

**AN INTERPRETATION ANALYSIS OF IDIOMATICAL  
EXPRESSION OF JOHN SMITH'S DANGEROUS MINDS  
MOVIE SCRIPT**

**THESIS**



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## ABSTRACT

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This research is about an interpretation analysis of idiomatic expression of John Smith's *Dangerous Minds* movie script. For English Educational College, idioms were quietly needed to learn because English was rich in idiom. Idiom can be learning not only in the class, but also in books, article, novel, even in the movie. Movies contain the expression that usually did in daily life, and *Dangerous Minds* movie presented many idiomatic expressions that used in daily conversation especially in the school.

This research focused on idiom found in the movie script. The aims of this research are (1) what types of idiomatic expressions are mostly found in the *Dangerous Minds* movie script, and (2) how are the acceptability degrees of idiomatic expression's interpretation in *Dangerous Minds* movie.

This research approach was document-qualitative research which was meant this research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. Data sources were divided into two, the primary data were from the *Dangerous Minds* movie script and subtitle. The secondary data were from books and internets. The analysis and discussion were drawn into two tables. The first table analyzed the types of idiomatic expression mostly found in the *Dangerous Minds* movie script. While the second table was help the researcher to know the acceptability degree of translation.

Based on the result, the researcher found that mostly types of idiom in the *Dangerous Minds* movie script were phrasal verbs (PV). While for the acceptability degree of translation, there are 52 idioms in the movie script which can be categorized as an ideal acceptable translation of idiomatic expressions, 13 Acceptable translations, 4 unacceptable translations and 3 failed translations.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English has important function because it is mostly used to communicate among speakers who come from different countries. English was a language that widely adopted for communication between speakers whose native language are different from each other's and where one or both speakers are using it as 'second' language.<sup>2</sup> Many people living in the European Union, for example, frequently operate in English as well as their own languages; also the economic and cultural influence of the United States has lead to increased English use in many areas of the globe.<sup>3</sup> It was just one of the reason why people start to learn English, even in our country especially in East Java, DIKNAS, The Department of Education and Culture have declared in the "Decision Letter" (SK) number 1702/105/1994 at March 30<sup>th</sup> 1994 stated that in East Java, English which before as an optional lesson become the one of main lesson in the school.<sup>4</sup>

In learning English, especially for educational colleges are supported with many theories that even many of them were being learned when they are

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London:Longman,2007), 1

<sup>3</sup> Ibid

<sup>4</sup> Kasihani K.E Suyanto, *English For Young Learners*, (Jakarta:PT.Bumi Aksara,2007), 2

in junior and senior high school. Start from learning parts of speech, tenses, and English skills like reading, listening, writing and speaking. However, the theory will be learnt deeply in the college such as semantics, morphology, literature, linguistics, syntax, discourse analysis, translation and many more.

Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantics and stylistic equivalences.<sup>5</sup> In other words, translation is a process of transferring message from source language into target language. However, interpretation is same with translation but the processing is in oral form, like when interpreting dialogues, for example, interpreting dialog in the movie. If watch foreign movies in the television which is the dialog are used foreign language, on the below part of television there will be subtitle in Indonesia language, so even tough it was foreign movie, we can understand it well. Subtitle was one of the examples of translation. Subtitle is captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative.<sup>6</sup> Subtitle will interpretate or give the meaning of dialogue well.

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5. Roger T. Bell, Translation and Translating: Theory and Practice, (Longman:London, 1991),

<sup>6</sup> <http://en.oxforddictionaries.com/definition/subtitle>, accessed on March 16, 2017 at 07.45 PM

Also, in English there was a lesson that learns deeply about meaning called semantic. Semantics is the study of meaning in language.<sup>7</sup> A semantic unit whose meaning can not be deduced from the meanings of constituents called idiom.<sup>8</sup> Idioms have their own meaning. Idiom is expression whose meaning is not predictable on the basis of the meanings of its components.<sup>9</sup> An idiom can be defined as a group of words strung together to assume a specific meaning different from the meaning of each individual words.<sup>10</sup> To conclude, idiom is a group of word that have different meaning from the meaning of each word. To learn about idiomatic expression, we can use media.

Media can be called as medium. A medium is a channel of communication. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver. The purpose of media is to facilitate communication. Example of media are film, television, diagram printed materials, computers, and instructor.<sup>11</sup>

Media in education and training nowadays were important on process of transferring materials or lessons. Since the turn of century, teachers have

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<sup>7</sup> Charles F. Meyer, Introduction of English Linguistic, (USA:Cambridge University Press, 2009), 235.

<sup>8</sup> [www.glossary.sil.org/term/idiom](http://www.glossary.sil.org/term/idiom) accessed on March 30, 2017 at 7.58 P.M.

<sup>9</sup> Andrew Carstairs-McCarthy, An Introduction to English Morphology: Words and Their Structure, (Edinburgh : Edinburgh University Press, 2002), 143.

<sup>10</sup> Tan Cheng Lim, Advanced English Idioms For Effective Communication, (Erlangga:Jakarta, 2004), iii.

<sup>11</sup> Robert Heinich, Michael Molenda, James D. Russel, Instructional Media and The New Technologies of Instruction, (New York:Macmillan Publishing Company, 1993), 4.

used various types of audio and visual aids to help them teach.<sup>12</sup> Media can serve many roles in learning.<sup>13</sup>

Like what have been mentioned before, one of media is film or movie. Film refers to the celluloid material on which a series of still images are chemically imprinted. This series of transparent images, when projected at twenty four images (or frames) per second, is perceived by humans as moving images.<sup>14</sup> Movies, also known as films, are a type of visual communication which uses moving pictures and sound to tell stories or inform (help people to learn).<sup>15</sup> From movie or film that gives experience like daily activities, it could give the example of using daily conversation even some expressions in the movie script. Movie script or be called as film script is the written text of a film, including instruction for the actors and directions for filming.<sup>16</sup> In the movie script which is the dialog happened in the movie are rich of many expressions, like idiomatic expression.

Dangerous Minds is one of education movie because the whole story of this movie was tells about the struggle of a teacher to make her students which were before felt so hopeless in their life especially in getting education

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<sup>12</sup> Robert Heinich, et al, *Instructional Media and Technologies for Learning*, (Ohio: Merrill Prentice Hall, 2002), 10

<sup>13</sup> Ibid, 11

<sup>14</sup> Robert Heinich, Michael Molenda, James D. Russel, *Instructional Media and The New Technologies of Instruction*, (New York:Macmillan Publishing Company, 1993), 192.

<sup>15</sup> <http://simple.m.wikipedia.org/wiki/Movie> accessed on February 26, 2017 at 1.26 A.M.

<sup>16</sup> <http://en.oxforddictionaries.com/definition/filmscript>, accessed on March 21, 2017 at 7.51



become belief in it and fight for their future life. This movie presented many idiomatic expressions, such as *'next door'*, *'get out!'*, and *a load of bull'*. These idiom were taken from Dangerous Minds movie script.

Based on the explanation above, the researcher will explore the interpretation analysis of idiomatic expressions of John Smith's Dangerous Minds movie script.

This research, will aimed to find the type of idiomatic expression and the acceptability degree of idiomatical expression's interpretation in Dangerous Minds' movie script.

## **B. Statements of the Problem**

The following statements of problem are proposed to be answered. They are:

1. What types of idiomatic expressions are mostly found in the Dangerous Minds movie script?
2. How are the acceptability degrees of idiomatic expressions' interpretation in Dangerous Minds movie?

