

***An Analysis Of Figurative Translation Techniques From Indonesian To English In The Novel
"Gadis Kretek" At SMK N 6 Medan*****Analisis Teknik Terjemahan Figuratif Dari Bahasa Indonesia Ke Bahasa Inggris Dalam Novel
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Received : 29 May 2026, Revised : 29 May 2026, Accepted : 29 May 2026.

ABSTRACT

*This author aims to analyze the figurative translation techniques applied by students in translating figurative expressions from Indonesian to English in the novel *Gadis Kretek*. The study employs a qualitative descriptive method to identify, classify, and describe the translation techniques used by the students. The data were obtained from the students' translation works, focusing on various types of figurative language such as metaphor, simile, irony, hyperbole, metonymy, personification. The findings reveal that several translation techniques are dominantly used, including literal translation, equivalence, modulation, and adaptation. The results indicate that while literal translation is the most frequently applied technique, other strategies are also utilized depending on the contextual meaning of the figurative expressions. This study provides insights into how students manage the challenges of figurative language translation and contributes to the understanding of translation studies in an educational context.*

Keywords: *Figurative Language; Translation Techniques; *Gadis Kretek*; Indonesian- English Translation; Qualitative Analysis*

ABSTRAK

Penulis bertujuan untuk menganalisis teknik penerjemahan figuratif yang diterapkan oleh mahasiswa dalam menerjemahkan ungkapan figuratif dari bahasa Indonesia ke bahasa Inggris dalam novel *Gadis Kretek*. Studi ini menggunakan metode deskriptif kualitatif untuk mengidentifikasi, mengklasifikasikan, dan mendeskripsikan teknik penerjemahan yang digunakan oleh mahasiswa. Data diperoleh dari karya terjemahan mahasiswa, yang berfokus pada berbagai jenis bahasa figuratif seperti metafora, simile, ironi, hiperbola, metonimi, personifikasi. Temuan menunjukkan bahwa beberapa teknik penerjemahan dominan digunakan, termasuk terjemahan literal, kesetaraan, modulasi, dan adaptasi. Hasil menunjukkan bahwa meskipun terjemahan literal adalah teknik yang paling sering diterapkan, strategi lain juga digunakan tergantung pada makna kontekstual dari ungkapan figuratif tersebut. Studi ini memberikan wawasan tentang bagaimana mahasiswa mengatasi tantangan penerjemahan bahasa figuratif dan berkontribusi pada pemahaman studi penerjemahan dalam konteks pendidikan.

Kata Kunci: Bahasa Figuratif; Teknik Penerjemahan; *Gadis Kretek*; Penerjemahan Bahasa Indonesia-Inggris; Analisis Kualitatif

1. Introduction

The Indonesian language in Ratih Kumala's novel *Gadis Kretek* is rich in figurative language—including metaphors, idioms, personification, and hyperbole—imbued with Javanese and local cultural nuances. Annie Tucker's English translation, "Cigarette Girl," presents a unique challenge for translators because this figurative language functions not only aesthetically but also conveys inherent cultural and emotional values. Many studies focus on cultural terms without deeply exploring figurative translation strategies. Therefore, this study aims to fill this gap by systematically analyzing figurative translation techniques—how translators handle

metaphors, idioms, and other figurative styles, and the effectiveness of the strategies used with reference to the theories of Newmark and Nida.

This study offers several significant innovations. First, it compiles a comprehensive list of figurative expressions in *Gadis Kretek* and systematically examines the choice of translation strategies using a multi-theoretical approach: Newmark for general translation procedures, Pedersen for figurative substitution, and Nida for dynamic equivalence. Second, the analysis is not only textual but also involves two stages of evaluation: expert judgment and reader response from target English readers, thus providing a dual perspective on aesthetic achievement and meaning. Third, this research produces an empirical catalog of figurative expressions along with translation strategies that can be used as practical reference materials. Thus, this thesis not only adds a theoretical dimension but also provides an applied contribution for translators of Indonesian literature into English. The novel *Gadis Kretek* by Ratih Kumala is rich in figurative expressions that reflect the cultural, emotional, and historical background of Indonesian society. The English translation of this novel becomes a relevant and insightful medium to study how figurative language is transferred across languages, especially in an educational setting like SMK Negeri 6 Medan, where students are learning both the English language and translation techniques. As students are expected to become competent language users or translators, understanding how to deal with figurative expressions is crucial.

