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Students' Difficulties in Translating English Metaphors into Indonesian: An Insight about Translation

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Abstract

This study was conducted to find out the students' difficulties in translating English metaphors into Indonesian. As we know that translation is very important for human in their communication every day. Doing translation is different if it comes to a text or a sentence as general to a metaphor. People find it difficult to understand the language and they have to construe the effective and communicative meaning of the language to make it work within their interaction. The research design in this research was descriptive qualitative research. It was given a description about the result of the study. It was found that the students were difficult in producing the equivalent or appropriate meaning between the source and the target language. Secondly, the students' difficulties in understand the context and the meaning of the sentence from the source language into the target language in each item. Thirdly, the students' difficulties in using of the lexical or choosing a diction that was appropriate to replace the word of an English metaphor. Fourthly, the students' difficulties in choosing method of translating English metaphor into Indonesian were caused of lacking of vocabularies. Thus, they translated English metaphor by using a dictionary, as the result they were no able to understand the meaning clearly

Keywords: Difficulties, English, Indonesian, Metaphor, Translation

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Introduction

Translation is rendering the meaning of text into another language in the way that author intended the text. It is very needed by many people today, especially as people face an era which is transfer or science and technology, especially from the western world. The task of translating is a hard and difficult activity. A translator must master two languages well, that is source language, and target language it is complicated. The content of the text and the level knowledge must be known a translator. Beside that to get a good translation a translator also have to catch of the manual set which used in activity of translating.

Hatim and Munday (2004:6) defines translation as "the process of transferring the written text from source language (SL) to target language" (TL). In translation process, absolutely there is a person who transfer meaning or translate language from source language into target language. It is called a translator. A translator has to deal with two languages well, because in translation process both of them is complicated. The content, level, form, and other things must be known and understood by a translator. Besides that, translating is also not an easy task because each language has its own rules in phonetics, structure and word. In translating sometimes, the learner finds some problems. One of translation problems is translating metaphors into Indonesian.

Metaphor is widely used not only in the literary works but also in everyday conversation. People find it difficult to understand the language and they have to construe the effective and communicative meaning of the language to make it work within their interaction. The fact is difficulty in understanding and communicative meaning of the language to make it work within their interaction. The fact that difficulty in the understanding and recognizing metaphor in many different forms of literary works especially in this study poem non-natives has encouraged to do the study in making a better understanding about metaphor has been the choice for many researcherss of literature in creating their works. According to Knapp and Watkins (2005:54) a metaphor is a figure of speech where one thing is named as another. The effect is to draw an association being created by the researchers. For example, the playground was a cauldron of activity. Metaphor is usually described as a variation in the use of words or in the expression of meaning (Halliday, 1994:34).

Based on one of the researchers' experience through training teaching practice (PPL), the researchers found some students' problems by learning English especially in translating metaphor into Indonesian. The students were difficult to understand it is exact meaning. Beside that students also confused to determine the same meaning. Generally, it happens because the students are lack of vocabulary. Then the students also did not understand the context, and they also translated metaphor by means word to word so that it makes the different meaning between source and the target language. Based on the reasons above, the researchers were interested to found out the difficulties of the eleventh grade of students of SMK Gajah Mada Medan in translating metaphor into Indonesian. Based on the background above, the researchers would like to formulate the problem of the research as follows, ''What are the students' difficulties in translating English metaphors into Indonesian?

Theoretical Framework

This theoretical foundation gives an overview of theories that are needed to explain some concepts and terms applied that support in conducting this research between the researchers and reader, to start the research based on theoretical concepts, becoming accurate and clearer in certain situations. Translation is seen as an asymmetrical process that involves the interpretation of a material text as well as the composition of a semiotic sign-complex whose form and meaning are subject to co-textual and contextual constraints (Thao, Binh and Herman, 2020; Haapanieni, 2023).