## **C. Objectives of the Study**

Answering the question above, the aims of the study are:

1. To find out the mostly types of idiomatic expressions on Dangerous Minds' movie script
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2. To find out the acceptability degree of idiomatic expressions' interpretation in Dangerous Minds movie.

#### **D. Significance of the Study**

After completing all research activities, this study is expected to give significances presented as follows:

1. Theoretical Significance

The result of this research can give knowledge about types of idiomatic expression, and the acceptability degree of idiomatic expression's interpretation in Dangerous Minds' movie script.

2. Practical Significance

- a. For Researcher

To analyze the types of idiom that found in Dangerous Minds movie script and the acceptability degree of idiomatic expressions' interpretation in Dangerous Minds movie.

- b. For Reader

To make people learn English as second language learners through idiomatic expression, also to give valuable information for people who are interested in learning English and using some idiomatic expression both in speaking and writing.



c. For Other Researcher

To give other researchers information used as an additional references especially for those who conduct a study on the interpretation and idiom.

### **E. Previous Research Findings**

There are two previous researches that helped the researcher choose to do this research. They are:

1. Ryan Andhika Pratama from Sanata Dharma University: 2016 which is entitled “An Analysis of Idiomatic Expression Translation in School of Rock Movie”. The result of this research is the researcher concluded that 82,5% idiomatic expression translation in the School of Rock had two out of three criteria of ideal translation proposed by Larson (1984) ; accurate (A), clear (C), natural (N). The 82,5% idiomatic expression translation were from Ideal-Acceptable translation (I-Acc) 63% and Acceptable translation 19,5 %. The researcher also found that there were failures in the translation; however, the translations were acceptable because the message from English culture were delivered well in Indonesia.
2. Muhammad Iqbal from Indonesian Educational University: 2013 with the title “Translation Analysis of Idiomatic Expression in the Film entitled Tropic Thunder”. This research has result that based on the classification idioms by Hockett (1958:310-318), the finding shows there are six types

of idioms. Specifically, the idiomatic expressions that mostly found in the Tropic Thunder were those belonging to slang classification at 43%. The several kinds of translating method proposed by Newmark (1988:45-47) which are applied by the translator in translating the idiomatic expressions were literal translation, faithful translation, semantic translation and communicative translation. However, the most translation method that used to translate the idiomatic expression is literal translation.

3. Leonardus Winarto and Sufriati Tanjung from Yogyakarta State University : 2015 with the title “An Analysis Of English Idiomatic Expressions In Transformers III-Dark Of The Moon, The Translation Strategies And Their Degrees Of Meaning Equivalence”. This research have result that 1.) the types of English idiomatic expressions (according to Fernando) that found in the movie Transformers III–Dark of The Moon, most of them were in phrasal compound forms; 2.) The most translation strategies used (Mona Baker) to translate movie’s idioms into Bahasa Indonesia was translated by paraphrasing strategy; and 3.) Evaluating the degree of meaning equivalence of the translated idioms was most conveying the complete or full messages contained in the source idioms.
4. Muchamad Suliman from Universitas Wijaya Putra : 2013 which entitled “An Analysis Of The Translation Of The Idiomatic Expressions Used In The Subtitles Of Tangled” have few results that, the misinterpretation of the idiomatic expression was existed, and the researcher suggested to the

interpreter or translator that to interpret or translate the idiom carefully. For translating idioms, it is arguably the most complex and problematic task of translation. It is suggested to broaden knowledge about idioms and culture, both English and Indonesian.

All of these previous studies are good and make the researcher choose the distinction research focus on the type of idiomatical expression found in the Dangerous Minds movie and the acceptability degree of translation in interpreting idiomatical expression in the Dangerous Minds movie.

## **F. Organizations of the Study**

### Chapter I Introduction

This chapter will explain about the background of study, statements of the problem, objectives of the study, significances of the study, previous research findings, and organizations of the study

### Chapter II Review of Literature

This chapter explains about the review of literature

### Chapter III Research Methodology

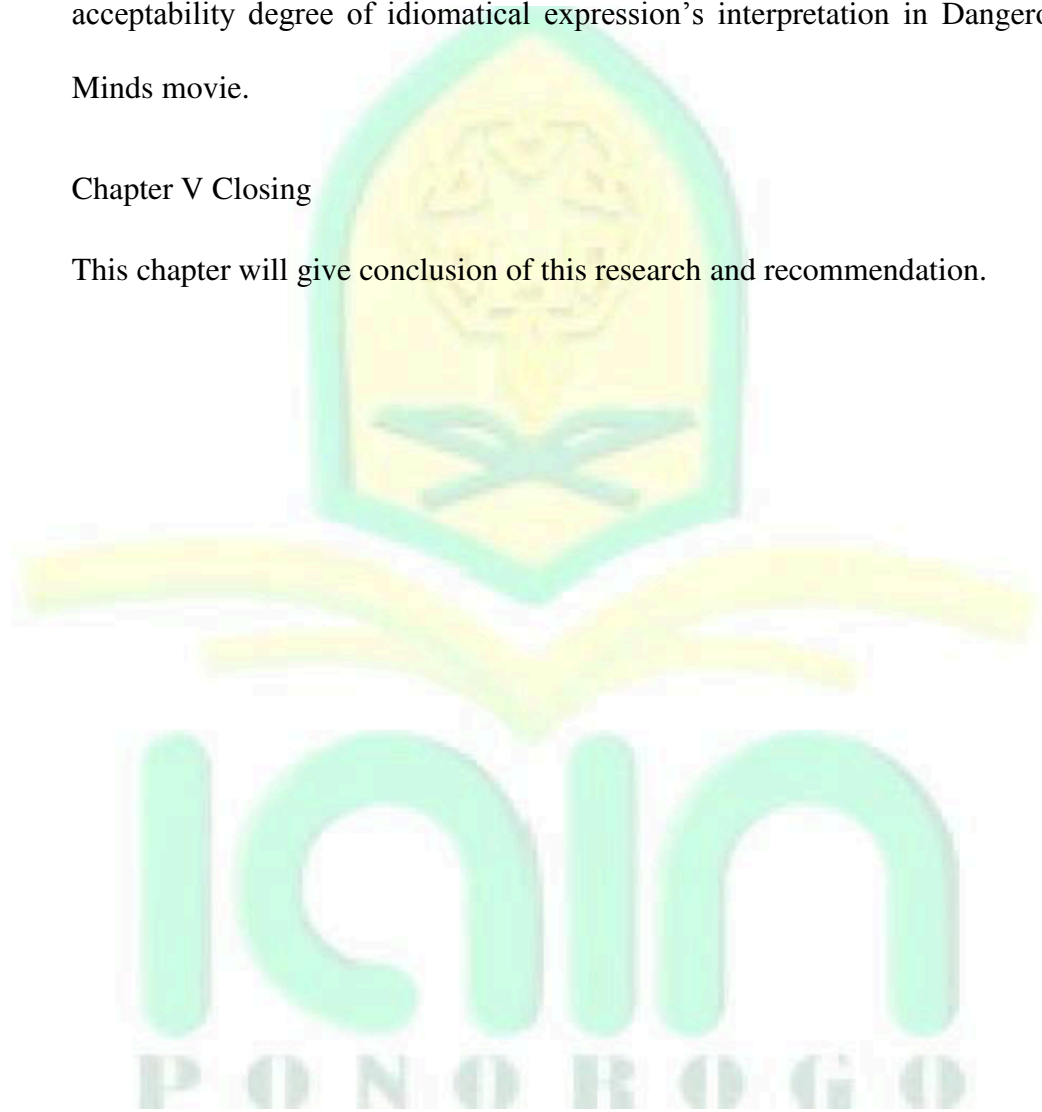
This chapter will explain about research approach, data sources, technique of data collection, and technique of data analysis.

