Chapter Four

Finding and Discussion

In this chapter, the researcher presents finding and discussion from the gathered and analyzed data. The result of obtained data was report in detail in order to see the finding and its relations to the literature review. This chapter consists of two main points that will be elaborate. They are the student's difficulties in understanding idiomatic expressions in English novel and the student's strategies in understanding idiomatic expressions in English novel. Based on the data from the interview, students faced some difficulties in understanding English idiomatic expressions. However, the students used some strategies to solve the problem which encountered by the participants in this research.

Student's difficulties in understanding English idiomatic expressions

After collecting the data, the researcher found that there were four major difficulties faced by students at EED of UMY. In this section, the researcher discusses those difficulties orderly followed by the discussion.

Finding 1: Students find difficulties in identifying the idioms.

The main problem faced by the students in understanding idiom is being able to recognize that they are dealing with an idiom. It is because the idioms in English novel are in one sentence. The students just read the sentence without knowing there is an idiom in the sentence. Sometimes the idioms that used in novel are unfamiliar idioms. Unfamiliar idioms make the idioms hard to identify. Unfamiliar idioms

seldom used in daily activity or common novel, it will be used in specific condition. When the novel contains specific condition and have unfamiliar idioms, the students feel difficult to identify and understand it because they seldom read or listen to that idiom.

This argument is in accordance with participant 3 who said that sometimes he does not recognize that he is in dealing with idiomatic expressions. The original statement is presented "… yes, sometimes I don't realize when I'm facing the idiom" (P.3.1). The other participant said that, "I found idioms in novel, because the language that novel used is different from daily life, sometimes I am also confused to identify idioms so it needs more attention in identify idioms" (P.1.1). This phenomenon was proven by the students who said that "… the difficulties come when the idioms are unfamiliar, we seldom listen and read that idiom before" (P.2.4)

Students that learned English outside the class would often find idiomatic expressions in their daily conversation. It means that they live at native speaker area. In particular, students who realize that they found an idiom in a conversation or in a text will find difficulties to understand the meaning of that idiom. Students at EED of UMY meet some difficulties when they read novels. In general, the first impression of the students about idiomatic expressions is they did not realize if they are dealing with the idiom.

This finding was in line with Baker (2011) that said the main problem faced by the people in understanding idiom is being able to recognize that they are dealing with an idiom. According to Utami and Munir (2014), the difficulty in understanding the idiom is some of idiom is difficult to identify. Exposure to a wide range of idioms may play an important role in idiom comprehension. Therefore, the more familiarity of idioms exposed, the more frequently they are used (Fusté-Herrmann, 2008). In so many cases, the people who meet idiom do not know that some phrases they read or listen were idiom.

Finding 2: Students find difficulties in finding the most equivalent word in L1. Understanding the lexicon of English demands more than knowing the denotative meaning of words, it requires its students to have connotative word comprehension and more, an understanding of figurative language. TL has various language backgrounds and it requires students to know more words in order to make the meaning of idioms suitable in TL. This could be because of students lack familiarity with the component words of idioms and/or because of inadequate linguistic knowledge. Because of their lack of vocabulary, students reported that they look up unknown idioms in the dictionary.

The results indicate that literal meanings of idioms mostly activated. Participant 3 continued that the differences between English and Indonesian language make the students difficult to find the match word for a single sentence. The authentic

statement presented below, "… the word of idioms does not match with the meaning so I am confused the equivalent word when explain in Indonesian language" (P.4.2)

The technique of a language choice to express or not express the various meaning cannot be predicted and only occasionally matches the way another language chosen to express the same meaning (Baker, 2011). As Tailanyo (2007) stated that, the problem in understanding the good meaning of an idiom occurred from the problem to find adequate target language equivalent for a term.

Participant 1 said that one of the difficulties in understanding idiom is short age of vocabulary. "... I am confused how to explain this because of my lack of vocabulary mastery" (P.1.2). Participant 2 said that the difficulty in understanding idiom is the reader must master a lot of vocabulary in order to understand the idiomatic expressions easier. Participants 2 stated the following statement: ".... Because the structure and vocabulary is in Indonesian language, so I am confused to explain..." (P.2.1)

Vocabulary is very important in learning English process. In the other word, vocabulary is the heart or the most important part of the English. A problem occurred when the participants do not have many vocabularies to understand the meaning of an idiom. With this intention, the vocabulary problem will be important to find the match equivalent word for an idiom.