The Difficulties of Translation

The difficulties are someone that is faced with a problem and she or he can't do something to solve it. Related to this study, one of the students' difficulties in translating English metaphors into Indonesian. Sometimes the student's error in produce in translating metaphor in the text. To know the difficulties in translating metaphor, the teacher is required to investigation from the assignment of the students. Then the teacher check, the source of difficulties. Based on it, the teacher will know what the students' difficulties are in the learning process.

A good translation, is one of that students must reach in learning process. A good translation is called if the meaning is equivalence between source language with target language (Batubara et al., 2023), so that to choose the equivalence meaning of metaphor also as one of the difficulties to translating English metaphor into Indonesian. There are two kinds of meaning that students' understand namely:

1. Lexical Meaning

Lexical meaning is a meaning which is mentioned in the dictionary. Kridalaksana in Nababan (2003:48), lexical meaning of words are out of the context. For example, the English word "bad" may means *jahat, jelek, buruk, susah, tidak enak, busuk* in Indonesian. Lexical meaning –the meaning of a content word that depends on the non-linguistic concepts it is used to express. Note that a lexical definition is *descriptive,* reporting actual usage within speakers of a *language,* and change with changing usage of terms, rather than prescriptive, which would be a stick with a version regarded as "correct", regardless of drift in accepted meaning.

Example:

Sunshine (English), and *matahari* (Indonesian), in translating English metaphor with the word "Sunshine", the students translated into "*sinar matahari".* In the word students make difficulty in translating sunshine. The students difficult to choosing of the right diction to replace the word of metaphor in that sentence. The right meaning of the word above is "Sunshine" (SL) into matahari (TL).

2. Textual

According to Meriam-Webster's Learners Dictionary relating to or based on a piece of writing (such as book or magazine). Textual meaning is the meaning of word that build by the connection with another words in sentence. Textual is the method is communication that researchers use to describe and interpret the characteristic of a recorded or visual message. The purpose of textual analysis is to describe the content, structure and functions of the message contained a text. The important considerations in textual analysis include selecting the types of texts to be studied, acquiring appropriate texts, and determining which particular approach to employ analyzing. Content analysing is used to identify, enumerate, and analyze occurrences of specific messages characteristic of specific message and message characteristics embedded in texts. When referring to the equivalence between SL text and TL text in terms of information and cohesion, and decision will be guided by three main factors, that is, the target audience, the purpose of the translation and the text type.

Example:

The Love (English) students translating into Indonesian is *"itu cinta"*, in this sentence, the problem is make mistake in understanding textual in sentence so that it is not relevant with the meaning in the target language. It will be equivalent if the students translate the sentence become "love" (SL) into "*cinta"* (TL).

According to Perkins (2008:40), Both educational researches experienced teacher develop what might be called theories of difficulty. A strong theory of difficulty identifies learners' characteristic trouble sport for a particular area of instruction and includes some causal analysis of why the occur toward improved teaching and learning. The literature on learning and developments offer numerous ways of understanding conceptual difficulties, as well as organizing problems ritualized knowledge, inert knowledge, knowledge too foreign for learners to engage it readily, and tacit knowledge, the partly unconscious nature of which poses learning challenges. In a variety of report studies, a strong theory of difficulty has led to improved learning. In everyday teaching in the same manner. Another somewhat more effective response is to 'teach harder', Lavishing more time and attention on characteristic difficulties without any causal analysis of what makes them problematic. Most of effective is 'teach smarter' based on a causal analysis refined through experience. The construction of informal theories of difficulty is an important part of the craft of teaching.

Pasaribu, Herman and Hutahaean (2020) define that 'Difficulty is a relative concept with objective and subjective legitimacy,'' It is also a comparative concept in that some starting point and a goal are indicated and unstated comparisons implied. It is corresponded with Kaharu (2015:4) in Pasaribu, Herman and Hutahaean (2020) that state 'war of the danger of 'circular argumentation' in assuming the existence of abstract concepts such as difficulty. When ask to define difficulty, a student or a teacher may quantify the difficulty in terms of the effort needed to complete a task. Cronbach (1984) in Pasaribu, Herman and Hutahaean (2020) look at difficulty in terms of *anxiety,* which 'expresses motivation to avoid psychological failure''.