#### Chapter IV Analysis

This chapter will answer the first and second statements of problem. It discussed about analyzing of idiomatic expression's types and the acceptability degree of idiomatical expression's interpretation in Dangerous Minds movie.

#### Chapter V Closing

This chapter will give conclusion of this research and recommendation.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Idiomatic Expression

English is full of idioms. Like Chinese and other great languages, English idioms can be found in different fields of life and are used in speaking and writing, in formal style and informal style.<sup>17</sup> Even, idiom can be found in daily activities' conversation.

##### 1. Definition of Idiom

There are few definitions by the experts. "An idiom can be defined as a group of words strung together to assume a specific meaning different from the meaning of each individual word."<sup>18</sup> While Andrew Carstairs-McCarthy stated in his book that "idiom is expression whose meaning is not predictable on the basis of the meanings of its components."<sup>19</sup> Agus Mulyono said that "idiom is an expression which is the meaning cannot be understand by translated each word of it."<sup>20</sup>

Then, according to Cacciari and Tabossi, "an idiom is treated as a piece of language that stands for some meaning other than that on the

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<sup>17</sup> Tan Cheng Lim, *Advanced English Idioms For Effective Communication*, (Erlangga:Jakarta, 2004), iii.

<sup>18</sup> Ibid

<sup>19</sup> Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, (Edinburgh : Edinburgh University Press, 2002), 143.

<sup>20</sup> Agus Mulyono, *Idiom and Slangs*, (Pare: Kaysa Media,2012), ix

surface.”<sup>21</sup> An idiom can be defined as a number of words which, when taken together, have different meaning from the individual meanings of each word.”<sup>22</sup>

All definitions of idiom above show that idiom is an expression which cannot be separated from its form or break the idiom into individual word. It will cause the different meaning or difficult to understand the meaning. Then, it can be concluded that idiom is an expression consist of few words that formed a new meaning from their individual words’ meaning.

There are some examples of idiomatic expression. For example, the idiom to scoop the pool, which means something like ‘to win or gain everything’, seems on the face of it to lack any connection whatsoever with either pools or scoop-ing: a speaker simply associates the meaning ‘win or gain everything’ with the entire unit scoop the pool.<sup>23</sup> Another example was taken in the *Dangerous Minds* movie ‘I’m right *next door*’, it does not means literally after the door, but it means like near, beside or even neighbor, depend on the content of the sentence that come together with the idiom. This sentence has meaning that I’m near with you (my place).

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<sup>21</sup> Cristina Cacciari, Patrizia Tabossi, *Idioms: Processing, Structure and Interpretation*, (New Jersey: Lawrence Erlbaum Associates, 1993), 125

<sup>22</sup> Jennifer Seidl, W, McMordie, *English Idiom*, (New York: Oxford University Press, 1988), 12-13

<sup>23</sup> Nick Riemer, *Introducing Semantics*, (New York: Cambridge University Press, 2010), 56



The meaning of an idiom is learned simply as an arbitrary relation between a phrase and its meaning, just as the meaning of a word is learned as an arbitrary relation between a linguistic unit and its referent. The meaning of spill the beans, for example, is memorized, roughly, as "reveal the secrets." This paraphrase is not precise, nor is it limited to the particular words reveal or secrets.<sup>24</sup>

However, we do not need to feel worried to understand the meaning of idioms because there are many idiom dictionaries. Even, idioms were usually used in daily activities but people sometimes did not realize or notice that they actually using it. For example, idiom such as come in, write down, shut up. These few expressions were usually used in daily activities, but actually these expressions are idiom.

## 2. Types of Idiom

There are few types of idiom that differ by each expert. Kinds of idiom can be taken a look from different forms or structures. Jennifer Seidl, mentioned that idiom can have regular structures, an irregular or even a grammatically incorrect structure. The clarity of meaning is not dependent on the 'grammatical correctness'. A few examples will illustrate this:

- Form irregular, meaning clear, as in give someone to understand, do someone proud, do the dirty on someone.

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<sup>24</sup> Cristina Cacciari, Patrizia Tabossi, *Idioms: Processing, Structure and Interpretation*, (New Jersey: Lawrence Erlbaum Associates, 1993), 12

- Form regular, meaning unclear, as in *have a bee in one's bonnet*, *cut no ice*, *bring the house down*.
- Form irregular, meaning unclear, as in *be at large*, *go great guns*, *be at daggers drawn*.

In fact, that the most idioms is belong to second group, where the form is regular but the meaning is unclear.<sup>25</sup>

While Tan Cheng Lim, an expert in Linguistic stated that in generally speaking, idioms consist of the following six types:

1. Phrasal verbs, as in 'call on, pull off, do away with'.
2. Preposition phrases, as in 'in a nutshell, from time to time, with a view to'.
3. Idiom with verbs as a keyword, as in 'come in handy, fight shy of, leave much to be desired'.
4. Idiom with nouns as a keyword, as in 'a blessing disguise, child's play, food for thought'.
5. Idioms with adjectives as keyword, as in 'cold comfort, wishful thinking, plan sailing'.
6. Idiomatic pairs, as in 'safe and sound, aches and pains, sink or swim'.<sup>26</sup>

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<sup>25</sup> Jennifer Seidl, W, McMordie, *English Idiom*, (New York: Oxford University Press, 1988), 13

Moreover, Jennifer Seidl also classified the idiom by the aspects of idiom that almost same with Lim, but more detail. She writes in her book that idiom were classified become 9 groups, they are:

- Key word with idiomatic use, such as adjective, adverbs, nouns, miscellaneous (for example: all, how, too, there, etc)
- Idiom with noun and adjectives, this group were consist of two group, those are noun phrase (for example: a drop in the ocean) and adjective + noun (for example: a bitter pill, a close shave)
- Idiomatic pairs, this group are quite easy to understand and consist of 5 groups, they are pairs of adjectives, pairs of nouns, pairs of adverbs, pairs of verbs, and identical pairs.
- Idioms within preposition, for example above board, after a fashion, in a scrape.
- Phrasal verb, as in act up, follow for something, be into something.
- Verbal verb, for example *blow one's own trumpet*, call a spade a spade, and come to grip with something.
- Idioms from special subject, such as banking, business, illness, etc.
- Idiom with keywords from special categories, such as animal, colour, numbers, size and measurements, parts of the body, time.

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<sup>26</sup> Tan Cheng Lim, *Advanced English Idioms For Effective Communication*, (Erlangga:Jakarta, 2004), iii.

- Idioms with comparisons, this group consists of two group, they are comparison with (as ..... as) and comparison with (like .....).<sup>27</sup>

However, in this research, the researcher will followed the classification types of idiom as what been proposed by Lim, in his book titled Advance English Idioms for Effective Communication.

## B. Movie Script

Media in education and training nowadays were important on process of transferring materials or lessons. Since the turn of century, teachers have used various types of audio and visual aids to help them teach.<sup>28</sup> Media can serve many roles in learning.<sup>29</sup> One of the media is film or movie.

### 1. Definition of Movie

Movie also can be called as film. Film is a colloid art of story telling.<sup>30</sup>

Movies, also known as films, are a type of visual communication which uses moving pictures and sound to tell stories or inform (help people to learn).<sup>31</sup>

Rudolf Arnheim stated in his book that film is (to me), a unique experiment in the visual arts which took place in the first three decades of

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<sup>27</sup> Jennifer Seidl, W, McMordie, English Idiom, (New York: Oxford University Press, 1988), 5-8

<sup>28</sup> Ibid, 7

<sup>29</sup> Robert Heinich, et al, Instructional Media and Technologies for Learning, (Ohio: Merrill Prentice Hall, 2002), 19.