Finding 3: Students find difficulties in understanding the purposes and the meaning of idoms. Initially, they thought about the meaning of an idiom for sure

and they believed their answer is correct. However, the true meaning of an idiom drove them into a far meaning from the source word. It can cause by students vocabularies were not sufficient to allow them to figure out the meaning of idioms from context. Another possible reason is those who have a smaller number of vocabularies face many unfamiliar words in idiomatic expressions

Participant 2 said that she felt misleading with the meaning of an idiom. The participant stated the following statement "... when the people do not know idioms, they feel difficult in understand it. However the people became misleading the purpose and the meaning of an idiom" (P.2.6). Furthermore, Baker (2011) also continued that another difficulty appears when an idiom drives the listener or reader into a far meaning that is supposed to be reach or in the manner of speech, some idioms are misleading. In effect, this idea is analogous to the fact which researcher found in the field that idiom could lead the reader or listener into another meaning that has far where is the meaning supposed to be.

According to the participant 2, the culture difference was second factors that can happen in understanding the meaning of idiom. Because SL and TL have various backgrounds that sometimes, we cannot understand. Participant 2 said "… the difficulty of understanding idioms was the technique to translate the Indonesian idiom to English idiom, because the terms in Indonesian language is difficult to understand if we try to translate it into English and they are different" (P.2.1)

Glucksberg (2001) described idioms as a secret language and a language owned by a culture that one has to be step in. In other words, idioms vary in frequency and familiarity depending on variables like demographic characteristics and cultural and linguistic identification. The difference between SL and TL makes them difficult to catch the purpose and meaning of idiom.

Finding 4: Students find difficulties in translating the idiom. The next difficulty is students cannot translate idiom. It is because their lack of technique in translates idioms. Then, the participant 1argue that "… the most difficult one is the technique to translate the idiom, because we have learned in the college on how the technique of idiomatic translation is and it occurs problem and makes me confused when using it in translating idiom" (P1.1). Participant 3 also stated that "a material about technique which has been taught is difficult for me to understand" (P.3.4).

As the matter of fact, idiom was not clearly taught in EED of UMY and it was possible for the students to misunderstand the meaning of an idiom because they did not have any resources and techniques on how to translate and understand an idiom. In the way of learning process, it is necessary to produce a technique in order to help the learners easier to learn something. According to Akbari (2013), he stated that,

> Since the use of idioms is a matter of style, attempting to find idiomatic
> expressions in the TL to translate them will help conveying the style of the
> original in the TT. This important issue could be deal with in translator

training courses. The translators need to be familiar with SL idioms and learn

ways to recognize the ones they do not know. Then the different strategies

for translating idioms could introduce to them. They could learn ways to find

appropriate equivalents for idiomatic expressions (p.40).

Student's strategies in understanding English idiomatic expressions

When there were idiomatic expressions in English novel, the students

sometimes cannot understand it without reading carefully. College students mindset

was more comprehensive and flexible to look for the strategies to face the difficulties.

The strategies that used by the participants were reading the sentence repeatedly,

having logical understanding, paraphrasing, looking for similar form and meaning,

looking for similar meaning but dissimilar form, looking for the synonym, correlating

the idiom into actual context.

Finding 1: Reading the sentence repeatedly. Based on the data gained, the

entire participants stated their strategies in understanding idiomatic expressions. Most

of the participants said that they read the idiom repeatedly to catch the meaning. They

try to understand meaning of idioms by reading the sentence more than once. Reading

the sentence more than once, make them get some clue to understand the meaning of

the idioms. Participant 3 stated that "… for myself, I don't translate word by word but

I read the entire sentence repeatedly. To know whether it matches the sentence or not,

I make sure that sentence are suitable, and then I look for the references for the

meaning of the words and after that I arrange the meaning based on a sentence" (P.3.4).