This author is expected to provide practical benefits for English teachers and students at SMK Negeri 6 Medan. By using the novel *Gadis Kretek* as a teaching medium, students can learn how cultural and emotional nuances in figurative expressions are rendered in English. This also aligns with the vocational objective of preparing students with applicable skills for real-world language use, including translation in literary, media, or business settings. Furthermore, this study can contribute to the development of translation materials and teaching strategies that focus on comparative literature and cultural transfer, which are often overlooked in standard language curricula at vocational schools. It can also serve as a reference for further research in the areas of applied linguistics, translation studies, and literature-based language education.

This study is unique because it combines literary translation analysis with a practical educational perspective. Unlike previous studies that focus solely on translation theory or literary analysis, this research is conducted specifically within the educational context of vocational high school students (SMK Negeri 6 Medan). It explores how the translation of figurative language in a culturally rich Indonesian novel can be used as a learning tool to improve students' understanding of both literary texts and translation strategies. Moreover, the study provides a categorized analysis of translation techniques based on (Molina & Albir, 2002). Figurative language is a tool for a human to deliver her/his idea. However, as estimated, there are six to eight thousand languages in the world. It's to indicate that difficult to understand every language (Sipayung, 2021). The main goal of language as an instrument is to express an idea. However, to re-express or to re-construct the idea from one language to another language is challenging and complex work. It is challenging because someone needs to transfer the meaning from one language to another.

This study examines the popular novel by Rati Kumala entitled "*Gadis Kretek*". This story tells about the life of a girl named Siti, who was born into a family that is closely related to the world of tobacco and kretek. Her life journey is full of challenges. Siti, as the main character, is involved in many conflicts and complicated love stories while trying to maintain her family's legacy, which faces the bitter reality of her life. Based on the background that has been described previously, it can be concluded that the translation of figurative language in literary works, especially in the novel *Gadis Kretek*, requires special attention because it does not only concern linguistic aspects, but also cultural values and emotions contained in the source text. The right translation technique will greatly determine whether the figurative meaning in Indonesian can be conveyed completely in English. Therefore, the study of figurative translation techniques is important to determine the extent to which the translator is able to maintain the aesthetic and semantic effects of the original text. Based on the theories above,

this thesis will analyze the use of figurative translation techniques applied in the novel *Gadis Kretek* and how these techniques affect the delivery of meaning from the source language to the target language.

2. Methodology

The author applied a qualitative research design with a descriptive approach to analyze the translation of figurative language from Indonesian to English in the novel *Gadis Kretek* at SMK Negeri 6 Medan. As stated by Salsabila et al. (2024), descriptive qualitative research focused on describing natural phenomena and uncovering the truth by exploring what actually occurred, rather than merely relying on existing facts. According to Sipayung (2021), the key data sources in qualitative research were spoken or written words. In this study, the author examined how figurative language was translated by AI and compared it to translations produced by students. The analysis identified the translation techniques that were employed in both versions, based on the theoretical framework by Molina and Albir (2002).

3. Literature Review

(Newmark, 1988), states that translation is the process of transferring meaning from a source text to a target text by taking linguistic and cultural aspects into account.

Figurative language figure of speech, according to Frost in (S et al., 2022) It is a way to say something different from the word's literal meaning. (Newmark, 1988; Rosa, 2013), Characterized figurative language as the style or figure of speech to convey the idea of the writer in a unique language that displays the personality of the writer.

Metaphor comes from the Greek (S et al., 2022). *Metaphora*, which means "displace", and *pherein* means "bring". Metaphor is a form of figurative language or style in linguistic and literary studies that is used to convey meaning indirectly by comparing two different things that have similarities in certain respects.

Irony is a figure of speech that expresses contradictory meanings which has the purpose of humiliating. The purpose can be achieved by arguing: incompatibility between expectation and reality (Asvini et al., 2020).

In his book *A Glossary of Literary Terms*, (W.W, 2023), defines hyperbole as "an exaggerated expression used to emphasize or strengthen an idea or feeling." He explained that hyperbole is often used in poetry and prose to add power to the images conveyed by Abrams in (Kalandadze et al., 2018; Syafitri & Marlinton, 2018).

Metonymy is a form of figurative language in which a word or phrase is used to replace something with which it has a close relationship. The relationship is usually an association, part-whole, or a particular attribute of the object or concept (Lakoff & Johnson, 2008; Molina & Albir, 2002).

In literature and rhetoric, personification is used to create a more vivid imagination and touch the reader's emotions. This figure of speech often appears in poetry, prose, children's stories, and even in speeches or songs (P. , 2021; R. , 2023).

Personification is a figure of speech that gives human characteristics to non-human things to enrich the meaning and imagination in language. With personification, writers can make texts feel more alive, emotional, and interesting. This style of language is widely used in literature, speeches, and even in advertisements to build closeness with the audience or reader (P.Abrams, 2009).

