing dan kucing.

3. Faithful translation:

It attempts to regenerate the contextual meaning although it is still bound by the grammatical structure of the source language. The example of faithful translation is: SL : He is a broker in Bursa Efek Indonesia.

TL : Dia seorang pialang di Bursa Efek Indonesia.

4. Semantics translation:

it is different with the faithful translation. More semantic translation into account aesthetics source language text, and creative within reasonable limits. Besides its faithful translation is still association with the source

²² Robinson D. (2003), *Becoming A Translator: An Introduction to the Theory and Practice of Translation* (Second Edition). Routledge: London and New York, Page 10

language, while the more flexible semantic translation. The example of semantic translation is:

SL : He is a book worm.

TL : Dia seorang kutu buku.

5. Adaptation:

This translation is considering to be the most free and close to the target language. Particularly for the translation of drama and poetry, themes, characters and plot are usually retaining. The example of semantic translation is:

SL : Hey Jude, don't make it better
Take a sad song and make it better
Remember to let her into your heart
Then you can start to make it better

TL : Kasih , dimanakah Mengapa kau tinggalkan aku
Ingatlah-ingatlah kau padaku
Janji setiamu tak kan ku lupa.²³

6. Free Translation:

free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, so called „intralingual translation“ often prolix and pretentious, and not translation at all. The example of free translation is:

SL : Tatik is growth by happiness.

TL : Tatik hatinya berbunga-bunga.

²³ Ibid

7. Idiomatic Translation:

Idiomatic translation reproduces the „message“ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. (Authorities as diverse as Seleskovitch and Stuart Gilbert tend to this form of lively, “natural” translation). The example of idiomatic translation is:

SL : You’re cherry mood.

TL : Kamu keliatan ceria.

8. Communicative Translation:

communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. The example of communicative translation is:

SL : Beware of dog!

TL : Awas anjing galak!

4. Meaning Equivalence

Translation is an activity to produce the closest meaning of source language to target language. However, in producing the meaning, the translator has to adjust the message for the equivalence. Equivalence is a problem of translation to find closest and natural meaning in target language. Nida defined equivalence into: Dynamic Equivalence and Formal Equivalence. “Dynamic equivalence is the principle of equivalent

effect”, where the relationship between receptor and message should be substantially the same that which existed between the original receptors and the message.”²⁴

Nida defined the aim of dynamic equivalence as seeking the closest natural equivalent to the source language message. “A translation of dynamic equivalence aims at complete naturalness of expression, and tries to relate the receptor to modes of behavior relevant within the context of his own culture; it does not insist that he understand the cultural patterns of the source language context in order to comprehend the message”²⁵

Dynamic Equivalence is therefore to be defined in terms of 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.²⁶ This is an aim to make people understand and present the message and it is more far than mere correct communication of information.

“Formal equivalence focuses attention on the message itself, in both form and content. One is concerned that the receptor language should match as closely as possible the different elements in the source language.”²⁷ Formal Equivalence is basically recreated from the translation process oriented in

²⁴ Eugene Nida in Jeremy Munday, *Introducing Translation Studies: Theories and Applications* (London: Routledge, 2001) p, 42

²⁵ Eugene Nida, *Toward A Science of Translating*, (Netherland: Leiden E.J Brill, 1964), p.159

²⁶ Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation*, (Netherland: Leiden E.J Brill, 1969) p. 24

²⁷ Eugene Nida in Jeremy Munday, *Introducing Translation Studies: Theories and Applications*. (London: Routledge, 2001). p, 41

the source language structure and allowed to come across, allowing the student (since this type of translation will often be used in an academic environment) to gain close access to the language and customs of the source culture.

B. Methapor

1. Definition of Methapor

Metaphor is a [figure of speech](#) that makes an implicit, implied, or hidden [comparison](#) between two things that are unrelated, but which share some common characteristics.²⁸ based on aristotles's Methapor is application to one thing of the name of another thing.²⁹ In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics. In simple English, when you portray a person, place, thing, or an action as *being* something else, even though it is not *actually* that "something else," you are speaking metaphorically. For example, the phrase, "My brother is the black sheep of the family," is a metaphor because he is not a sheep, nor is he black. However, we can use this comparison to describe an association of a black sheep with that person. A black sheep is an unusual animal, which

²⁸~~Peter Newmark~~, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 106

²⁹ Broeck R.V.D (2009), *The Limits of Translatability Exemplified by Metaphor Translation*, Duke University. Page 72

typically stays away from the herd, and the person being described shares similar characteristics.³⁰

Furthermore, a metaphor develops a comparison that is different from a [simile](#), in that we do not use “like” or “as” to develop a comparison in a metaphor. It actually makes an implicit or hidden comparison and not an explicit one.³¹

2. Grammatical Methapor

A metaphor states that something is equivalent to another thing which is not usually associated with it. A simile states that something is like another thing which it is not usually associated with.³² For example, „*The man is a lion*“ is a (lexical) metaphor, while „*The man is like a lion*“ is a simile.

Over the years, metaphors have been classified in a variety of ways by different linguists. For the purposes of this paper however, the classification of metaphors is used as the basis of, his categorisation is considered to be easier to apply to the analysis of translated metaphorical expressions because of the practical manner in which the definitions are provided, because methapor was describing something in terms of

Peter N. (1988), *A Textbook of Translation*, London: The Prentice Hall, p. 106

³¹ Punter D. (2007), *Methapor*, Routledge: park Square, Milton Park Abingdon. Page 55

³² Zheng M. (2017), *A Conceptual Methaphor Account of Word Composition*, Cambridge Scholar: newcastle. Page 73

something else.³³ Newmark classifies metaphors into the following six types:

a. Dead Metaphor

Dead metaphors, viz. metaphors where one is hardly conscious of the image, frequently relate to universal terms of space and time, the main part of the body, general ecological features and the main human activities: for English, words such as space, field, Mine, top, bottom, foot, mouth, arm. They are particularly used graphically for concepts and for the language of science to clarify or define Newmark³⁴.

According to Subroto Dead metaphor (metaphor) is a type of metaphor that has been frozen, often used in daily life for a long time and continuously. The death metaphor is also usually accompanied by a very clear likeness. Thus, in the metaphor of death people will be able to understand it more quickly, because it is familiar in the use of everyday language.³⁵ So dead metaphor is a simple metaphor, this type is easy to understand when it common to apply in daily language. In translating dead metaphor, the translator may translate directly without

³³ Shuttleworth M. (2017). *Studying Scientific Meaphor in translation*, Routledge: Newyork. Page 29

³⁴ Peter Newmark, (1988). *A Textbook of Translation*, London: The Prentice Hall. P 106

³⁵ Bobsusanto, (2017). Dead Methapor. from <http://www.sepengetahuan.com/2017/03/metafora-mati-dead-metaphor-dan-metafora-hidup-living-metaphor.html>, 09july2018

any affliction to keep the metaphorical image distinctive interpretation based on the context and its message.