<sup>30</sup> Faizal Risdiantoro, A Handbook of English Literature, (Karanglo : Javakarsa Media, 2014), 31

<sup>31</sup> <http://simple.m.wikipedia.org/wiki/Movie> accessed on February 26, 2017 at 1.26 A.M.

this century.<sup>32</sup> Film resembles painting, music, literature, and the dance in a medium that may, but need not, be used to produce artistic results.<sup>33</sup> There are many definitions about movie or film. Even, Christian Metz wrote that 'a film is difficult to explain because it is easy to understand'.<sup>34</sup>

Film refers to the celluloid material on which a series of still images are chemically imprinted. This series of transparent images, when projected at twenty four images (or frames) per second, is perceived by humans as moving images.<sup>35</sup> Films are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn).<sup>36</sup> While Richard Barsam stated movie is simply sort of motion pictures, also he mention that a movie is a popular entertainment, a product produced and marketed by large commercial video.<sup>37</sup>

In short, movie or film is a visual media that give motion picture and sounds in short duration to tell stories or help people to learn. From movie or film that gives experience like daily activities, it could give the example of using daily conversation even some expressions in its movie script.

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<sup>32</sup> Rudolf Arnheim, *Film as Art*, (California:University of California Press, 1957), 1

<sup>33</sup> *Ibid*, 8

<sup>34</sup> Thomas Elsaesser and Warren Buckland, *Studying Contemporary American Film*, (London : Arnold, 2002), 1

<sup>35</sup> Robert Heinich, Michael Molenda, James D. Russel, *Instructional Media and The New Technologies of Instruction*, (New York:Macmillan Publishing Company, 1993), 192.

## 2. Types of Movie

Even though there are many genres of movies, but just 3 major types of movies. They are narrative, documentary and experimental movies.<sup>36</sup>

The first one is narrative movie which is the idea of narrative movie is a fictional story. Narrative is a way of structuring fictional or fictionalized stories presented in narrative films. Narrative can be defined in a broader conceptual context as any cinematic structure in which content is selected and arranged in a cause and effect sequence of events occurring over time. The most elemental way of looking at narrative is as a cinematic structure that arranges events in a cause-and-effect sequence. This causality is the basic organizing structure of most movie narratives. Consider the principal events in one of the best-known movies of all time: *Star Wars* (1977; director: George Lucas): A starship is boarded by repressive Empire forces. What distinguishes narrative films from these other kinds of movies, both of which also tell stories or utilize other formal aspects of narrative, is that narrative films are directed toward fiction.<sup>37</sup> It means that the main thing that we could simply tell that narrative is about fiction story.

Second, is documentary movie. Documentary film is more concerned with the recording of reality, the education of viewers, or the presentation of

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<sup>36</sup> <http://simple.m.wikipedia.org/wiki/Movie> accessed on February 26, 2017 at 1.26 A.M.

<sup>37</sup> Richard M. Barsam, *Looking at Movies*, (New York: W. W. Norton & Company, 2010), 3

<sup>38</sup> *Ibid*, 60

<sup>39</sup> *Ibid*, 60-65



political or social analyses.<sup>40</sup> A documentary film is non fictional motion picture intended to document some aspect of reality, primarily for the purposes of instruction, education, or maintaining historical record.<sup>41</sup> In other words, if we think of a narrative movie as fiction, then the best way to understand documentary film is as nonfiction.<sup>42</sup>

The last, is experimental film which is the most difficult of all types of movies to define with any precision, in part because experimental filmmakers actively seek to defy categorization and convention.<sup>43</sup> Most experimental films do not tell a story in the conventional sense, incorporate unorthodox imagery, and are motivated more by innovation and personal expression than by commerce and entertainment; they help people understand in yet another way why movies are a form of art capable of a sort of motion-picture equivalent of poetry. Disregarding the traditional expectations of audiences, experimental films remind that film like painting, sculpture, music, or architecture can be made in as many ways as there are artists.<sup>44</sup> So, experimental film is commonly abstract and difficult to understand.<sup>45</sup>

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<sup>40</sup> Ibid, 65-66

<sup>41</sup> [http://en.m.wikipedia.org/wiki/Documentary\\_film](http://en.m.wikipedia.org/wiki/Documentary_film) accessed on April 14, 2017 at 8.01 A.M.

<sup>42</sup> Richard M. Barsam, *Looking at Movies*, (New York: W. W. Norton & Company, 2010), 66

<sup>43</sup> Ibid,

### 3. Definition of Movie Script

Movie script or film script is the written text of a film, including instruction for the actors and directions for filming.<sup>46</sup> Film script is a script containing dialog and direction for a film.<sup>47</sup> Movie script in movie making usually called screenplay. A screenplay or script is a written work by screenwriters for a film, video game, or television program.<sup>48</sup> The screenplay is the guide for the Producers, Director, Actors, and Crews of exactly what will appear on screen. It is the common ground that everybody on the film will work with from start to finish of production.<sup>49</sup> A script is a document that outlines every aural, visual, behavioral, and lingual element required to tell a story.<sup>50</sup>

It can be concluded, script or screenplay is the written work by screenwriters to guide the all people while filming. So, movie script is written work by screenwriter to guide all people while filming the movie.

In the movie script which is the dialog happened in the movie are rich of many expressions, like idiomatic expression. This is one of the reason

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<sup>44</sup> Ibid, 71-72

<sup>45</sup> [http://en.m.wikipedia.org/wiki/Experimental\\_film](http://en.m.wikipedia.org/wiki/Experimental_film) accessed on April 14, 2017 at 8.01 A.M.

<sup>46</sup> <http://en.oxforddictionaries.com/definition/filmscript>, accessed on March 21, 2017 at 7.51

P.M.

<sup>47</sup> [www.collinsdictionary.com/dictionary/english/film-script](http://www.collinsdictionary.com/dictionary/english/film-script) accessed on April 14, 2017 at 2.56

P.M.

<sup>48</sup> <http://en.m.wikipedia.org/wiki/Screenplay> accessed on April 14, 2017 at 2.28 P.M

<sup>49</sup> <http://www.lawyersrock.com/what-is-screenplay/> accessed on April 13, 2017 at 03.12 P.M

<sup>50</sup> [www.screenwriting.info/01.php](http://www.screenwriting.info/01.php) accessed on April 14, 2017 at 2.51 P.M

why this research will analyze the idiomatic expression found in the Dangerous Minds movie script.

#### **4. Movie Script in Technical Process of Film Making**

Technical process is making the movie was consist of few steps, including making the script. Filmmaking (or in an academic context, film production) is the process of making a film. Filmmaking involves a number of discrete stages including an initial story , idea, or commission, through screenwriting, casting, shooting, sound recording and reproduction, editing, and screening the finished product before an audience that may result in a film release and exhibition.<sup>51</sup>

Film production consists of five major stages; they are development, pre-production, production, post-production and distribution.<sup>52</sup>

- **Development:** The first stage in which the ideas for the film are created, rights to books/plays are bought etc., and the screenplay is written. Financing for the project has to be sought and greenlit. It means that this stage focus on searching idea of the movie that cold be from book, novel, game, or even original idea, etc. After that, the idea will become material of making the script or screenplay.