Previous research has focused on the analysis of figurative language in various contexts, including vocational education. For example, in the following research by (Pangaribuan & Sipayung, 2018), entitled "*Students' difficulties and errors in translating argumentation text from Indonesian to English at the third semester students of Nommensen HKBP University*".

4. Results And Discussion

1.1 Data

The data collection process began with selecting figurative language expressions from Ratih Kumala's novel *Gadis Kretek*. The author focused on six types of figurative language: metaphor, simile, irony, hyperbole, metonymy, and personification. These figurative expressions were then given to 20 XII-grade students at SMK Negeri 6 Medan. Each student was asked to translate the expressions from Indonesian into English. After all the students' translations were collected, the author analyzed them using Molina and Albir's (2002) translation technique theory. According to them, the translation technique is a procedure used to analyze and classify how equivalence between the source text (SL) and target text (TT) is achieved. Some of the translation techniques that emerged in the data are: Literal Translation, Equivalence, Adaptation, and Modulation.

Table 1. Data of Figurative Translation Technique from Indonesia to English in the Novel "Gadis Kretek" At SMK Negeri 6 Medan

The following is a table of the overall data that will be analyzed for figurative language translation produced by the students.

No	(ST) Source Text Title Of Novel (<i>Gadis Kretek</i>)
1	<i>Hantu Masa Lalu</i>
2	<i>Mampu Menerkam Apapun</i>
3	<i>Menelan Bulat Bulat</i>
4	<i>Mulutnya Miring Miring Dan Monyong Monyong</i>
5	<i>Matanya Melotot Mengubah Nyali Kami Jadi Semungil Biji</i>
6	<i>Seolah Separuh Nyawanya Dirampas Paksa Oleh Malaikat Maut</i>
7	<i>Romo Menangis Sejadi Jadinya Lelaki Kehilangan Harga Diri</i>
8	<i>Tiga Tahun Romo Berhasil Hidup Dengan Nyawanya Dirampas Paksa Oleh Malaikat Maut</i>
9	<i>Seolah Bersinar Matahari Pun Akan Menyakiti Romo</i>
10	<i>Aroma Tua Dan Amis Rasa Sakit Menguar Di Ruangan Roni</i>
11	<i>Santapan yang tak usai dimakan keserakahan kalong</i>
12	<i>Dasyiah merunduk seperti kembang sepatu</i>
13	<i>Tiba tiba kosong melompong</i>
14	<i>Angin malam berbisik di telinganya</i>
15	<i>Kamu hanya menjadi kambing hitam</i>
16	<i>Lidah api</i>
17	<i>Hidupnya bagai pelita yang hampir padam</i>
18	<i>Wajahnya pucat seperti mayat</i>
19	<i>Air matanya jatuh seperti hujan deras</i>
20	<i>Cinta sejuta rasa</i>
21	<i>Hati yang terbakar abadi</i>
22	<i>Mulutmu harimaumu</i>
23	<i>Pena lebih tajam daripada pedang</i>
24	<i>Istana sedang gelisah</i>
25	<i>Jakarta angkat bicara soal kasus itu</i>

1.1 Data Analysis

After the data was collected, the author analyzed the translation techniques used by

students in translating sentences containing figurative language in the novel *Gadis Kretek*. Data analysis is presented in tabular form. Data was obtained by identifying students' translation results, then recommended based on the type of figurative language (metaphor, simile, irony, hyperbol, metonymy, personification) and translation techniques according to Molina & Albir (2002). For a more complete analysis, the data can be seen in the appendix.

1.1.1 The Translation of Figurative Language Made by Students

Grouping of figurative language translation data carried out by students based on translation techniques proposed by Molina and Albir (2002). The figurative language expressions used in the novel *Gadis Kretek* (in Indonesian) were translated by students of SMK Negeri 6 Medan into English. The purpose of this grouping is to classify the strategies applied by students in translating figurative language into English, Figurative language is often difficult to translate due to its non-literal meaning and distinct cultural nuances. Therefore, this analysis identifies the translators used in each translation and assesses whether the figurative meaning is retained, modified, or lost in translation. By grouping the data based on Molina and Albir's translation techniques, we can evaluate students' understanding of translation strategies and their ability to retain the figurative meaning of the original text. The analysis shows that students who rely solely on literal translation often fail to retain the figurative meaning.

Table 2. The Data Analysis of Translation Techniques in Translating Figurative Language Made by Students

The following is a table that presents the analysis of student translation data containing figurative language in the novel *Gadis Kretek*.