Example: leg of table > kakimeja.

foot of mountain > kakigunung

It is easy to compare between the leg of human and the leg of something (table and mountain). Although the word “leg” and “foot” of “table” and “mountain” has same meaning with “leg” and “foot” of human but the message of that word is different.

b. Cliche Metaphor

Newmark defines that cliché metaphor as a metaphor that may temporarily deplete its usefulness, which is used as a substitute for clear thinking, often emotionally, but without conforming to the facts of the problem.³⁶ Based on [Gary Blake](#) and [Robert W. Bly](#), cliché is an expression, idea, or element of an artistic work which has become overused to the point of losing its original meaning or effect, even to the point of being trite or irritating, especially when at some earlier time it was considered meaningful.³⁷

So cliché metaphor which refers to the use of cliché expressions in text, on the other hand this type of metaphor is overused and no longer conveys any figurative meaning which means that the figurative

³⁶ [Peter Newmark](#), *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 124

³⁷ [Gary Blake](#) and [Robert W. Bly](#), *The Elements of Technical Writing*, pg. 85. [New York: Macmillan Publishers](#), 1993.

force has been significantly reduced. Cliche metaphors however do indicate to the reader a word or expression that is not ordinary. Some prominent examples '*a transparent lie*', '*stick out a smile*' and *explore all avenues*'.

c. Stock or Standard Metaphor

This type of metaphor is defined by Newmark as "an established metaphor, which in an informal context is an efficient and concise method of covering a physical and/or mental situation both referentially and pragmatically." He also states that stock metaphors, in contrast to dead metaphors, are "not deadened by overuse".³⁸ Examples: 'to oil the wheels', 'he's in a giving humour', and 'he's on the eve of getting married'.

A stock metaphor also has certain emotional warmth and which is not deadened by overuse" for examples : „*he sees fear in my heart*’, and *his life hangs on a thread*’. Such metaphors are usually applied in non-formal texts. So the point of standard or stock metaphor is established metaphor not deadened because it is often used in a text or everyday life.

example : the body of car.

d. Adapted Metaphor

This type of metaphor is actually a stock metaphor that has been

³⁸ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 125

adapted into a new context by its speaker or writer, for example, the stock metaphor 'carrying coals to Newcastle' can be turned into an adapted metaphor by saying 'almost carrying coals to Newcastle'.³⁹

On the other hand adapted methapor are metaphors which involve an adaptation of an stock methapor existing.

Example of a stock metaphor turned into an adapted metaphor:

stock metaphor : "carrying gold to London"

adaptedmetaphor: "almost carrying gold toLondon"

e. Recent Metaphor

Newmark categorises this metaphor as a live metaphor. Recent Metaphors are produced via coining or as Newmarkelaborates "they are neologisms fashionable in the source language community". Often categorized as slang and colloquial, they are specific to each language.⁴⁰

So this type of metaphor is produced through coining and is spread in the source language rapidly, it"s mean that a metaphorical neologism, often called 'anonymous', which has spread rapidly in source language.

When it designates a new object or process, it is a metonym.

Otherwise, it may be a new metaphor that points to one of the number

³⁹ Dr. Ali Zamani Alavijeh, 2013 "Image Metaphors of Color in Shahnameh", *translation*, p. 354

⁴⁰ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 127

of 'prototypical' qualities that constantly 'renew' themselves in the language.⁴¹

Some examples are :

- a) without money (skint “having little or no money available”)
- b) 'spastic', meaning stupid
- c) fashionable (in, with it); good (groovy,),drunk (pissed)

f. Original Metaphor

This type of metaphor is "created or quoted by the source language writer", and in the broadest sense, "contains the core of an important writer's message, his personality, his comment on life"

Examples:

- a) Iamthedogendofeveryday.
- b) aforestoffingers.
- c) Theyfacedascallywagof tasks.

The absolute metaphor is also known as a *paralogical metaphor* or *antimetaphor*. It is a live metaphor and there is absolutely no connection between the subject and the metaphor. It is created from the SL's (source language's) own original thoughts and ideas. It is new and fresh (Newmark)

⁴¹ Dr. Ali Zamani Alavijeh, 2013 "Image Metaphors of Color in Shahnameh", *translation*, p..354

3. Definition of poetry

According to “William Wordsworth” Poetry is the spontaneous overflow the powerfull feelings; it takes its origin from emotion recollected in tranquility; the emotion is contemplated till, by a species of reaction, the tranquility gradually disappears, and an emotion, kindred to that which was the subject of contemplation, is gradually produced, and does itself actually exist in the mind. Classicism developed as an aesthetic attitude much like Romanticism and Realism. Where Romanticism focuses on what our hearts tell us the world should be and Realism deals with the world as it is, Classicism presents an ideal version of the world. Classicism celebrates simplicity, frowning upon individuality and examples of excess.

Classical poetry is known for honoring tradition and exploring its subject with great depth. It is a grounded approach that does not deal in theories but, rather, underlines experience instead. Classicism was a contrast to the culture of ancient Rome that was very violent and sexually promiscuous.⁴² Classicism is still a common approach to art today, remaining the most pervasive aesthetic attitude in western culture. While artists tend to bend rules and break the mold created by Classicism, they are often most successful when dealing with less prominent aspects of tradition. The effect of Classicism on culture can be seen in everything from novels to Hollywood films and even soap operas.

⁴² Kossman N, (2001). *Modern Poems on Classical Myths*, Oxford university: Newyork. Page xviii

C. Review of the previous studies

There are several studies related to this research. One of them is to analyze the translation of methapor in the novel. The research was conducted by a student from syarif hidayatullah university jakarta (2015) named Sri Rahayu Muntaha, entitled "an analysis of the translation of methapors in the ghost, a novel written by danielle steel". The author retrieves data from and finding out the types of methapor in a novel entitled "The Gost" and uses some of the methapor's theories, one of which is the newmark theory.⁴³

Previous research is a thesis entitled "analysis of english - indonesian translation method in translating metaphor in the vanished man novel "written by Ade Danu Kurniawan, (english language education study program of teacher training and education. Faculty of tanjungpura university, pontianak). This study identified translation using a method from B.Tanuwidjaja to translate the methode. in this study data collection was carried out through content analysis. The authors say that the main purpose of this research is to focus more on translating english - indonesian from source to target language.this study aims to prove a truly accurate method for translating methapor in the novel by the author entitled "vanish man" pre-experimental research design.⁴⁴

⁴³Sri Rahayu Muntaha, "an analysis of the translation of methapors in the ghost, a novel written by danielle steel"(Jakarta : syarif hidayatullah university jakarta,2015)

⁴⁴Ade Danu Kurniawan, "analysis of english - indonesian translation method in translating metaphor in the vanished man novel"(Faculty of tanjungpura university, pontianak).

Another research is the research written by Valentine Tysha Kadiwanu entitled an “analysis on translation of metaphors in a novel entitled fallen from "study program of english department of languages and literatures faculty of cultural studies brawijaya university.

CHAPTER III

METHODS OF INVESTIGATION

This chapter explains the details of the method of investigation. It contains the research design, object of the study, data and source data, roles of the researcher, procedure of collecting data, and procedure of analyzing data.