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<sup>51</sup> <https://en.m.wikipedia.org/wiki/FilmmakingFilmmaking> accessed on April 14, 2017 at 3.37

- **Pre-production:** Preparations are made for the shoot, in which cast and film crew are hired, locations are selected and sets are built. So, this stage will be designed and planned everything carefully, such as the location, the budget, and the type of crew that used during filmmaking.
- **Production:** The raw elements for the film are recorded during the film shoot. In this stage, the video production /film is created and shot. The action is shot in as many takes as the director wishes.
- **Post-production:** The images sound, and visual effects of the recorded film are edited. It means, this stage is assembled by the video/film editor. The shot film material will be edited, the music tracks and song are composed, any visual and sound effects are digitally added. Finally, all elements are mixed and the film is fully completed.
- **Distribution:** The finished film is distributed and screened in cinemas and released to home video. This is the final stage, where the film is released to cinemas or, occasionally, directly to consumer media (DVD, VCD, VHS, Blu-ray) or direct download from a digital media provider.

Like what mentioned before, screenplay or script is include on the first stage, development. The idea of writing script could be find from the book, true story, game, etc, then the screenwriter writes a screenplay for over a period of several months. The screenwriter may rewrite it several times to

improve dramatization, clarity, structure, characters, dialogue, and overall style.<sup>53</sup>

The existence of script in a movie making process is quite important because the screenplay or script is key to the entire process of making film but many people don't truly understand the details of what it is, how it works and why it is so important. Any film project begins with the script or screenplay. Trying to make a film without a script would be like trying to cross the ocean without any type of navigation.

Screenplay tells the complete story, contains all action in the film and all dialogue for each character. It can also describe characters visually so filmmakers can try to capture their style, look or vibe.

Since the script is the blueprint for the movie or TV show it also the best predictor of cost. Making a film takes careful planning of the budget and cost estimation can best be gleaned from the script. For example if the script calls for scenes that only CGI can accommodate the producers know they are in for a bigger budget. If the film is mostly dialogue driven, with no special effects and limited locations the budget should be much lower.

The script also goes a long way in determining the schedule of the film. The schedule of the film is important because it has a direct impact on the budget. A common cause for budget overruns is when their disruptions

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<sup>53</sup> Ibid

or rescheduling that needs to be done. This is all meticulously planned out before hand using the script as a guide.<sup>54</sup>

This all means the existence of script in a movie making process is quite important, such as telling the complete story (consist of contains all action in the film and all dialogue for each character), the blueprint of the movies so that can make the prediction of cost, and make the schedule of the film.

## **5. Synopsis of Dangerous Minds Movie**

Dangerous Minds a movie that released in August 1995 and being directed by John Smith. This movie is based on true story in California. Dangerous Minds was told about Louanne (an ex-Marine)'s struggle to taught her special class.

This story was started when Louanne, got another job after her friends offered her to teach in his school where he work. Louanne did some interview with the vice-headmaster and teach directly. She was so surprised and happy. But that happiness was not longer after she realized that special class not means clever or smart students but full of hopeless and bad students.

When entered the class, the condition of that class is mess and the students were having their own bussines. None of them who have studied,

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<sup>54</sup> <http://www.lawyersrock.com/what-is-screenplay/> accessed on April 13, 2017 at 03.12 P.M



even one of them, Emilio (he is like the leader of that class) did something bad to Louanne. She felt angry and at that time, she found out the reason of why she could teach directly.

However, Louanne not gave up, even she learned many books to prepared her self more to teach her students. The class was full of students that lived in the bad conditions (like being thief, no parents, a civilian, etc), that are why they were so rough, and have bad attitude. She acknowledged one thing; she had to do something to make the students interested to her before she started to teach them. Then, she wore her marine uniform to got their attention, and it worked, even she taught the students karate. The students started to interest to her. One problem go, other problem come, after knew the way Louanne taught the students, the headmaster gave her some warning, but she could make the headmaster understand why she did it.

In other side, Louanne still try to have her students hearts by inviting all of the students went to the park together, she told her students that school will paid that. Her students not believed it before but Louanne succeed to make them believed in Louanne. Actually, Louanne paid all of it by her own money, the school know nothing.

Louanne used many strategies to make the students interested to her and her lesson, like teach them with rough word (word that they usually used in their daily life), gave snacks to them who can answer her questions, go to the park, even a luxury dinner for group who could answer her quiz (the quiz

is found the similarities between poetry of Bob Dylan and Dylan Thomas). She was so smart to having their students attention and taught them but in refreshing ways.

The climax was happened when Callie, the most clever students in her class was pregnant and planned to stop went to school, even one of their students, Emilio being killed by his enemies. Before, she tried to hide him in her house and asked him to go to the headmaster. In fact Emilio tried to meet the headmasters, but the headmasters denied meeting him. Not far from the school, he was shot by his enemies and died. Louanne blamed the headmaster and the school, how could it is school and headmaster could not protect their students. She was so sad and felt hurt because of it. Then, she told the students that she planned to resign from their job.

After knowing this, other students tried to make her stay, they told her that even tough Louanne lose some students, at least, she still have them (other student who stay in that class), even they promised her that they will graduate from that school if she stay. Loanne so touched and she did not resign. Now, she has a new name, her students called her “the Light”, the name was gave because she gave them hope to reach what they wishes and teach them along this days. Louanne felt so happy and continue to teach them.

## C. Interpretation

### 1. Definition of Translation

Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantics and stylistic equivalences.<sup>55</sup> Nida and Taber stated that translating consist in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style.<sup>56</sup> According to Newmark, translation is rendering the meaning of a text into another language in the way that the author intended the text.<sup>57</sup> Translation result is called as placement of a textual material or of a written message from source language (SL) into target language (TL).<sup>58</sup>

From all the definitions above, it can be concluded that translation is the process of transfersrring message in written or spoken text from source

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<sup>55</sup> Roger T. Bell, *Translation and Translating: Theory and Practice*, (London: Longman, 1991), 5

<sup>56</sup>Eugene A. Nida, Charles R. Taber, *The Theory and Practice of Translation*. (UBS:Netherland, 1982), 12

<sup>57</sup>Peter Newmark, *A Textbook of Translation*, (New York:Prentice Hall, 1988), 5

language into target language. A good translation, therefore, does not like a translation; it flows naturally as if it is originally written in the target language.<sup>59</sup>

## 2. Process of Translation

The basic purposes of translation is to reproduce various types of texts, comprising literary, religious, scientific, philosophical texts, etc. in another language and thus making them available to wider readers, to a greater number of target audience and to bring the world closer. The process of translation being mentioned by Nida and Taber into three steps<sup>60</sup>:

- 1) Understanding the meaning/message of SL text, through analyzing it words, phrases, and sentence structures or grammar used on the sentences;
- 2) Transferring the analyzed messages in SL into the TL messages by finding out the equivalent meanings of the text/ This steps is called an Internal Process
- 3) Restructuring the equivalent meanings of SL to TL with accepted forms/sentence patterns. The messages in TL must be the same with the message in SL. Some adjustments of lexical or grammatical are done,

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<sup>58</sup> Langgeng Budianto, Aan E. Fardhani, A Practical Guide for Translation Skill, (Malang:UIN Maliki Press, 2010), 6

<sup>59</sup> Ibid, 3

<sup>60</sup> Ibid, 30

transformations happens. Both steps (2-3) are called deep structure, everything still happens in one's mind. When the result is already fit between SL and TL text, translation is written.