NO	Bahasa Figurative (Indonesia)	Terjemahan Siswa (English)	Jenis Figuratif	Teknik Penerjemahan (Molina & Albir)
1	Hantu Masa Lalu	The Gost of Past	Metaphor	Literal Translation
2	Mampu Menerkam Apapun	Able Pounce Anything	To Personificatio n On	Equivalence
3	Menelan Bulat	Swallow Whole	Hyperbole	Literal Translation
4	Mulutnya Miring Miring Dan Monyong Monyong	His Mouth Was Crooked And Pouty	Personificatio n	Modulation
5	Matanya Mengubah Semungil Biji	Melotot Kami Jadi To The Size of A Basil Seed	Hyperbole	Adaptation
6	Seolah Nyawanya Dirampas Oleh Maut	Separuh Paksa Malaikat As If Half of His Soul Was Forcibly Taken By The Angel of Death	Simile	Literal Translation
7	Romo Menangis Sejadi Jadinya Lelaki Kehilangan Harga Diri	Father Cried Like A Man Who Lost His Pride	Simile	Literal Translation
8	Tiga Tahun Romo Berhasil Hidup Dengan Nyawanya Dirampas Paksa	For Three Years Father Lived With Only Half A Soul	Metaphor	Modulation
9	Seolah Bersinar Matahari Pun Akan Menyakiti Romo	As If Even The Sunlight Would Hurt Father	Irony	Equivalence
10	Aroma Tua Dan Amis Rasa Sakit Menguar Di Ruang Roni	The Old And Fishy Smell of Pain Filled Roni Room	Personificatio n	Literal Translation
11	Santapan yang tak usai	A repas not yet eaten	Personificatio n	Adaptation

	dimakan keserakahan kalong	by the greedy fruit bats		
12	Dasiyah merunduk seperti kembang sepatu	Dasiyah bowed like a hibiscus flower	Simile	Literal Translation
13	Tiba tiba kosong melompong	Suddenly it was bare and deserted	Hyperbole	Equivalence
14	Angin malam Berbisik di telinganya	The night wind whispered in her ear	Personification Personification	Adaptation Adaptation
15	Kamu hanya menjadi kambing hitam	You are just the scapegoat	Metaphor	Equivalence
16	Lidah api	Tongue of fire	Metaphor	Literal Translation
17	Hidupnya bagai pelita yang hampir padam	His life is like a lamp that is almost out	Simile	Literal Translation
18	Wajahnya pucat seperti mayat	His face is pale like a corpse	Simile	Literal Translation
19	Air matanya jatuh seperti hujan deras	Her tears fell like heavy rain	Hyperbole	Literal Translation
20	Cinta sejuta rasa	Love with a million feelings	Hyperbole	Literal Translation
21	Hati yang terbakar abadi	A heart that burns forever	Hyperbole	Literal Translation
22	Mulutmu harimaumu	Your mouth is your tiger	Metaphor	Modulation
23	Pena lebih tajam daripada pedang	The pen is mightier than the sword	Metonymy	Equivalence
24	Istana sedang gelisah	The palace is restless	Metonymy	Literal Translation
25	Jakarta angkat bicara soal kasus itu	Jakarta spoke up about the case	Metonymy	Literal Translation

Based on the table analysis, the translation techniques applied in translating figurative language expressions by the students were identified into four types: Literal Translation, Equivalence, Adaptation, and Modulation. The explanation of these techniques is presented below: Based on the data analysis, figurative language expressions translated by the students were identified into four main translation techniques according to Molina & Albir's (2002) classification. These techniques are described below with examples from the data:

- 1. Literal Translation**, Literal Translation is a technique in which the source text is translated word for word into the target text without changing the structure or meaning.

Example:

Source text: "Hantu Masa Lalu"
Student's translation: "The Ghost of Past"

In this example, the student translated each word literally (hantu = ghost, masa lalu = past). Although the grammar in English is not entirely accurate (it should be the ghost of the past), the translation clearly applies the literal technique.

- 2. Equivalence**, Equivalence is a technique that seeks to convey the same meaning in the target language, especially in idiomatic or metaphorical expressions. This technique does not always follow a word-for-word form but emphasizes the functional equivalence of meaning.

Example:

Source text: "Mampu Menerkam Apapun"
Student's translation: "Able To Pounce On Anything"

This figurative expression describes aggressiveness. The student used the phrase pounce on anything in English, which has an equivalent meaning, although it is not a literal rendering of the Indonesian phrase.