A. Research Design

This research is a research with content analysis (content analysis). Content analysis is a technique that systematically to analyze the meaning of the message and how to express the message. Content analysis has a specific procedure, somewhat different from other research methods. Some of the usual content analysis procedures are as follows:

1. Problem formulation: Content analysis begins with the formulation of specific research problems.
2. Selection of Media (Data Source): The researcher must determine the source of data relevant to the research problem. An in-depth observation of libraries and mass media will often assist in the determination of relevant data sources. Determining the time period and amount of media under study (sample), when the amount is excessive, is also important to be determined at this stage.

3. Operational Definition: This operational definition relates to the unit of analysis. The determination of the unit of analysis is based on a predetermined topic or research problem.
4. Code Development and Checking Reliability: codes are performed to identify the main features of the category. Ideally, two or more coders should be examined separately and their reliability checked by comparing categories one by one.
5. Data Analysis and Report Preparation: Quantitative data obtained by content analysis can be analyzed by standard statistical techniques. Report writing may use academic formats that tend to be standard and use rigorous procedures or with popular media reporting techniques or books. The data are also analyzed in the form of Coding Sheets.

From the explanation above we can conclude that Content analysis is generally defined as a method that encompasses all analyzes of the text content, but on the other hand content analysis is also used to describe a specific analytical approach. According to Holsti, the method of content analysis is a technique for drawing conclusions by identifying the specific characteristics of a message objectively, systematically, and generalist.

Objective means according to rules or procedures which, if implemented by another person (researcher) can produce similar conclusions. Systematic means the determination of the content or category is done according to the rules applied consistently, including the selection and data

pengkodingan penguodingan not biased. Generalist means the invention must have a theoretical reference. Information obtained from content analysis can be attributed to other attributes of the document and has high theoretical relevance. Other definitions of content analysis are often used: research technique for the objective, systematic and quantitative description of the manifest content of communication.

B. Object of the study

The object of the study will be taken from student's strategy in translation skill in fourth semester. Specially, this study will focused on the english department student in IAIN Bengkulu. The object that will be analyzed are methapor word. Those are will be found in classical poems. So, students will translate the classical poems in a sample that contain methapor word.

Based on the data researcher will analize it. How many student that use the correct strategy or false and find the turth meaning of the poetry. This study will taken around 25 student of fourth semester of TBI (english department) in IAIN Bengkulu.

C. Roles of the Researcher

Roles of the researcher in this research will proof the translators strategies use is according to newmark. They will translate collocative word

according strategies below, Classifications translation orientation source languages based on Newmark are:⁴⁵

1. Word for word translation :

This kind of translation is considering the close to the source language. The sequence of words in the source language text is maintaining, the words translating by essentially meaning out of context.

2. Literal translation:

In this translation the grammatical construction of the source language is converting into equivalent in the target language, while the translating words out of context.

3. Faithful translation:

It attempts to regenerate the contextual meaning although it is still bound by the grammatical structure of the source language.

4. Semantics translation:

It is different with the faithful translation. More semantic translation into account aesthetics source language text, and creative within reasonable limits. Besides its faithful translation is still association with the source language, while the more flexible semantic translation.

⁴⁵ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 55

5. Adaptation:

This translation is considering to be the most free and close to the target language. Particularly for the translation of drama and poetry, themes, characters and plot are usually retaining.

6. Free Translation:

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, so called „intralingual translation“ often prolix and pretentious, and not translation at all.

7. Idiomatic Translation:

Idiomatic translation reproduces the „message“ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist the original. (Authorities as diverse as Seleskovitch and Stuart Gilbert tend to this form of lively, “natural” translation).

8. Communicative Translation:

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.⁴⁶

⁴⁶ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p. 56

The first step of the research will find in the Classical poems that will consist of metaphor, as a data will observe. After that, the researcher will give a classical poem which contains metaphor. And then, the data will be given to student, they will get a classical poem by William Wordsworth. After the student translates it. The researcher collected the data. Then, researcher would analyze them and put it into the table to show the different of strategies by the researcher to translate the metaphor word. The second step was identifying all the data in the table. After identified the data, researcher compared and analyzed them to get the answers of the problems and found the translation strategies of the translate metaphor word that were used by the translator. Last, researcher reported the data analysis by described research findings and providing detail discussion of the analysis.

D. Research Instrument

Instrument is one of important point that the researcher used it to know the score or capability of students. The researcher will use a translation test to translate a news from English into Indonesia using Metaphor. In this test, there are 6 types of Metaphor which are word to word dead metaphor, cliché metaphor, standard metaphor recent metaphor adapted metaphor and original metaphor. Moreover, the researcher consulted this items to advisor and the translation lecturer. In addition, the researcher have 2 poems by William Wordsworth. (it can be seen in appendix)

The students will translate the source language that are contained 6 types of metaphhor of target language. Moreover, the result of students' translation will be check with the correct translation (target language) and the correct types of metaphor by translation lecturer (expert) .

The first step of the research, resarcher will finding metaphor that consist of metaphor, as a data will observe. After that, the data will be given to student, they will get two poems by william wordsworth. And then, student will translate about metaphor occur. When they have finished,The researcher collected the data. Then,researcher would analyze them and put it into the chart to show the data.

The second step is identifying all the data in the chart. After identified the data, researcher compared and analyzed them to get the answers metaphor that were used by the translator. Last, researcher reported the data analysis by described research findings and providing detail discussion of the analysis.

E. Data Colecting Technique

In collecting the data, the researcher will use the translation test. The test means examination or trial of something to find its quality, value, and compositions. It is also something for measuring knowledge, ability of the student. The student translate English into indonesia. In analyzed the data, the researcher use following steps. First, The researcher needs to collect the data. Therefore before conduct the research, researcher already prepared a current poems and a test for the students. Second, The researcher will do the research

in the fifth semester of English Department IAIN Bengkulu, and researcher will get the class as sample of his research. Before giving the translation test, researcher will ask about the knowledge of metaphor to the student. Third, The researcher will give instruction and guidelines how to do the translation test. Next, researcher will collect the students' translation test and will check it to translation lecturer (expert). Then researcher would make the result of total problems into percentages and charts based on components. Last, researcher will made conclusion of his research.

F. Procedure of Analyzing Data

In analysing the data, the researcher following the steps. First, Identification of students' translation. Next, Classification of correct translation of category shift. Last, Count the students score by using a formula as follow:

$$P = \frac{F \times 100}{\Sigma F}$$

Explanation:

P : The Precentage

F : Frequency of correction

ΣF : Total number correction

The following contains the procedure of analyzing data :

1. Analysis of types of translation methods in poetry In this section, the researcher analyzes the selected sentences and investigating the translation techniques used by the students.

In this study, first of all, researcher will put some phrase or clause in English and the translation that contain methapor word in the table, they will put into the table side by side to make it easier to show the way of methapor word translate by the translator.