### 3. Translations Method

However, there are few methods of translation that mentioned by Newmark, he put it in the form of a flattened V diagram:<sup>61</sup>

#### SL emphasis

#### TL emphasis

Word for word translation

Adaption

Literal Translation

Free Translation

Faithful Translation

Idiomatic Translation

Semantic Translation    Communicative Translation

Word-for-word translation

This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally.

Simply, this method will translate each word from source language (SL) into equivalent word which is kept same as and in line with that of target language (TL), for example, 'you are rich' (SL) become 'kamu adalah kaya' (TL).

#### Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

In other word, literal translation is translating word by word from SL into TL, respecting collocation of the target language. E.g 'you are rich' (SL) become 'kamu kaya' (TL).

#### Faithful translation

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It means that faithful translation is make the translator reproduce the contextual meaning from SL into TL grammatical structure. Example: Ben is too well aware that he is naughty (SL)

Ben menyadari terlalu baik bahwa ia nakal. (TL)

#### Semantic translation

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<sup>61</sup> Peter Newmark, A Textbook of Translation, (London:Prentice Hall, 2003), 45-47



Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original. E.g: 'he is a book worm' (SL) become 'dia (laki-laki) adalah seseorang yang suka sekali membaca' (TL).

#### Adaptation

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. It can be concluded, adaptation is the translation method that the most closest into the target language. Usually used to translating poetry or drama.

#### Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingua translation', often prolix and pretentious, and not translation at all. In other word, free translation is more concern about the content than the form of source language.

For example: 1. Emily is growing with happiness (SL)

Emily hatinya berbunga-bunga (TL)

2. The flower is in the garden (SL)

Bunga-bunga yang tumbuh di kebun (TL)

#### Idiomatic translation

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

This means idiomatic translation have translation result that like being write by the target language's writer, for example, 'Salina! Excusme Salina!' (SL) become 'Permisi Salina!' (TL), and 'You're cherry mood.' (SL) become 'Kau kelihatan ceria' (TL).

#### Communicative translation

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

So, this translation method is having tension on transferring the message, and concerning to the reader who do not want to find any difficulties in reading the translation text.

From all of the translation method above, only semantic and communicative translation that fulfill the two main aims of translation, which are first, accuracy, and second, economy.<sup>62</sup>

#### **4. The Characteristic of Ideal Translation/Interpretation**

A translation is concerned that the result of his work be a good translation. How can the translator know if he succeeded it or not? He must be willing not only check it but also expose it to testing several test.<sup>63</sup> According to Larson, there are three main reasons for testing the translation; they are accurate, clear and natural.

The first is accurate which means the process of checking whether some mistakes are made in analysis of the source text or in the transfer process and a different result. So, this testing will focus on checking of the transfer process and its result because all translators make this kind of

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<sup>62</sup> Ibid

<sup>63</sup> Mildred L. Larson, *Meaning Based Translation*, (USA: University Press of Amerika, 1998),

mistakes. Accurate is reproducing the same meaning and maintaining the message of conversation from SL into TL.

The second is clear. Translations maybe accurate but still not communicate to the people who are use it. The forms of the language used should make the message of source text is easy to understand. Clear means express all aspects in acceptable forms and clear meaning, so it is understandable for the target language understanding.

The last is natural. A translation maybe accurate in that the translator understood the correctly the source text, and it may understandable, and yet the forms may not be the natural idiomatic forms of the receptor language. So, the translation must be tested to see the grammatical forms used are normally used. The result of translation are wanted to be sound natural, as if it were not even a translation, but original composition in the receptor language.<sup>64</sup> Natural refers to using the natural expressions with appropriate kinds of texts occur in the target language.

It can be concluded, the result of translation should give the message or information from source language to target language well, the word is easily can be understood in target language, and its style of the expression appropriates kinds of text that usually occur in target language.

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<sup>64</sup> Ibid, 529-533

## 5. Definition of Interpretation

Actually, interpretation is same with translation but the processing is in oral form, like when interpreting dialogues, for example, dialog in daily activities, dialogue in the seminar or even dialog in the movie. According to House, translation of oral text is called interpretation.<sup>65</sup> The person who interprets is called an interpreter. He transfers the meaning orally from source language into the target language. Interpreter usually can meet in the conference where he interprets the speech, or an interviewer who talks to foreigner who only speaks in his native language.

Like what have been mentioned before, that one of the example of happened in daily life or even that happened in the movie. If watch foreign movies in the television which is the dialog are used foreign language, on the below part of television there will be subtitle in Indonesia language, so even tough it was foreign movie, we can understand it well.

Subtitle is captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative.<sup>66</sup> Also, subtitle is a textual version of a film or television program's dialogue that appears on

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<sup>65</sup> Langgeng Budianto, Aan E. Fardhani, A Practical Guide for Translation Skill, (Malang:UIN Maliki Press, 2010), 14

<sup>66</sup> <http://en.oxforddictionaries.com/definition/subtitle>, accessed on March 16, 2017 at 07.45 PM

screen.<sup>67</sup> According Cambridge dictionary, subtitle is words shown at the bottom of a film or television picture to explain what is being said.<sup>68</sup>

Then, it can be concluded that subtitle is captions that shown in the bottom screen of a film or television. Subtitle will interpret or give the meaning of the dialogue well.

## **6. The Interpretation of Idiom**

As far as idioms are concerned, the first difficulty that a translator comes across is being able to recognize that s/he is dealing with an idiomatic expression. This is not always so obvious. There are various types of idioms, some more easily recognizable than others.<sup>69</sup> It means that the interpreter should acknowledge that they were faced the idiom, then they can understand and interpreted it well. Generally speaking, more difficult an expression to understand it could make people recognized that it was idiom. What about the idiom that have expression contrary (easy to understand but actually it was idiom)? There will be misinterpreted. There are two cases in which an idiom can be easily misinterpreted if one is not already familiar with it.<sup>70</sup>

The first is some idioms are 'misleading', they seem transparent because they offer a reasonable literal interpretation and their idiomatic meanings are not necessarily signaled in the surrounding text. Such idioms

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<sup>67</sup> <http://en.m.wikipedia.org/wiki/Subtitle> accessed on April 17, 2017 at 8.00 A.M

<sup>68</sup> <http://dictionary.cambridge.org/dictionary/english/subtitle> accessed on April 17, 2017 at 8.04

A.M

<sup>69</sup> Mona Baker, *In Other Words A Coursebook on Translation*. (USA:Routledge. 2011), 78



lend themselves easily to manipulation by speakers and writers who will sometimes play on both their literal and idiomatic meanings. In this case, a translator who is not familiar with the idiom in question may easily accept the literal interpretation and miss the play on idiom.

The second is an idiom in the source language may have a very close counter part in the target language which looks similar on the surface but has a totally or partially different meaning.

It can be concluded, one thing that the translator or interpreter do when they want to interpret or translate idiom is recognize the idiom first because idiom is tricky, sometimes it could like hide in the literal word and even have almost same form but it give different meaning from one language and others. To solve this problem, there is one of solution by having ability to distinguish senses with collocation is an invaluable asset to a translator working from a foreign language.<sup>71</sup>

## **7. The Translation of Idiom : Difficulties**

There are some difficulties to translate idiom. The main difficulties involved in translating idioms and fixed expressions may be summarized as below.

First, an idiom or fixed expression may have no equivalent in the target language. So, if an idiom have not same meaning or almost same

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<sup>70</sup> Ibid ,79

<sup>71</sup> Ibid, 80

meaning in the target language, it could mean that some expressions were not necessarily translatable or difficult to translate then it can be solved by using the same word. Like single words, idioms and fixed expressions may be culture-specific. Idioms and fixed expressions which contain culture-specific items are not necessarily untranslatable.