<p>3. Adaptation, Adaptation is a technique used when the source expression is too culture-specific and would be difficult for target readers to understand. In this case, the expression is adapted into a form that is more natural in the target language while maintaining the intended meaning.</p>
<p>Example:</p>
<p>Source text: "Matanya Melotot Mengubah Nyali Kami Jadi Semungil Biji"</p>
<p>Student's translation: "His Bulging Eyes Shrank Our Courage To The Size of A Basil Seed"</p>
<p>In this example, the student adapted a typical Indonesian hyperbolic expression into English in a way that is still understandable and conveys the exaggeration, even though the choice of words differs slightly.</p>
<p>4. Modulation, Modulation is a technique in which the translator changes the perspective or structure of the sentence in order to make the expression more natural in the target language. This may involve a shift in meaning or viewpoint.</p>
<p>Example:</p>
<p>Source text: "Mulutnya Miring Miring Dan Monyong Monyong"</p>
<p>Student's translation: "His Mouth Was Crooked And Pouty"</p>
<p>In this translation, the student did not render the phrase word for word. Instead, they shifted the perspective by choosing the expression crooked and pouty to describe the mouth's appearance. This reflects modulation, as the expression becomes more idiomatic in English.</p>

1.1.1 Translation Techniques of Figurative Language Used by Students

The author described the translation techniques used by students at SMK Negeri 6 Medan in translating figurative language expressions from Indonesian to English based on the novel *Gadis Kretek*. The focus of this analysis is on six types of figurative language: metaphor, simile, irony, hyperbole, metonymy, and personification. The following is detailed explanation of each figurative type and the translation techniques students used.

1. Metaphor, Metaphor is a figure of speech that directly compares two unrelated things without using "like" or "as".

Example (SL): "Dia adalah bintang di malam kelam."

Student Translation (TL): "She is a star in the dark night."

Technique: Literal Translation

Analysis: Most students applied literal translation when translating metaphors. In many cases, the figurative meaning was preserved and accepted in the target language, though some expressions may sound unusual due to cultural differences.
2. Simile, Simile is a comparison between two things using connecting words such as "like" or "as".

Example (SL): "Wajahnya merah seperti kepiting rebus."

Student Translation (TL): "His face was red like a boiled crab."

Technique: Literal Translation

Analysis: Similes were generally successfully translated using literal translation, as both Indonesian and English share similar structures for similes.
3. Irony, Irony is a figure of speech that expresses meaning by stating the opposite of what is meant, often with a sarcastic tone.

Example (SL): "Wah, hebat sekali kamu datang telat dua jam."

Student Translation (TL): "Wow, you're so great for coming two hours late."

- Technique: Modulation / Compensation
4. Hyperbole, Hyperbole is deliberate exaggeration used for emphasis or dramatic effect.
 Example (SL): "Aku sudah bilang seribu kali."
 Student Translation (TL): "I've told you a thousand times."
 Technique: Literal Translation
 5. Metonymy, Metonymy is a figure of speech in which something is referred to by the name of something closely associated with it.
 Example (SL): "Pena lebih tajam dari pedang."
 Student Translation (TL): "The pen is mightier than the sword."
 Technique: Established Equivalent / Adaptation
 6. Personification, Personification is the attribution of human traits to non-human entities.
 Example (SL): "Angin berbisik lembut di telingaku."
 Student Translation (TL): "The wind whispered softly in my ear."
 Technique: Literal Translation / Personification Retained

Based on the results of the analysis of 25 figurative language expressions from the novel *Gadis Kretek*, it was found that students used four translation techniques, that is Literal Translation, Equivalence, Modulation, and Adaptation according to the classification of Molina and Albir (2002). Of the four techniques, literal translation. This indicates that most students still tend to translate word-for-word. This technique maintains the lexical meaning, but often diminishes the figurative, aesthetic, and cultural nuances of the source text. For example, the phrase "Hantu Masa Lalu" (The Ghost of Past) is translated as "The Ghost of Past." While literal, it feels awkward in English and loses its idiomatic meaning. Furthermore, the Equivalence Technique demonstrates students' efforts to find a more communicative equivalent in English. For example, the phrase "Mampu Menerkam apapun" is translated as "Able to Pounce on Anything." this translation retains the figurative effect while being easily understood by English readers. Modulation, this technique is used by students by changing the point of view or sentence structure to make it sound more idiomatic. An example of its application is seen in the sentence "For Three Years Father Managed to Live With His Life Forced to be Taken by the Angel of Death," which is translated as "For Three Years Father Lived With Only Half a Soul."

This change demonstrates creativity in maintaining figurative meaning while remaining natural in the target language. Finally, the Adaptation Technique is used when students try to adapt expressions deeply rooted in Indonesian culture to more acceptable English equivalents. For example, the translation of "Matanya Melobat Ubah Nyali Kami Jadi Semungil Biji" (The Eyes of a Star) is changed to "His Bulging Eyes Shrank Our Courage to the Size of a Basil Seed." This adaptation maintains the figurative meaning while presenting a more understandable image for the target reader.