Table 1. Analyzing the type of methapor will find on sudent translation

No	Source Language	Target Language	
		Correct Form	Incorrect Form

In analyzing the data, the students translate english sentence to indonesia.then the researcher will selecting the type of methapor in the poetry and put it them into the table of source language and the student translate it to target language. The follows explanations contain the example of the sentence categorized or types of methapor :

a. Dead Methapor

In translating dead metaphor, the translator may translate directly without any affliction to keep the metaphorical image distinctive interpretation based on the context and it message.Example of dead methapor is “*Times is running out*”as a source language and translate to “Waktu habis” as a Target Language.

The literal meaning of the phrase “ *Time is Running out* “is “

Waktu sedang berlari keluar” in the text, it was translated to *Waktu habis*, to get the natural meaning. The phrase contain two things, “*Times*” which means “*Waktu*” and “Running out” but if we translate that phrase to *waktu habis*, that translation is so stiff. In this case, the translator used dynamic equivalent in order to get the coset and natural meaning equivalent, so the translator translate to “*Waktu Habis*”. This definition is easy to understand and more clear. As the definition of The death methapor is also usually accompanied by a very clear likeness. Thus, in the metaphor of death people will be able to understand it more quickly, because it is familiar in the use of everyday language.⁴⁷

b. Cliche Methapor

Type of this methapor is expressive text to get the reaction of the reader from the contents of the text. then, it is used to provide clear additional explanations and connotative information but it doesn't matter if the translator has to delete it from the text because it can be inefficient. Here are examples of cliché metaphors:

The sentence above “Transparent lie” was translated literally into “*Kebohongan transparan*”. The sentence and its translation is use word to word technique, which focuses on the source language message. The phrase “transparent lie” have a meaning that transparant lie is easily

⁴⁷ Bobsusanto,(2017).Dead Methapor.from <http://www.sepengetahuan.com/2017/03/metafora-mati-dead-metaphor-dan-metafora-hidup-living-metaphor.html>,09july2018

detected or seen through, an obvious lie.

c. Standar Methapor

This type of metaphor has a universal aspect, sometimes difficult to translate. The translator must make it as good as possible and not reduce even in social or cultural differences. Here are examples of standard metaphors:

The text above that replacing the image in the source language with a standard target language image which does not clash with the target language culture. The word “dance” in the sentence was not translated literally because if it was translated to “menari” the reader would not get the real meaning of metaphor. Therefore, the translator translated the word “dance” to “dihuni”. So, the target text becomes clear if the source text was translated into *lautannya tidak lagi dihuni ikan-ikan dari berbagai bentuk dan ukuran*. In this case the translator used dynamic equivalence to get the closest and natural meaning.

2. The second step was to analyze the strategy that the translator used in these short stories, researcher used the strategy from the Newmark:

Word for word translation, Literal translation, Faithful translation, Semantics translation, Adaptation, Free Translation, and Communicative Translation. The idiomatic expressions are analyzed into those some strategies.⁴⁸

⁴⁸ Peter Newmark, *A Textbook of Translation* (London: The Prentice Hall, 1988), p.60

3. Last, after the researcher will identify and compare, the data will count to find out the frequency and percentage of each strategy and meaning.

Table 4. The classification student in corret methapor

No	Score Interval	Category Freuency (Student)	Criteria	Presentage
	80-90		Excelent	
	70-79		Very Good	
	60-69		Average	
	50-59		Poor	
	<49		Very Poor	

By use the table above it clearly will show us which translation strategy was frequently use by the translator to translate the methapor word that found in classical poems.

4. Creating a research report on the results of its Implementation Analysis in Developing Scientific Process Capability in IAIN Bengkulu.

CHAPTER IV

RESULT AND DISCUSSION

This chapter present the result and the discussion of students' ability in translating methapor. There are six types of methapor from 20 items of translation test.

A. Result of Students' Ability in Translating Methapor

1. The Students' ability in translating methapor

The result of the students in translating methapor described that for each students ability in translate the sentence of some type in methapor. There are the result of students' score in translating methapor that has six types : dead methapor, cliche methapor, stock or standar methapor, adapted methapor, recent methapor and original methapor.

1.1 The Students' ability in translating dead methapor type

The result of translation evaluation describe for each students' score to see the student ability in translate the sentence of methapor, the students' score shows in the apendix.

Based on the table in the apendix, the students' ability in translating Dead methapor in score, there was correct form 94% and incorrect 9%. After we show that students' ability in using this

Methapor were excellent for this type of methapor. It could be seen from the students average score was 94%.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct Methapor can be seen in the following below :

Table 4.3

The classification of students in correct Methapor

No	Score Interval	Freuency (Student)	Category	Percentage
1	80-90	19	Excelent	76%
2	70-79	6	Very Good	24%
3	60-69	0	Average	0
4	50-59	0	Poor	0
5	<49	0	Very Poor	0

Based on the data above, there were the result of students'' classification score : There was 0 Students in very poor criteria, 0 student in poor criteria, 0 students in average criteria, 6 students in very good criteria, 19 students in excellent criteria. In addition, the dominant students'' classification in excellent criteria. Then, the

researcher also put the chart of students' classification that can be seen below :

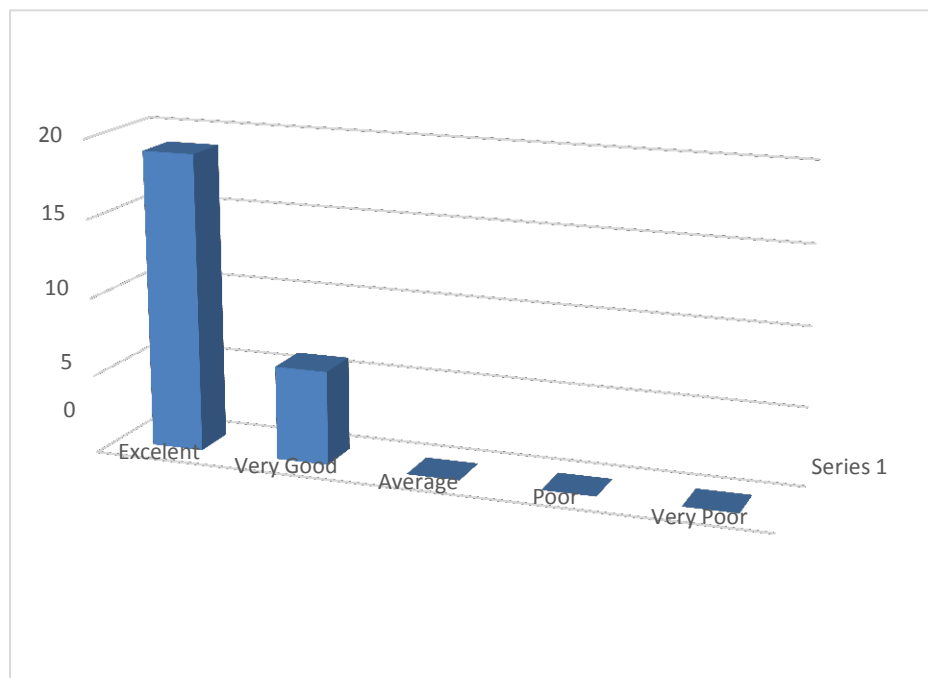


Chart 4.3

The classification of students in correct Methapor

1.2 The Students' Score in translating Cliche Methapor

The result of translation evaluation described for each students' score to see the student ability in translate cliche methapor. The students' Score shows at the table in the apendix.