Judijanto et al (2024) stated that "language teaching practice often assumes that most of difficulties that learners' face in the study of English are a consequence of the degree to which their native language differed from English. Fadda in Pasaribu, Herman and Hutahaean (2020) stated that "ESL students face many difficulties and stresses in their academic writing, including those caused by distinguishing between spoken and written styles in English text". Hence, learning difficulties may be due to external factor such as socio-cultural disadvantage, limited opportunities to learn, a lack of support from home, an inappropriate curriculum, or insufficient teaching in the early years.

Baker (1992) writes ‘‘different languages express meaning using different linguistic mean such as fixed expressions, idioms, words, etc. and it is very hard or difficult to find out an equivalent the same meaning and form in the target language’’. Based on the definition above, the researchers can conclude that difficulty is something that is in our mind such as an abstract concept that we can set and say with a good word or sentence. The students know that they get difficulty in translating, when they practice to translate something on paper. There are factors that make the students are difficult in learning namely internal factor and external factor. Internal factor is about the students’ ability in learning and external factor is the effect that comes from out of our self such as socio-cultural disadvantages, limited opportunities to learn, a lack of support from home, inappropriate curriculum, and others. So both of them affect why the students are difficult to do something. In addition, difficulties happen in this study caused by the differences between source language and target language.

Metaphor

Metaphor is one of figurative language, which is applied in the text aims to compare two different unrelated object, is also reflected our daily language and liven up some text of language to make them more colourful and dramatic. It should be taken into consideration that the originality of the language picture is shaped by categories of reality and it depends on the figurativeness of the language, in which world-view, world perception, and the way of living of a particular nation are reflected (Hovhannisyan, 2021:128).

The functional view of metaphors as a way of controlling our social and natural environment to the more recent cognitive theories that see metaphor as a process ‘‘by which we understand and structure and domain of experience in terms of another domain of a different kind (Duranti, 1997:38).

In the cognitive linguistic view, metaphor is defined as understanding one conceptual domain in terms of another conceptual domain. (Kovecses 2010:4).For example when we talk and think about life in terms of journeys, about arguments in terms of war, about love also in terms of food , about social organization in terms of plants , and many others. According to Rekova (2003:3) defined metaphor as a transfer of predicates from one domain where they properly belong to some other domain they do not belong, but where they can be transferred if there is a certain similarity between what is being transferred and where it is being transferred to. According Knapp ‘and Watkins (2005:54), a metaphor is a figure of speech where one thing is named as another. The effect is to draw an association being created by the researchers. For example , the playground was a cauldron of activity. Metaphor is usually described as a variation in the use of words or in the expression of meaning (Halliday, 1994:34).

According to Newmark (1988:104), “metaphor is the transferred sense of the physical word”. He continues “The use of the metaphor has two fold purpose, is referential purpose and pragmatic purpose” (Newmark, 1988:104). According to him, metaphor has a referential purpose since it 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” (1988:104)”. The reason why metaphor has a pragmatic purpose is that “it is to appeal to the senses, to interest, to clarify ‘graphically’, to please, to delight, to surprise.” (Newmark, 1988:104).

According to Larson (1998:274) to analyse metaphors, it is very helpful to write out the propositions which are basic to the comparison. The topic, image, point of similarity (found in the comments about the topic and the image), and the nonfigurative meaning (when the prepositions are Event Propositions) shall all be included.

Kinds of Metaphor

Suryawinata and Sugeng (2003:115) mention only two kinds of metaphor, they are universal metaphor and cultural bound metaphor.