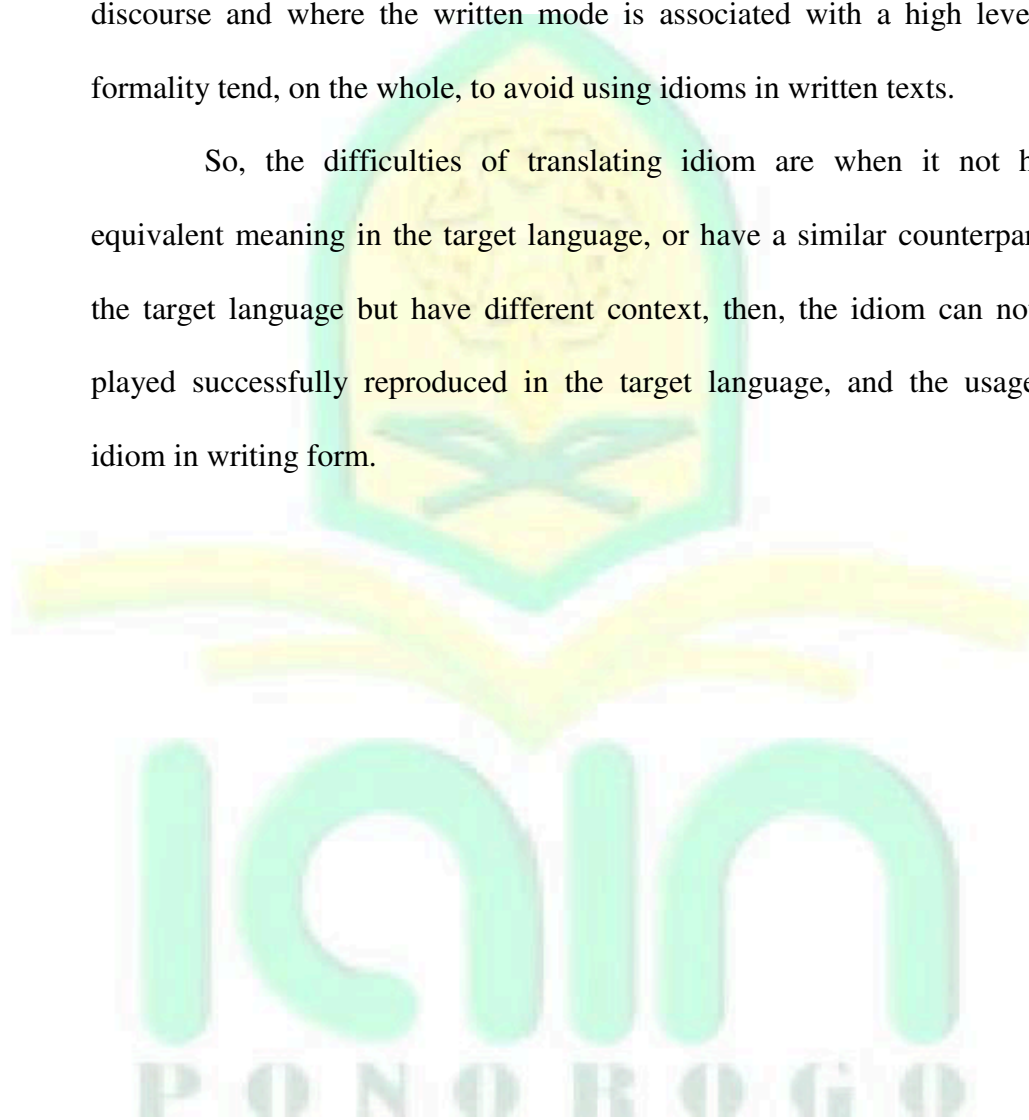
Second, an idiom or fixed expression may have a similar counterpart in the target language, but its context of use may be different; the two expressions may have different connotations, for instance, or they may not be pragmatically transferable. It means that an idiom could have the same meaning and form, but the usage of the context is obviously different. 'Sing in a different tune' in English idiom means change opinion, but in China 'sing in a different tune' is contradictory points of view but it has political connotations. So, the usage is obviously different.

Then, an idiom may be used in the source text in both its literal and idiomatic senses at the same time. Unless the target-language idiom corresponds to the source-language idiom both in form and in meaning, the play on idiom cannot be successfully reproduced in the target text.

The last, is the usage in writing form, the very convention of using idioms in written discourse, the contexts in which they can be used, and their frequency of use may be different in the source and target languages. English uses idioms in many types of text, though not in all. Their use in quality-press news reports is limited, but it is quite common to see idioms in English

advertisements, promotional material, and in the tabloid press. Using idioms in English is very much a matter of style. Languages such as Arabic and Chinese which make a sharp distinction between written and spoken discourse and where the written mode is associated with a high level of formality tend, on the whole, to avoid using idioms in written texts.

So, the difficulties of translating idiom are when it not have equivalent meaning in the target language, or have a similar counterpart in the target language but have different context, then, the idiom can not be played successfully reproduced in the target language, and the usage of idiom in writing form.



### CHAPTER III

## RESEARCH METHODOLOGY

#### a. Research Approach

In conducted a research, decided an appropriate approach is important. Collected, analyzed, and interpreted data by observed what people did and said were referred to qualitative research. According to Denzin and Lincoln, qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matters.<sup>72</sup> These mean that qualitative research study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them.<sup>73</sup> Qualitative research is research that the result can not being found by statistic's procedures or other count forms.<sup>74</sup>

It can be concluded, qualitative research is a research which have some function such as find and reveal a phenomenon that never known before, get more knowledge about something new thing, etc that could not be found by statistic's procedures. Different authors have produced various taxonomies for qualitative research, such as Cresswell, Denzin and Lincoln, Marshal and Rossman, and many more. They classified the

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<sup>72</sup> Norman K. Denzin, Yvonna S. Lincoln, Handbook Of Qualitative Research, (USA:SAGE Publication, 1994), 2

<sup>73</sup> Sari Wahyuni. Qualitative Research Method: Theory and Practice, (Jakarta:Salemba Empat, 2012), 2.

type of qualitative research differently. One of them, Donald Ary, Lucy Cheser Jacob, Chris Sorensen, and Ashgar Razaviehet mentioned in their book titled *Introduction to Research in Education* (8th edition) eight types/taxonomies of qualitative research, they are:

First, Basic Qualitative Research, also called basic interpretative studies by some, provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. These studies are, as the name implies, basic. They describe and attempt to interpret experience.

Second, Case Study Research focuses on a single unit to produce an in-depth description that is rich and holistic. The intrinsic case study is conducted to understand a particular case that may be unusual, unique, or different in some way. It does not necessarily represent other cases or a broader trait or problem for investigation.

Third, Content/Document Analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.

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<sup>74</sup> Anselm Strauss, Juliet Corbin, *Dasar-dasar Penelitian Kualitatif*, terj. Muhammad Shodiq, Imam Muttaqien, (Yogyakarta:Pustaka Belajar, 2003), 4

Then, Ethnographic Research is the in-depth study of naturally occurring behavior within a culture or entire social group. It seeks to understand the relationship between culture and behavior, with culture referring to the shared beliefs, values, concepts, practices, and attitudes of a specific group of people. It examines what people do and interprets why they do it.

After that, Grounded Theory Research has its roots in sociology. Its goal is to inductively build a theory about a practice or phenomenon using interviews and observation as the primary data collection tools.

Sixth, Historical Research included in qualitative research because of its emphasis on interpretation and its use of nonnumeric data. Historical research is the attempt to establish facts and arrive at conclusions concerning the past.