Based on the table in the apendix, the students' ability in translating cliche methapor was correct form 74.7% and incorrect

24.3%. After we show that students' ability in using this methapor were average. It could be seen from the students average score was 74.7%

For more information about distribution of the students' score the researcher put in the classification of percentage for correct methapor can be seen in the following table below :

Table 4.2

The classification of students in correct Methapor

No	Score Interval	Freuency (Student)	Category	Percentage
1	80-90	11	Excelent	44%
2	70-79	0	Very Good	0%
3	60-69	8	Average	32%
4	50-59	0	Poor	0
5	<49	6	Very Poor	24%

Based on the data above, there were the result of students' classification score : There were 6 students in very poor criteria, 0 students in poor criteria, 8 students in average criteria, 0 students in very good criteria, 11 students in exellent criteria. Then, the researcher also put the chart of students' classification that can be seen below :

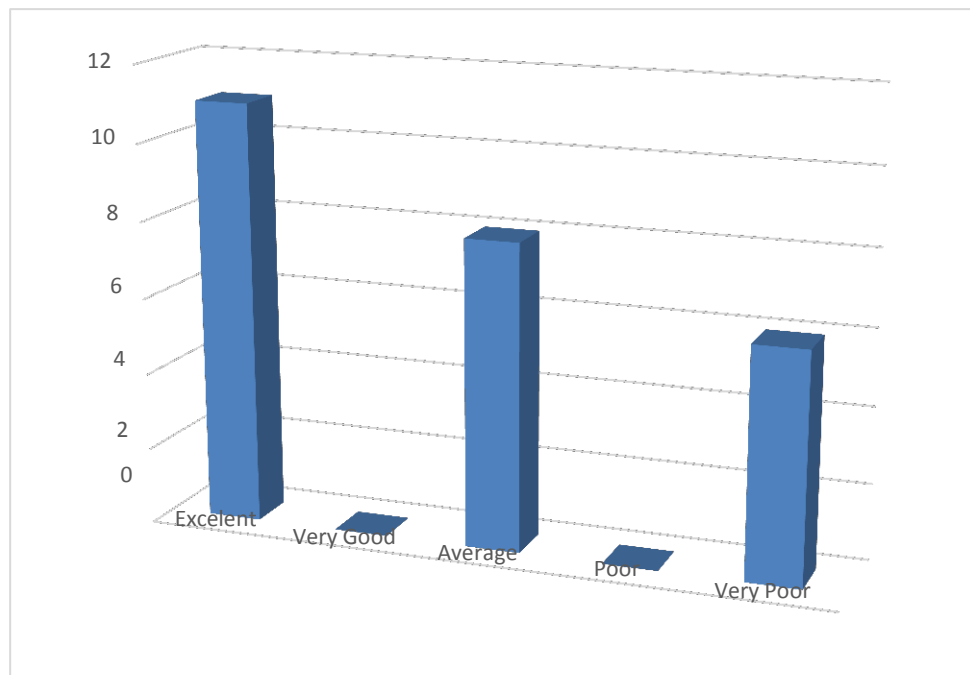


Chart 4.2

The classification of students in correct Methapor

1.3 The Students' Score in Translating Stock or Standar Methapor

There was result of translation evaluation described for each students' score which was correct and incorrect. Thus, to see the student ability in translate the sentence of stock and standard methapor, the students score shows at the table in the apendix.

Based on the table in the apendix, the students' ability in translating dead methapor in score was correct from 76% and incorrect 24%. after we show that students' ability in using this

methapor were good. It could be seen from the students average score was 76%.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct methapor can be seen in the following table below :

Table 4.1 :
The Classification of students in correct Methapor

No	Score Interval	Freuency (Student)	Category	Percentage (%)
1	80-90	7	Excellent	28%
2	70-79	0	Very Good	0%
3	60-69	14	Average	56%
4	50-59	0	Poor	0
5	<49	4	Very Poor	16%

Based on the date above, there were the result of students'' classification score ; There was 4 students in very poor criteria, 0 students in poor criteria, 14 students in average criteria, 0 students in very good criteria, 7 students in exellent criteria. Then the researcher also put the chart of students'' classification that can be seen below :

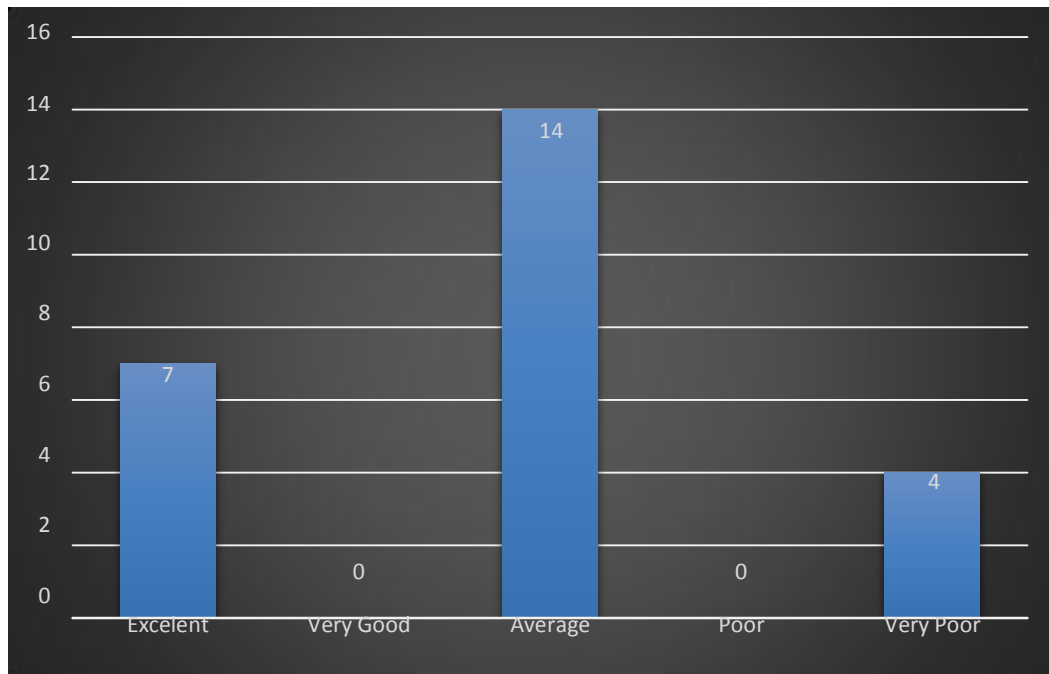


Chart 4.1

The classification of students in correct methapor

1.4 The Students' Score In Translating Adapted Methapor

The result of translation evaluation described for each students' score to see the students ability in translate the sentences that containing adapted methapor, the researcher shows the students' score at the in appendix.

Based on the table in appendix, the students' ability in translating adapted methapor in score, the students ability could be seen in the average score of correct and incorrec, there was correct form 47% and incorrect 53%. After we showed that students' ability in using this Methapor were excellent for this type of methapor. It could be seen from the students average score was 47%.