Table 3. Data of Figurative Translation Techniques"

NO	Translation Techniques	Amount
1	Literal Translation	14
2	Equivalence	6
3	Modulation	3
4	Adaptation	3
TOTAL		26

Based on the data in the table, it can be seen that students at SMK Negeri 6 Medan used four main techniques in translating figurative expressions from the novel *Gadis Kretek* into English: Literal Translation, Equivalence, Modulation, and Adaptation. Of these four techniques, literal translation was the most dominant. literal translation was used 14 times out of a total of 26 data points. This indicates that most students preferred to translate the text word-for-word

as accurately as possible. This choice of technique is understandable, as students perceived it as easier, safer, and less likely to cause misunderstandings. However, the downside of this technique is the loss of nuances of beauty, style, and the figurative meaning the author intended to convey in the source language. For example, the phrase "Hantu Masa Lalu" (The Ghost of Past) is translated as "The Ghost of Past." While the literal meaning is understandable, this phrase sounds stiff and less idiomatic to English readers.

The Equivalence technique was used six times. This technique shows that some students attempted to find more natural equivalents in English, even though they were not exactly the same as the source text. Equivalence allows students to maintain the figurative meaning and emotional impact of the source language so that it can be felt by readers of the target language. For example, the phrase "Mampu Menerkam apapun" is translated as "Able to Pounce on Anything." This translation is not simply word for word, but also maintains the stylistic effect so that readers still grasp the figurative meaning. The use of equivalence shows that some students have begun to understand the importance of idiomaticity in translation. The modulation technique was found three times.

Modulation is done by changing the perspective, sentence structure, or semantic aspects of the source text to better suit the structure of the target language. Although the number of modulations is not numerous, the use of modulation indicates an effort by students to be more creative and adapt the translation results to English rules. For example, the sentence "Tiga Tahun Romo Berhasil Hidup Hanya Nyawanya Disaksa Oleh Angel Maut" is translated as "For Three Years Father Lived With Only Half a Soul." This translation shows a shift from the original way of conveying, but the figurative meaning is maintained, and even sounds more natural in the target language. This proves that students who use modulation have a higher awareness of differences in language structure and culture.

Finally, the Adaptation technique was also used three times. Adaptation is done when figurative expressions in the source language are so tied to Indonesian culture that they are difficult to understand if translated literally. With this technique, students try to find equivalents that are more acceptable to English readers. For example, the phrase "Matanya Melobat Ubah Nyali Kami Jadi Semungil Biji" is translated as "His Bulging Eyes Shrank Our Courage to the Size of a Basil Seed." Despite the change in form, this translation still maintains the figurative imagery and is easier to understand in the context of English culture. Although the number of adaptations is small, the use of adaptations demonstrates students' creativity in dealing with highly cultural expressions. Overall, these findings indicate that students at SMK Negeri 6 Medan rely more heavily on literal translation techniques. This is understandable, as students are still in the learning phase, so they are more comfortable using simple and direct translation techniques. However, the dominance of literal translation also indicates that students have not yet fully mastered figurative translation, which demands linguistic flexibility and cultural sensitivity. The use of fewer Equivalence, Modulation, and Adaptation techniques is actually a more appropriate technique for maintaining the beauty, cultural nuance, and emotional impact of literary texts.

The results of this study emphasize the importance of teaching more varied translation strategies in schools, especially for vocational high school students. English teachers are expected to provide exercises that encourage students to be more confident in using Equivalence, Modulation, and Adaptation techniques, so that their translations are not only lexically accurate, but also beautiful, idiomatic, and retain the figurative meaning of the source text.

1.1.2 The Meaning in the Figurative Language Translation

The author explained how the students at SMK Negeri 6 Medan understood and conveyed the meaning of figurative language expressions from Indonesian into English in the novel *Gadis Kretek*. Figurative language often carries implied or symbolic meanings that go beyond literal words. Therefore, it is important to analyze whether the students were able to preserve the intended meaning of each expression in their translations. In figurative language

translation, meaning plays a very crucial role since figurative expressions do not merely convey literal meanings, but also carry implied, emotional, and connotative values. Therefore, the translator is required not only to transfer words from the source language (SL) to the target language (TL) but also to capture the message, nuances, and aesthetic effects embedded within the expression.

The meaning of figurative language can generally be categorized into two types: denotative meaning and connotative meaning. Denotative meaning refers to the literal or dictionary definition of a word, while connotative meaning refers to additional meanings that arise due to cultural associations, emotions, or symbolic values. In figurative language translation, these two aspects often overlap, which requires the translator to maintain a balance between the original meaning and the readability of the TL text. For example, the Indonesian metaphor “hati yang rapuh” (literally: “fragile heart”) denotes a weak physical organ, but connotatively it refers to someone who is emotionally vulnerable.