1. Universal metaphor

It is a metaphor which has the same semantic meaning in most cultures in the world. For example: English metaphor of you are my sun and Indonesian metaphor of *Engkau adalah matahariku* are acceptable

in both English and Indonesian cultures. The sun always shines everywhere because of that in its function. It is considered as something which is full of spirit, happiness etc. Every culture agrees with those characteristics of sun.

2. Cultural bound metaphor

It is a metaphor which is only understood by people in a particular culture. It may mean differently in different cultures. For example, the metaphor of he is an owl has a different meaning in one culture than another. The metaphor means a person who brings a bad omen in Arab while in Western culture the metaphor means a wise person.

According to Richards (2002), there are 9 types of metaphor. They are dead metaphor, extended metaphor, mixed metaphor, active metaphor, complex metaphor, compound metaphor, implicit metaphor, simple metaphor, and submerged metaphor.

1. Dead metaphor

Dead metaphor is one in which the sense of a transferred image is not present and goes unnoticed. For example, breaking the ice does not refer to the activity of breaking ice but changes the boredom into pleasure.

2. Extended metaphor

An extended metaphor sets up a principal subject with a subsidiary subject or comparison. For example: All the world's a stage and all the men and women merely players In the metaphor above, the world is described as a stage and then the men and women are the subsidiary subjects that are further described in the same concept.

3. A mixed metaphor.

A mixed metaphor is one that leaps from one identification to a second identification that is inconsistent with the first. For example: He stepped up to the plate and grabbed the bull by the horns. There are two metaphors in a sentence but they do not correlate with each other.

4. An active metaphor

An active metaphor or live metaphor is not a part of daily language and is noticeable as a metaphor. Live metaphor is a metaphor which is newly created by a speaker and has to be understood in a particular context. For example: He was the God of Loss, the God of Small Things Here, the metaphor must be explained. The readers do not know the meaning of the metaphor above. He refers to a man who likes making inanimate object in small size and fixing the broken tools.

5. A complex metaphor

A complex metaphor is one which mounts one identification on another. For example: That throws some light on the question. Throwing light is a metaphor and there is no actual light.

6. A compound metaphor

A compound or loose metaphor is one that catches the mind with several points of similarity. In other words, a compound metaphor is made of more than one similarity. In it, the researchers extend a metaphor by using more than one association. For example:

He ran towards the murderer, a wild beast with a beating heart. In the sentence the researchers compare he with a wild beast with a beating heart.

7. An implicit metaphor

An implicit metaphor is one in which the tenor is not specified but implied. For example: Shut your trap!

Here, the mouth of the listener is the unspecified topic.

8. A simple metaphor

A simple or tight metaphor is one in which there is but one point of resemblance between the tenor and the vehicle. For example: Cool it! In this example, the vehicle, "Cool", is a temperature and nothing else. It means that the topic "it" can only be grounded to the image by one attribute.

9. A submerged metaphor

A Submerged metaphor is one in which the metaphoric image is indicated by one part of it. Typically, the element selected to be the metaphor has particular significance for the intended meaning. Her thoughts were on the wing. [wing> bird > flight] Here, wing is part of bird. The image which is bird is not mentioned. The researcher chooses the types of metaphor offered by Richards since he offers more options than the others.

The Problem of Translating Metaphor

According to Larson (1984:275), there are eight reasons why metaphor is hard to be translated literary, namely:

1. The image used in metaphor or simile may be unknown in the target language. For example, a simile base on snow should be meaningless to people who live in some parts of the South Pacific where snow is unknown. In English it can be said ''*we washed my clothes as white as snow.''* But in South Pacific language, to make the same comparison some other image would probably be used as *white as seashells or as white as bone.*
2. The fact that the topic of metaphor is not always clearly stated. For example, in the sentence *the tide turned against the government*, the topic, *public opinion* is left implicit.
3. Sometimes the points of similarity that is implicit and hard to be identified. When the point of similarity is not stated, it is often hard to interpret metaphor. For example, the sentence *he is a pig* does not include the point of similarity. In some cultures, a reference to *pig* would give the idea of *dirty.* But in other culture it might mean *someone who does not listen to people.*
4. One of the most serious problems is the fact that the point of similarity may be understood differently in some culture from another. The same image maybe used with different meanings. For example, *John is rock* might mean *he is still,* that is, *he does not move.* But in other culture it might mean that he is very strong.
5. There are also the possibilities that the receptor language does not make comparison of the type which occur in the source text metaphor. For example, in the sentence *there was a storm in the national parliament yesterday.* But it may be that the receptor language does not use storm to talk about a *heated debate.* The appropriate comparison might be with *fire as heated debate.*
6. Language differs in how frequently metaphors are used and in how easily new metaphors are created in the language. Concerning Pijin of the Salomon Island, Simons and Young say, ''In Pijin literal statements are taken as such and a bold statement that something is something else tend to be rejected outright. Similes are used in the case.
7. There are some languages in which new metaphors are seldom created, and to translate the metaphors into such a language could cause serious problems of understanding. In language where metaphors are not used a great deal, it may be difficult for the readers to understand a metaphor translated directly from the source language.
8. In language where metaphors are used very frequently, many of the images will already have a metaphorical meaning in the language. If the source text uses the images in different way, there can be misunderstanding since the point of similarity commonly thought in the receptor language will be natural interpretation. For example, to translate *John is rock* literally, when the source text means *he is severe* and the receptor language metaphorical meaning for *rock* is hard muscles, could only lead to a wrong meaning.

Research Methodology

The research design in this research was descriptive qualitative research. It was given a description about the result of the study. Keegan et al (2009:11) stated that qualitative research is less easy

to defined. It explores questions such as what, why and how, rather than how many or how much; it was primarily concerned with meaning rather than measuring (Herman et al., 2024; Munthe et al., 2024). Understanding individuals and groups thought and behave as they do lies at the heart of qualitative research (Setiawati et al., 2024). It was sometimes described as cultural research. The process of research involved emerging question and procedure, data typically collected in the participants setting, data analysis inductively building from particulars to general themes, and the meaning of the data (Purba et al., 2024). The purpose of this method was to find out the students' difficulties in translating metaphor into Indonesian. The descriptive qualitative research was matched to this study. Research did not simply gather the data but it would be selected, organized, analysed, interpreted and evaluated the data so that valid statements could be made about some aspects of reality (Purba et al., 2023; Rakhmyta et al., 2024). Therefore, the researchers focused on analyzing the data to found what the difficulties in translating metaphors into Indonesian.

The subject of this research was the eleventh-grade of students of SMA, in North Sumatera, Indonesia. The researchers selected some classes from two parallel clasess. The clasess were the eleventh grade of students namely XI IPA class that consist of 30 students. The researchers chose XIIPA as the subject of this research because the clasess had same qualifications and standards in the teaching and learning process.

This research used was a test as an instrument to collect the data. The researchers used the translation test so that the researchers saw the students' difficulties directly. The test would give many contributions to find out the students' difficulties because the students directly translate the test. The researchers would give a test that consisted 25 items of metaphor that must be translated into Indonesian. The researchers would give the students 60 minutes to do the test. To make easier, the students allowed for used a dictionary to help them to find out the difficult words so that they can translate or interpreted the meaning of the Source Language with their own words by seeing the context.

Technique of Data Collection

The data of this study was collected by the following procedures below:

1. The researchers gave the students a test and the test was translation test.
2. The researchers asked the students to translate the metaphor into Indonesian.
3. The students were opened the dictionary if necessary.
4. The researchers gave the students 60 minutes to do the test.
5. After the students had done the test and then researchers collected their answer sheet
6. At last, the researchers checked the students' answer sheet, then the researchers tried to find out the students' difficulties in translating metaphor into Indonesian.