The finding was also in line with McCarthy and O'Dell (2002) that claimed an idiom meaning is not directly obvious from looking at the individual word. This idea means that the meaning of idiom cannot be reach if the students just read once and it is necessary for them to read the idiom repeatedly to gain more information and get the meaning.

Finding 2: Having logical understanding. One of the ways to understand the meaning of idiomatic expressions prefered to use logical thinking to catch the meaning of an idiom. They tried to combine their logical understanding with the clue of idioms to find the meaning. As the participant 1 stated in the interview "…the ways I usually do when understanding idiom is having logical understanding" (P.1.2). Participant 2 also stated in the following statements "...and then I use my logical understanding to understand the idiom, because every person has various logical understandings" (P.2.4). Participant 4 said that "just like that.. I forgot the English; I use my logical understanding to catch the meaning if there is liquid like gasoline throw in the fire..."(P.4.3)

In the way of understanding the match meaning of idiom, students prefer to use their logic. This logic means that the meaning of idiom cannot be interpret and cannot be find in the dictionary (Ifill, 2002). Most of the students realized that idiom

is part of the figurative language, so they might know how to understand the meaning of the idiom out of the box.

Finding 3: Paraphrasing. Most of the participants used the paraphrasing translation. In order to convert the idea of the idioms, they must think about it and understand what the idioms are. Paraphrasing is to make the clue of idioms clearer to the person receiving the information. Improving communication of the idea is the benefit for the participants to understand the idioms.

Participant 1 stated "… the first step is translating the idiom to find the idea" (P.1.2). One straight with participant 1, participant 2 stated that "… I usually correlate the previous and the next sentence to catch the meaning of idiom" (P.2.2). This is the most common way of translating idiom when a suitable word cannot be finding in the target language. A paraphrase is a way to express or to deliver the meaning of a sentence though it is in another form without changing the meaning (Baker, 2011)

Finding 4: Looking for the similar form and meaning. It means that the respondents understand the meaning of idioms using the form that are the same as the meaning. Sometimes there are idioms that have the same meaning with the words. This technique is easy to use by the participants. By using this technique, the participants can know the meaning of idioms without getting confused. Based on the

data gained, one participant used this technique to understand the meaning of an idiom.

"... in translating class, I learn how to translate idioms, the first is when the form has same with the meaning" (P.1.2)

Moreover, idioms are not always difficult to understand. In a simple understanding, students used the similar form and meaning to understand the meaning of an idiom. According to Baker (2011), this technique involves using idiom in the target language, which conveys roughly the same meaning as that of the source language idiom and in addition consisted of an equivalent lexical item.

Finding 5: Looking for the similar meaning but dissimilar form. One out of four respondents used this technique to resolve the idiom test.

"...there is other steps in translating idioms, if the pronounce and the meanings are same but they have different form" (P.1.2)

It is possible to find an idiom in the target language that has a similar meaning to the source idiom or expression, but consisted of the different lexical item. In other word, to express more or less the same idea can be through different lexical item as Baker (2011) wrote in her book "In Other Word".

Finding 6: Correlating the idiom into the actual context. Idioms found in almost every language. Some idioms are cultural specific. To define

An idiom is a very difficult task. The participants try to correlate the idiom with the story in the novel, it will help them to understand the idioms based on the story.

Most of the participants used this way to understand the meaning of idiom. Participant 3 stated that "… refering to the context first, if you did not understand the first time its common, we should understand the context before understand the idioms" (P.3.3). Participant 4 says "... trying to catch the meaning first, it's a relief if we know the first form the context" (P.4.5)

In the other technique, correlating the idiom into the actual context is an option for students to understand the meaning of idiomatic expressions. Overall, correlating and guessing from context was the most successful strategy (Zyzik, 2009).

Beside the effort that students used in order to understand the meaning of idiom, the students in the class are practically never learning before all of the efforts that they use. All of the participants also feel that idiom is very useful and important to be teaching in EED of UMY. Some participants state that idiom is very important to be learning in English in order to decrease the negative words. On the other hand, idiom is one of the linguistic aspects, which make the language is more beautiful and idiomatic expressions should be one of the materials in EED of UMY. The participants implied that the idiomatic expressions could be the learning material in EED of UMY in the future. All those hopes are to make EED of UMY better than before.