When translated into English as “fragile heart,” the figurative meaning can still be preserved. However, in another case such as the Indonesian idiom “bagai api dalam sekam” (literally: “like fire in the husk”), the literal translation “like fire in the husk” may sound unfamiliar to English readers. In this case, the translator should find an equivalent expression, such as “hidden danger,” to properly convey the intended meaning. Similarly, in translating similes, the translator must pay attention to the cultural acceptability of the comparison used. For instance, the expression “cantik seperti bulan” (literally: “beautiful like the moon”) is culturally meaningful in Indonesia, but the literal translation “beautiful like the moon” might sound odd in English. Thus, the translator may adapt it into “as beautiful as a goddess” to make it sound more natural in English while still preserving the figurative effect. In hyperbole, such as “aku menunggumu seribu tahun” (“I have waited for you a thousand years”), the literal meaning is impossible, but the figurative sense emphasizes the long wait. When translated literally into English as “I’ve been waiting for you for a thousand years,” the expression still works effectively, because English readers can understand the exaggeration and emotional emphasis behind it.

This demonstrates that not all figurative meanings must be adapted; in some cases, literal transfer is sufficient as long as the figurative sense remains comprehensible in the TL. Translating figurative meaning requires the ability to identify the core message, retain the emotional and symbolic values, and ensure naturalness in the TL. If the translator focuses only on the lexical meaning, the figurative essence will be lost, resulting in a rigid and unnatural translation. Conversely, if the translator is too free in altering the meaning, the authenticity of the SL may disappear. Thus, the balance between faithfulness to the source and acceptability in the target becomes the key principle in figurative translation.

1.1.3 Determining the Translation Technique

The author explained the determination of the translation techniques used by students in translating figurative language from Indonesian to English in the novel *Gadis Kretek*. The author analyzed the types of translation techniques selected by the students for each figurative expression, as well as the reasons behind their choices. Based on the theory of Molina and Albir (2002), the translation techniques used include literal translation, modulation, compensation, and adaptation. The choice of technique was influenced by factors such as the ease of understanding figurative expressions, cultural differences, and the existence of equivalent expressions in the target language. For instance, for metaphors and similes, most students opted for literal translation because these expressions were easily understood in both Indonesian and English. However, for irony and metonymy, which have deeper cultural contexts, students often used techniques such as modulation and compensation to maintain the intended meaning and ironic tone. Overall, the students successfully chose appropriate techniques for most figurative expressions, although in some cases, literal translation did not fully capture the nuances of the meaning in the target language, especially when the expression was more culturally specific.

1.2 Findings

1.2.1 The Translation Techniques Used by Students in Translating Figurative Language in the Novel *Gadis Kretek*

Based on the results of data analysis on the translation of figurative language in the novel *Gadis Kretek* by students of SMK Negeri 6 Medan, it was found that students used four main translation techniques: Literal Translation, Equivalence, Modulation, and Adaptation. The following is an explanation and frequency of use:

1. Literal Translation

This technique is most often used by students. They translate figurative expressions word for word without considering the figurative meaning or cultural context in the source language. As a result, the translation often sounds stilted or loses the original figurative meaning.

Example: Original sentence: "He is a fire in his chest." Literal translation: "She is a fire in the chest."

The figurative meaning is not fully conveyed because the translation is done literally.

2. Equivalence

This technique is used when students are trying to find expressions that are equivalent in meaning and function in the target language, especially for idioms or proverbs. This technique demonstrates a better understanding of figurative meaning.

Example: Original sentence: "Bangkai api dalam sekawang."

Equivalence translation: "Like a ticking time bomb."

This translation is not literal, but conveys the equivalent contextual meaning.

3. Modulation

This technique involves changing the point of view or expression in the target language to make it more natural and contextual, without changing the core meaning. Students who use this technique demonstrate an understanding of the dynamics of the target language structure.

Example: Original sentence: "Hatinya sekeras batu." Translation with modulation: "He was emotionally closed off."

There is a shift from a concrete to an abstract form to better convey the meaning.

4. Adaptation

This technique is used when students replace figurative expressions that cannot be translated directly with other expressions that are more relevant in the target language culture.

Example:

Original sentence: "He is like a cracker that has been exposed to water." Translation with adaptation: "He lost all his confidence."

The expression is adapted to convey the same meaning, although the form is different.

Students more often used literal translation techniques due to their limited understanding of figurative and cultural contexts. However, the use of equivalence, modulation, and adaptation techniques showed that some students were able to grasp figurative meaning well and transfer it effectively into the target language.