Technique of Data Analysis

After collected the data from the students, the researchers checked the data which had a relation to the meaning of translation in the result of the students' test. The data analysis was based on the students' translation into Indonesian. The researchers would directly compare the students' answer sheet with the native translation. Then, the researchers checked what the result of students' translation was meaning well or not. The researchers also found their problem in translating metaphor whether they were lack of vocabularies, understood the context the lexical of problems or the choose of a dictionary use. The researchers described the students' result in the test, it would be used to find out the students' difficulties in translating metaphor into Indonesian generally and specifically.

Data Analysis and Findings

A. Data Analysis

The data analysis based on the students' answer sheet about translation of English metaphor into Indonesian. In this following, the researchers analysed the students' difficulties in translating English into Indonesian. To analyse it, the researchers compared the students' answer sheet with the original

translation. After that, the researchers saw what the students' translation were equivalence or not between the source and the target language. In this research, the researchers used Nida's theory. So, if the students' translation between the source language and the target language were equivalence, it meant that the students were not difficult to translate English metaphor into Indonesian. But if the students' translation between the source language and the target language were not equivalence, it meant that the students made an error in translation. The error of students' translation would be described as students' difficulties. There were 25 sentences that was translated by students in this test. In the following, the researchers analysed the data about the students' difficulties. In translating English metaphor

Table 1. The Students' translation results

No	Name	No	Source language	Target language	difficulties
1	YN	1.	My mother is the **light** in my heart	Ibuku adalah **cahaya**dihatiku	**Lexical word** *light*
		2	I am the rainbow in your love	Akulah **pelangi** cintamu	Lexical word *rainbow*
		3	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbly personality**"**
		4	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dariTimur	Textual sentence "*The king of the light*
2	NS	1.	My mother is the **light** in my heart	Ibuku adalah **cahaya** dihatiku	**Lexical word** *light*
		2.	I am the rainbow in your love	Akulah **pelangi** cintamu	Lexical word *rainbow*
		3.	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbly personality**"**
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*
3.	BS	1	My mother is the **light** in my heart	Ibuku adalah **sinar** dihatiku	**Lexical word** *light*

No	Name	No	Source language	Target language	difficulties
		2.	I am the rainbow in your love	Akulah **pelangi** cintamu	Lexical word "*rainbow"*
		3.	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbly personality**"**
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*
4	EP	1	My mother is the **light** in my heart	Ibuku adalah **cahaya**dihatiku	**Lexical word** *light*
		2.	I am the rainbow in your love	Akulah **pelangi** cintamu	Lexical word *rainbow*
		3.	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbly personality**"**
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*
5.	EM	1	My mother is the **light** in my heart	Ibuku adalah **cahaya** dihatiku	**Lexical word** *light*
		2.	I am the rainbow in your love	Akulah **pelangi** cintamu	Lexica l word *rainbow*
		3.	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbly personality**"**

No	Name	No	Source language	Target language	difficulties
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*
6	KS	1	My mother is the **light** in my heart	Ibuku adalah **cahaya** dihatiku	**Lexical word** *light*
		2.	This life is **"**fashion show**"**	Hidup ini adalah **pertunjukan**	The lexical word *"fashion show*
		3.	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbl y personality**"**
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*
7	RB	1	My mother is the **light** in my heart	Ibuku adalah **cahaya**dihatiku	**Lexical word** *light*
		2.	This life is **"**fashion show**"**	Hidup ini adalah **pertunjukan**	The lexical word *"fashion show*
		3.	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbly personality**"**
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*