For more information about distribution of the students score the researcher put it into the classfication of percentage fo correct methapor can be seen in the following table below :

Table 4.4

The classification students' in correct methapor

No	Score Interval	Freuency (Student)	Category	Percentage
1	80-90	1	Excellent	4%
2	70-79	8	Very Good	32%
3	60-69	0	Average	0%
4	50-59	5	Poor	20%
5	<49	11	Very Poor	44%

Based on the data, there were the result of students' classification score : There was 11 students in very poor criteria, 5 students in poor criteria, 0 students in average criteria 8 students in very good criteria, and 1 student in excellent criteria. Then the researcher also put into the chart of students' classification that can be seen below :

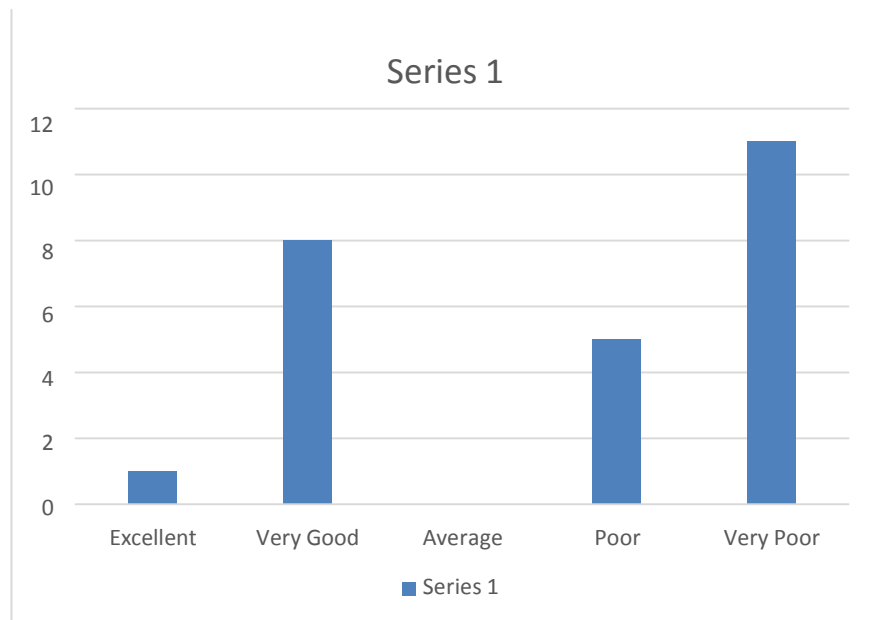


Chart 4.4

The classification of students in correct methapor

1.5 The Students' Score in translating Recent Methapor

The result of translation evaluation described for each students' score to see the student ability in translate the sentences that containing

collocation of verb and adverb, the researcher shows the students' score at the table in appendix.

Based on the table above, the students' ability in translating recent metaphor in score, there was correct form 77.3% and incorrect 22.7%. After we show that students' ability in using this metaphor were average for this type of metaphor. It could be seen from the students average score was 77.3%.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct collocation can be seen in the following table below :

Table 4.5

the classification of students in correct collocation

No	Score Interval	Frequency (Student)	Category	Percentage
1	80-90	12	Excellent	48%
2	70-79	0	Very Good	0%
3	60-69	9	Average	36%
4	50-59	0	Poor	0%

5	<49	4	Very Poor	16%
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Based on the data above, there were the result of students' classification score : There were 3 students in very poor criteria, 0 students in poor criteria, 9 students in average criteria, 4 students in very good criteria, 0 students in very good criteria, and 12 students in excellent criteria. In addition, the dominant students; classification in average criteria. Then, the researcher also put the chart of students' classification in average criteria. Then, the researcher also put the chart of the students' classification that can be seen below :

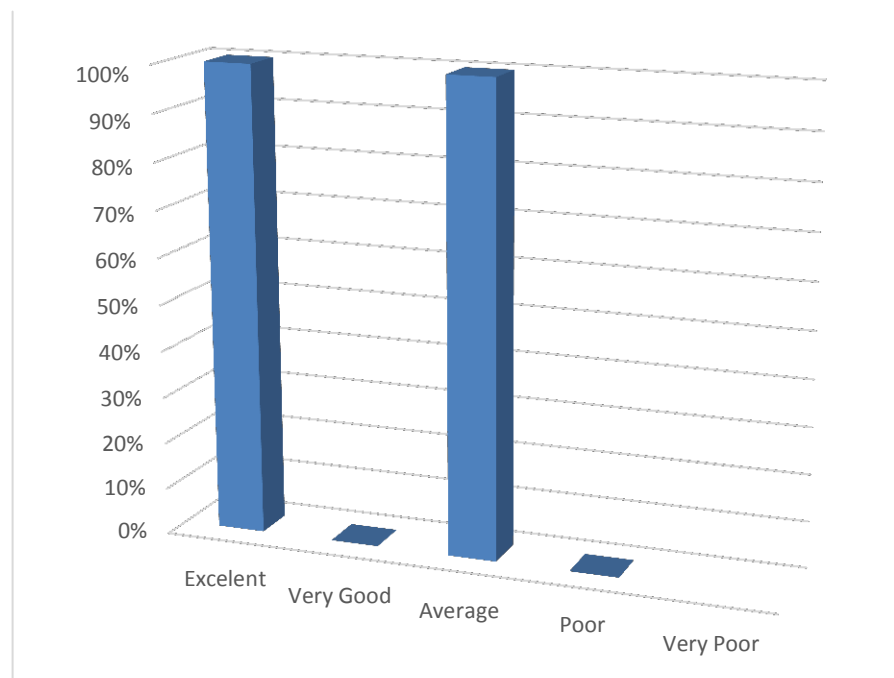


Chart 4.5

The classification of students in correct methapor

More over the researcher also made a table about dominant list methapor that was translate correctly by the students, in addition we could see that the students' ability in translating methapor.

1.6 The Students' Score in Translating Original Methapor

The result of translation evaluation described for each students' score to see the student ability in translate the sentence that containing original methapor, the researcher shows the students' score at the table in appendix.

Based on the table in appendix, the students' ability in translating original methapor in score, they was correct form 77.12% and incorrect 22.8%. After we show that students' ability in using this methapor were very good for this type of methapor. It could be seen from the students average score was 77,12%.