1.2.2 The Contextual Meanings Interpreted from Figurative Language in the Novel

The figurative language in *Gadis Kretek* contains numerous meanings related to cultural values, emotions, history, and identity. In the translation process, these contextual meanings must be thoroughly understood to ensure the message is not lost. Some of

contextual meaning that students successfully interpreted from figurative language include:

1. Emotional Meaning

Figurative language is used to describe characters' emotions such as love, loss, longing, and anger. Students who understand the emotional context are able to translate more accurately, for example using modulation or adaptation.

2. Cultural Meaning

Many expressions in *Gadis Kretek* relate to Javanese culture and the kretek industry. Expressions such as "women are like tobacco leaves" contain cultural values that cannot be translated literally. Students who use equivalence or adaptation techniques can adapt these meanings to make them accessible to readers from different cultures.

3. Symbolic Meaning

The novel uses many symbols, such as fire as a symbol of passion or anger. Students who understand these symbolic meanings can convey these meanings through equivalence techniques.

4. Historical and Social Meaning

The novel is set during a period of Indonesian history full of conflict. Figurative language that refers to specific social conditions (e.g., repression, fear, struggle) carries deeper meaning than simple expressions.

1.3 Discussion

The analysis of the figurative translation techniques Compared to previous studies, the findings of this study show several significant differences, particularly in terms of the figurative translation techniques used. Previous studies, such as Utari et al. (2022), which analyzed figurative language translation methods in the novel *Bumi*, found that equivalence and adaptation techniques were more dominant. The same is also shown by Simamora & Priyono's (2022) study on the novel *Crazy Rich Asians*, where translators preferred equivalence and adaptation because they were considered able to maintain the figurative nuance while adapting to the cultural context of the target text. Even W.W.'s (2023) study on *Harry Potter and the Sorcerer's Stone* also emphasized that equivalence techniques are widely used to maintain the naturalness of figurative expression in English.

When viewed within the framework of Molina & Albir (2002), these studies show a tendency for professional translators or advanced students to prefer dynamic techniques (equivalence, adaptation, modulation) over literal ones translation (as many as fourteen data points). Meanwhile, the equivalence technique occurred six times, modulation only three times, and adaptation only three times. This dominance of literal translation indicates students' tendency to translate word for word based on lexical meaning, without making many idiomatic or cultural adjustments. In other words, students placed more emphasis on fidelity to form than fidelity to figurative meaning. As a result, although the translation is lexically understandable, the figurative nuance and aesthetic effect of the source text are often diminished. For example, the phrase "kambing hitam" is translated as "black goat." While the translation is literal, the intended idiomatic meaning in Indonesian, "scapegoat," is not conveyed. This phenomenon demonstrates students' limited competence in using more complex techniques such as equivalence or adaptation. This difference represents a new insight compared to previous research. First, this study reveals a gap between the translation strategies used by professional translators and those used by vocational students. While professional translators often employ dynamic techniques to maintain idiomaticity, vocational students tend to choose literal translation because it is easier and less prone to structural errors. Second, this study offers a new perspective because it was conducted within the context of vocational education. Most previous research has focused solely on literary text analysis and translation theory, without connecting these to learning practices. This research places figurative translation as part of the learning process for vocational high school students, so the results are not only academically relevant but also have practical implications for English language teaching. Teachers, for example, can

understand that students still tend to be literal, so they need to be given specific training in using equivalence, modulation, or adaptation to make figurative translations more natural. Third, this research emphasizes local cultural aspects. The novel *Gadis Kretek* is rich in Javanese and Indonesian cultural elements. These figurative expressions, rooted in local culture, add to the complexity of translation because not all expressions have direct equivalents in English.

5. Conclusion

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn regarding the problems of the study:

1. The Figurative Translation Techniques Used by Students The students of SMK Negeri 6 Medan used four main translation techniques when translating figurative language in the novel *Gadis Kretek*, that is: Literal Translation, Equivalence, Modulation, and Adaptation. Among these, Literal Translation was the most frequently used technique, indicating that many students tended to translate word-for-word without fully considering the figurative or cultural meanings. However, students who applied Equivalence, Modulation, or Adaptation showed a deeper understanding of the figurative language and managed to deliver the intended meaning more effectively in the target language.
2. The Contextual Meaning Interpreted from Figurative Language The figurative language found in *Gadis Kretek* carries a variety of contextual meanings related to emotions, cultural values, and social situations. Students who understood the background and context of the novel were better able to interpret these meanings. Figurative expressions such as metaphors, similes, and symbolic language required a contextual approach to capture the intended message of the author. The success in conveying contextual meaning was closely related to the students' choice of appropriate translation techniques—particularly Equivalence and Adaptation, which allowed for more flexible and culturally sensitive translations.

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