No	Name	No	Source language	Target language	difficulties
8	AP	1	My mother is the **light** in my heart	Ibuku adalah **cahaya** Dihati ku	**Lexical word** *light*
		2.	I am the rainbow in your love	Akulah **pelangi** cintamu	Lexical word *rainbow*
		3.	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbly personality**"**
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah u ang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*
9	DS	1	My mother is the **light** in my heart	Ibuku adalah **cahaya** dihatiku	**Lexical word** *light*
		2.	This life is **"**fashion show**"**	Hidup ini adalah **pertunjukan**	The lexical word *"fashion show*
		3.	David has **bubbly personality**	David memiliki pribadi yang tumpah ruah	Textual sentence "bubbly personality**"**
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*
10	RM	1	My mother is the **light** in my heart	Ibukuadalah **cahay**a dihatiku	**Lexical word** *light*
		2.	This life is **"**fashion show**"**	Hidupiniadalah **pertunjukan**	The lexical word *"fashiown show*
		3.	David has **bubbly personality**	David memilikipribadi yang tumpah ruah	Textual sentence "bubbly personality**"**

No	Name	No	Source language	Target language	difficulties
		4.	The teacher said "**times is money** "	Guru berkata "**waktu adalah uang**	Textual sentence "***times is money*** "
		5.	The **king of the light** come out from East	Raja sinar keluar dari Timur	Textual sentence "*The king of the light*

Based on the table above, there are many variations of students' difficulties in translating the metaphor. Generally, each student had the same difficulties with others. Firstly, the student's difficulties in producing the equivalent or appropriate meaning between the source and the target language. Secondly, the students' difficulties in understand the context and the meaning of the sentence from the source language into the target language in each item. Thirdly, the students' difficulties in using of the lexical or choosing a diction that was appropriate to replace the word of an English metaphor. Fourthly, the students' difficulties in choosing method of translating English metaphor into Indonesian were caused of lacking of vocabularies. Thus, they translated English metaphor by using a dictionary, as the result, they were no able to understand the meaning clearly. For example: **it's raining men.** Most of the students translated the sentence became (laki-laki hujan). This translation was wrong because it did not have any relation to the real context. Therefore, it should be (banyak laki-laki).

Discussion

From the research finding above, the researchers found that the students underwent some difficulties in translating English metaphor into Indonesian. Almost all of the students made an error in translating phrasal verb in each items. Generally, it happened because the students were weak in producing the same meaning between source and target language, choosing the right lexical or diction, understanding the context of sentences, choosing the right method to translated the sentence and also lacking of vocabulary.

So, based on explanation above, the researchers needed to improve the students in learning English especially in translating English metaphor into Indonesian. The students must learn about translation especially in translating English metaphor in the class. The teacher also must give more attention to train the student in translating English metaphor. For example, the teacher should prepare before enter the class. The teacher should teach the students by using appropriate facility so that the students so that the students were not bored when learning process and could understand about the subject. Then the teacher should also looked and aware of the students interesting to learn about translation. So that, the learning process run well.

This study gave many contributions for many people. It was not for the students, teacher but also for the other researcher that want to do the research that has relation to this study. For the students, it could be increased their knowledge about translation especially English metaphor. For the teachers, it can help them to each the students about English metaphor. For the other researcher, it can be used as a basic information or reference to do their research.

At last, the researchers concluded that this finding meant the students still got difficulties in translating English metaphor into Indonesian. Their difficulties, were in producing the appropriate meaning, understanding the context, choosing diction, and lacking of vocabulary. So, the students still need more teach about it, and the teacher should give more attention to the students. So that, it would produce a good contribution for each people.

Conclusions

In translating a text and sentences, the students usually found out the difficulties. Difficulty in translating was a problem where the messages in the source language and the target language was not equivalent in the form and also the meaning. After analysing the data, the researchers found some error in translating English metaphor into Indonesian. From the students' errors, the researchers found students' difficulties. First, the students general helo difficulties were in choosing the right or appropriate diction to replace the world of English metaphor. And then the students' inability to understand the real context of English metaphor in each sentence. Besides that, the translating word by word became their problem for many times in translating English metaphor. And the last, the students' difficulties caused by lacking of vocabularies in translating metaphor from the source language to the target language. The students are very poor in translating English metaphor into Indonesian.

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