For more information about distribution of the students score the researcher put in the classification of percentage correct methapor can be seen in the following below:

Table 4.6
The classification of students in correct collocation

No	Score Interval	Freuency (Student)	Category	Precentage
1	80-90	4	Excellent	16
2	70-79	0	Very Good	0%
3	60-69	15	Average	60%
4	50-59	0	Poor	0%
5	<49	6	Very Poor	24

Based on the data above, there were the result of students classification score : there was 6 students in very poor criteria, 0 students in poor criteria, 15 students in average criteria, 0 students in very good criteria, and 4 students in excellent criteria. In addition, the dominant students' classification is in average criteria. Then, the researcher also put the chart of the students classification that can be seen below :

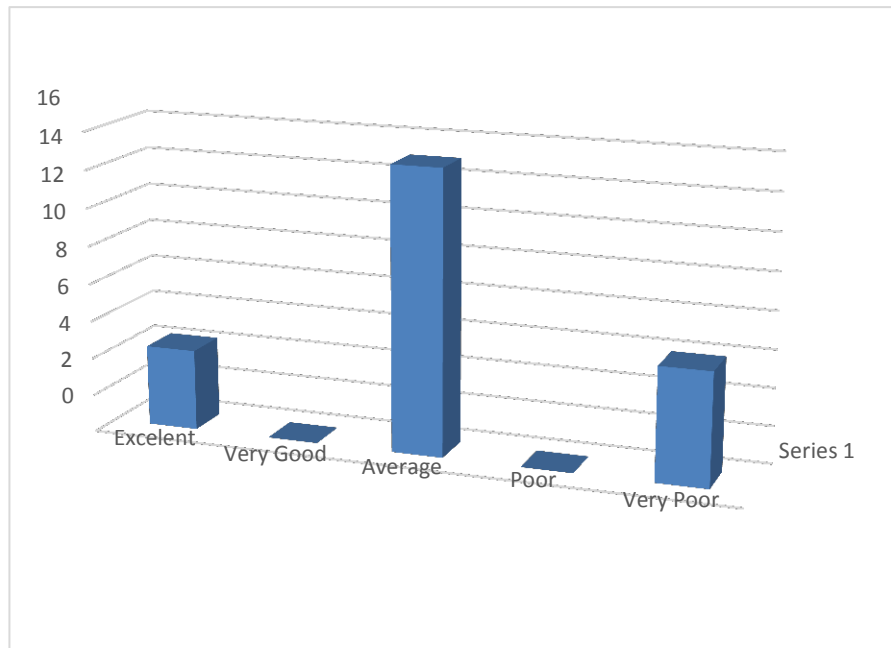


Chart 4.6

The classification of students in correct methapor

More over, the researcher also made a tanle about dominant list methapor that was translated corretly of translation. The researcher also put the average score of students" ability i translating collocation. Clearly, it can be show as below :

Table 6.13

The dominant list methapor which use by the student

No	List od Methapor	Average score	Criteria
1	Dead Methapor	76%	Very good

2	Cliche Methapor	74%	Very good
3	Stock or Standard Methapor	94%	Exellent
4	Adapted Methapor	47%	Very poor
5	Recent Methapor	77.3%	Very good
6	Original Methapor	65.5%	Average

Based on the data above, researcher found that students' average score for each methapor; first was the students' average score in Dead methapor : first was the students average score in dead methapor were 76 % (very good). The second was the students' average score in cliche methapor were 74 % (very good). The tihrd was the students' average score in stock and standard methapor were 94% (exellent). The fourth was the students' average score in adapted methapor were 47 % (very poor). The fifith was the students' average score in recent methapor were 77.3% (very good). The last was the students' average score in original methapor were 65.5% (average). Thus, the researcher conclude that the students' ability is dominant in stock or standar methapor because the dominant type to translate it just used literal translation. In the other hand, the students' low ability in adapted methapor becouse they could not just use the literal translation

but they have to adapted it use the dynamic translation. More over, to see the total score for each students could be seen in the appendix.

B. Discussion

Based on the result of the students' score for each methapor, the researcher also analyzed for the result of students' translation for all types in methapor there are six types of methapor according to Peter Newmark in their book of *A Textbook of Translation*. Furthermore, the researcher analyzed each types methapor of students' translation in "Travelling" and "A Sketch" classical poems by William Wordsworth.

1. Dead Methapor

Dead methaphor is metaphors where one is hardly conscious of the image, frequently relate to universal terms of space and time, the main part of the body, general ecological features and the main human activities: for English, words such as space, field, Mine, top, bottom, foot, mouth, arm.

Moreover the researcher use dead methapor in the number 6,7 and 9 that the student have translated into bahasa or target language from english to indonesia. Furthermore, there were some student could translate correctly and also incorret.it can be seen on the students' translation below :

Data 1 :

Table 4.8

Dead Methapor :

No.	Source Language	Target Language	
		Correct Form	Incorrect Form
DM 6	Be calm as water	Jadilah Tenang seperti air	-

According to the students' translation above the researcher conclude mostly the student correctly to translate that methapor, "because jadilah tenang tenang seperti air" is correct translation and the students' understand about that because in dead methapor people will be able to understand it more quickly, because it is familiar in the use of everyday in language, so based on newmark they can use word to word translation and the students translated correctly.

Data 2 :

Table 4.9

Dead Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
DM 7	When the winds	Ketika badai	-

	are gone	telah berlalu	
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According to the students' translation above the researcher conclude mostly the student correctly to translate that methapor, they translate "When the winds are gone" to "ketika badai telah berlalu" is correct translation and the students understand about that because in dead methapor peopole will be able to understand it more quickly, because it is familiar in the use of everyday in language and dead methapor have implict meaning. According to newmark they used word to word translation and the sudents translated correctly.

Date 3 :

Table 4.10

Dead Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
DM 9	That my heart melts in me to	Hatiku larut memikirkanmu	Hatiku meleleh kedalam diriku

	think of it (Number 9)		untuk memikirkan itu. (Student 9)
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According to the student translation above the researcher conclude that noun “melts” translate to “larut” but some students translate “melts” to “meleleh”. As the result above dead “Larut” and “meleleh” has same meaning but the messege of that word is different, based on newmark the students rather used dynamic translation to translate the phrase in this sentence by convey the messege of the original text. They should not used literal translation because the context is different.

2. Cliche Methapor

Cliche merhapor is also one of methapor that is often used that have perhaps temporarily outlived their usefulness, that are use as subtitute for clear thought, often emotively, but without corresponding to the facts of the matter. Some prominent examples : a transparant lie and stick out a smile. This methapor are number 10-12 that the students have to translated into bahasa or targer language.

Furthermore, there are some students have to translated correctly and also incorrect. These were the students' translation :

Data 1 :

Table 4.11

Cliche Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
CM 11	Every limb	Setiap tubuhnya	Setiap saat lemas (Students 4)

According to the students translation above the researcher conclude that the phrase "Every limb" was translated literally to "setiap saat sulit" not "Setiap tubuhnya" though the students use litteraly but they should choose good phrase. However noun "Limb" the right translate is "tubuhnya". The methapor and its translation were math in the context. The indonesian translation is still acceptable. Thus, according to newmark in this translated the students use littoral translation.

Data 2

Table 4.12

Cliche methapor

No	Source	Target Language
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	Language	Correct Form	Incorrect Form
CM 12	All bespeak a man who does not move with pain	semua akan berbicara pria yang tidak bergerak dengan rasa sakit	Semua menjadi bicara yang mana laki-laki yang tidak perbindah dengan kesakitan

According to the students translation above the researcher conclude that the phrase “All bespeak” was translated literally to “semua akan berbicara” not “semua menjadi bicara “ though the students use literally but they should choose good phrase. However noun “bespeak” the right translate is “berbicara”. The methapor and its translation were math in the context. The indonesian translation is still acceptable. Thus, according to newmark in this translated the students use litteral translation.

Date 3 :

Table 4.13

Cliche Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form

CM 14	But moves with thought.	Tapi bergerak dengan pemikiran	-
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According to the students translation above the researcher conclude that the phrase “But moves with thought” was translated literally to “Tapi bergerak dengan pemikiran”.thought the students use litteraly but they should choose good phrase. However noun “thought” translate is “pemikiran" its translation were math in the context. The indonesian translation is still acceptable. Thus, according to newmark in this translated the students use litteral translation.

3. Standard Methapor

Standard methapor such methapor are usually applied in non-formal texts, also has certain emotional warmth and which is not deadened by overuse” for example of this methapor are : “he sees fear in my heart” and “his life hangs on athread”. This methapor are number 17,4 and 15 that the students have to translated into bahasa or target language. Furthermore, there were some student could translate correctly and also incorrect.

Date 1

Table 4.14

Standard Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
SM 15	He is insesibly subdued to settled quiet	Dia tidak terlihat lemah untuk tetap tenang	dia tidak terlihat apa – apa untuk tetap diam

According to the student translation above the researcher conclude that noun “settled quiet” translate to “tetap tenang” but some students translate “insensibly” to “tetap diam”. As the result above that “tetap tenang” and “tetap diam” has same meaning but the messege of that word is different, according to newmark the students rather used dynamic translation to translate the phrase in this sentence by convey the messege of the original text. They should not used literal translation because the context is different.

Date 2

Table 4.15

Standard Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
SM 4	We find sweet a resting place	Kita menemukan tempat	Kita menemukan

		peristirahatan yang nyaman	tempat peristirahatan manis
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According to the students' translation above the researcher concluded that noun "sweet" was translated to "nyaman". Although some students translated "sweet" to "manis". According to Newmark this is called dynamic translation because the students did not use literal meaning. The students rather used dynamic translation to translate the metaphor and reproduce more natural translation.

Date 3 :

Table 4.16

Standard Metaphor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
SM 17	Which He hath no need	Yang mana dia tidak perlu	

According to the students' translation above the researcher concludes that noun "hath no need" collocated with noun "dia tidak perlu" in English. Although the student keeps the form standard

methapor, based on newmark this is called dynamic translation because the students did not use literal meaning. The students rather used dynamic translation. Literally, “He hath no need” is translated to “ tidak di butuhkan”. The students translated the standard methapor and focus on the target language, replaced the “hath”.

4. Recent methapor

This methapor is categorized as a live methapor. Methapor are produced via coining and they are neologism fashionable in the source language. Often categorized as slang and colloquial, they are specific to each language. There are the example of recent methapor : without money (skint “ having little or no money available”) and “spastic” the meaning stupid. This methapor are number 12,19 and 20. Then the student could translate correctly and also incorrect. The students’ translation could be seen in the table below :

Data 1 :

Table 4.20

Recent Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
RM 1	How midly does the sun	Betapa Lembutnya Sinar matahari	Betapa sedikitnya cahaya matahari

According to the students translation above the researcher conclude that the student was translate word “midly” to “sedikitnya”. Meanwhile according to Nemark the students should used dynamic translation to translate the phrase containing recent methapor by coneveying the messege of original text not use word to word translation.

Data 2

Table 4.9

Recent Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
RM 20	With envy what the old man hardly feels.	Dengan iri apa yang orang tua tidak rasakan	dengan kecemburuan apa yang orang itu sulit dirasakan

According to the students translation above the researcher conclude that “hardly” is recent methapor in that sentence. As translation above “hardly feels” was translated to “tidak dirasakan”. The students translated the recent methapor “Hardly feels” to “sangat

sulit di rasakan” not to “tidak dirasakan”. According to newmark the students rather used dynamic translation to translate the recent methapor an effective translation by conveying the messege of the original text.

5. Original methapor

This type of methapor is created or quoted by the source language writer, this type of methapor also comes from the source language or from the author's message and impression contained in the text, which usually contains the impression message about life. These are the example of this methapor : I am the dog end of everyday, a forrest of finger and they faced as cally wag of tasks. This methapor are number 3, 11 and 18 that the students have t translated into bahasa or target language. Furthermore, there were some students translated correctly and incorrect. It can be seen in the table below :

Table 4.24

Original Methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
OM 3	This bed of heath	Hamparan padang savana	Inilah tempat tidur belukar

According to the students translate above the researcher conclude that phrase “bed of heath” was translate to “hamparan padang savana”, But the students was translate the phrase “this bed of heath” to “tempat tidur belukar”. Thus, the students might not use the literal translation because it was not related to the context. The students translated the methapor in different form. Th students should express the idea of the original message by choosing the other word that represents the messege of the original text.

Table 4.25

Original methapor

No	Source Language	Target Language	
		Correct Form	Incorrect Form
OM 18	He is by nature led to peace so perfect	Dia adalah pemimpin yang sejati untuk kedamaian yang sempurna	Dia adalah pemimpin alami untuk kedamaian sempurna

According to the students translation above the researcher conclude that translation above, phrase “by nature led” was translate literally to”pemimpin yang sejati” not “oleh pemimpin alami”. The students change the form of original methapor. In indonesia word

“nature” equally means “alami”. The students focused on the source text message and context and still translation was acceptable in the target language.

The Implication from the research in the students on fifth semester of TBI IAIN Bengkulu that some students were unable to translate the methapor correctly and sometimes did not fit the context when they translate it. Only some students were able to translate the methapor correctly even in certain types of methapor. from the researcher examined, this is because linguistic competence of some students is still low, students in the fifth semester do not have too much mastery of vocabulary or understand correctly about grammar in English, because to translate this methapor the students was find the word that they have never heard before in learning, therefore students must know a lot of vocabulary in English as well as grammar.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, it was conclude that the students' ability in translating methapor in "A sketch" and "Travelling" Poems the researcer found that the students' average in total score for all methapor was 68,2 which was category was "average". Moreover, the researcher also concluded that the students' ability was dominant in Methapor type of stock or standard methapor because generally they just used literal translation. In other hand, the students' low ability in translate adapted methapor because they could not just use the literal translation but they have to adapt it or used the dynamic translation.

In addition the researcher also analysis the students' translation for each methapor which was the result related to the students' score, but th reseacher also put in the table correct on incorrect translation. Thus, the students ability of five semester in PBI (IAIN) Bengkulu was not bad.

B. Suggestion

Based on the conclussoin above, the researcher would like to suggest that the students have to learn more about translation theories,

especially types of translation which is literal translation and dynamic translation. Because they also must look at the context and do not always use word to word translation. Then, they should improve their translation skill with practice to get the experience and knowledge in translation.

Moreover, the researcher also suggest for the teacher or the lecturer that they have to explain more about translation theories. They must tell to students when they have to use literal or dynamic translation to adap the meaning related to situation, especially methapor phrase that has many types. Thus, the researcher hope that the result this thesis of an analysis Students'' ability in translating methapor will make the reader interest in learning translation containing the methapor.