Seventh, Narrative research has its roots in different humanities disciplines and focuses on stories (spoken or written) told by individuals about their lives. The researcher emphasizes sequence and chronology and a collaborative re-storying process.

Eight, Phenomenological Research is designed to describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it. Rooted in philosophy and psychology, the assumption is that there are many ways of



interpreting the same experience and that the meaning of the experience to each person is what constitutes reality.<sup>75</sup>

From all of the various types of qualitative research above, this research was included in the content/document research because this research will identify materials in the document, especially movie and then analyze it.

Also, there are few steps of content analysis.<sup>76</sup> The first is specify the phenomenon to be investigated, then select the media from which the observations are to be made, the third is formulate exhaustive and mutually exclusive coding categories so that the verbal or symbolic content can be counted, after that decide on the sampling plan to be used in order to obtain a representative sample of the documents, then train the coders so that they can consistently apply the code scheme that has been developed and thus contribute to the reliability of the content analysis, and the last is analyze the data, which may involve just the frequencies and percentages in the various categories or may involve more descriptive accounts.

An advantage of content analysis is its unobtrusiveness.<sup>77</sup> The presence of the observer does not influence what is being observed.

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<sup>75</sup> Donald Ary, et al, Introduction to Research in Education, (Canada: Wadsworth Cengage Learning, 2010), 452-474

<sup>76</sup> Ibid, 458

<sup>77</sup> Ibid, 459

People not needed to enlisted the cooperation of subjects or get permission to had the document analysis. So, if there is someone who want to have research about the document analysis whether written or visual materials was not needed any permission.

#### **b. Data Sources**

- **Primary Data**

The main source of this research was taken from the movie script and subtitle of Dangerous Minds' movie. This movie was one of educational movie and published in 1995. The research collected and listed the idiomatical expression that found in the movie script. The idiomatical expression in the movie script and its translation in the subtitle was the main data to be analyzed.

- **Secondary Data**

To support the main data, there will be other sources from books and internet which was related to this research.

### c. **Technique of Data Collection**

In dealing with any real life problem it is often found out that data at hand are inadequate, and hence, it becomes necessary to collect data that are appropriate.<sup>78</sup> There are several ways of collecting data. In conducting this research, there are several steps to be taken:

- 1) Watched the Dangerous Minds movie for many times
- 2) Read the scripts of Dangerous Minds movie
- 3) Compiled and classified the idiomatic expressions in Dangerous Minds' movie
- 4) Analysis the acceptability degree of idiomatic expression interpretation between in the movie script and its subtitle.

The researcher tried to analyzed and found out the types of idiomatical expression and the acceptability degree of the idiomatical expressions interpretation in the Dangerous Minds movie. The sources of the data used by the researcher were taken from the Dangerous Minds' and related information.

#### d. Technique of Data Analysis

After the data have been collected, the researcher turns to the task of analyzing them. The researcher followed three steps of analyzing a document in this study.

Cresswell presents these three steps: Preparing and Organizing, Coding, and Representing the data.<sup>79</sup>

##### 1. Preparing and Organizing

In the first step, the researcher downloaded the movie “Dangerous Minds” from [www.bankfilm.com](http://www.bankfilm.com) and the movie scripts’ of Dangerous Minds’ movie from [www.script-o-rama.com](http://www.script-o-rama.com). The researcher watched the movie then lists the idiomatic expression in the movie scripts.

##### 2. Coding

The second step is to list the idiomatic expression in the movie. The researcher only chooses those which consist of idiomatic expressions to be analyzed.

##### 3. Representing the Data

In the final step, the researcher made a table from the list of idiomatic expression in the movie. The table is used to help the researcher to analyze the interpretation of idiomatic expression.

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<sup>78</sup> C.R. Kothari, *Research Methodology*, (New Delhi:New Age International, 2004), 17

<sup>79</sup> John W Creswell. *Research Design*. (California:SAGE Publication, 2009), 183-189

Then, the researcher tries to find out the types of idiomatic expression and the acceptability degree of interpreting idiomatic expressions.

After the analysis, the researcher will give two tables, the first table is to list the idiomatic expression that found in the Dangerous Minds movie script and tried to classify them by following Lim.

The code to classified the types of Idiom by Lim.

No	Types of Idiom	Code
1	Phrasal verbs	PV
2	Preposition phrases	PP
3	Idiom with verbs as a keyword	IV
4	Idiom with nouns as a keyword	IN
5	Idioms with adjectives as keyword	IA
6	Idiomatic pairs	IP

Table 3.1

Then, the researcher will found the answer of first question in the research problem by looking from the result of the table below.

No	Idiomatic Expression that found in Dangerous Minds' movie script	Code
1	.....	.....
2	.....	.....

<b>Etc</b>		
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Table 3.2

Moreover, the second table is to help the researcher answering the second question in the research problems. In the case to know the correct meaning in the target language, Larson proposed three criterias of ideal translation. The translator should to be sure that his translation is accurate, clear and natural.<sup>80</sup> Accurate is reproducing the same meaning and maintaining the message of conversation from SL into TL. Clear means to express all aspects in acceptable forms and clear meaning, so it is understandable for the target language understanding. Natural refers to using the natural expressions with appropriate kinds of texts occur in the target language.

In other side, on the table below there are four categorization of idiomatic expression translation/interpretation. This table code's name and rule were followed one of the previous study which is being done by Ryan Andika Pratama from Sanata Dharma University. The code that used to named the translation criteria, they are:<sup>81</sup>

No	Name of Translation	Code
1	Ideal-acceptable translation (have three criteria)	I-Acc

<sup>80</sup> Milderd L. Larson, *Meaning Based Translation*, (USA:University Press of America, 1998), 529

<sup>81</sup> Ryan Andhika Pratama, "An Analysis of Idiomatic Expression Translation in School of Rock Movie", (Thesis, Sanata Dharma University, Yogyakarta, 2016), 6



2	Acceptable translation (have two criteria)	Acc
3	Unacceptable translation (just have one criteria)	Unacc
4	Failed translation (do not have any criteria)	F

Table 3.3

Then, to help the researcher and make easier for the readers understand the data, the researcher make comparison between idiomatic expression in the movie and its translation. After that, the researcher decides the acceptability degree of idiomatic translation after looking at how the idioms were being interpreted whether fulfill the Larson's criteria of translation or not.

The table of finding the idiomatic expression that found in the Dangerous Minds movie script.

Idiom in the Movie Script	Subtitle	Larson's Criteria			Acceptability Degree
		A	C	N	
.....	.....	√		√	.....

Table 3.4

## CHAPTER IV

### ANALYSIS

In this chapter, the researcher gives analysis about idiomatic expression which is found in the Dangerous Mind's movie script. It will be compared with the Indonesian translation in its subtitle. In the research problem there are two questions, and in this chapter there are two tables that help the researcher to answer the questions.

#### A. Tables Analysis

The first table give analysis about kinds of idiom that mostly found in the Dangerous Minds' movie script by following Lim' classification.

No	Idiomatic Expression that found in Dangerous Minds' movie script	The Code
1	Let me <b>write that down</b> .	PV
2	Well, she <b>came in</b> .	PV
3	Mr Griffith's classroom is right <b>next to</b> yours.	PP
4	I just know this is gonna <b>work out</b> .	PV
5	They'll usually <b>quiet down</b> .	PV
6	I'm right <b>next door</b> .	PP
7	Donna, <b>take over</b> the class.	PV

8	Well, she was a very <b>high-strung</b> individual.	IA
9	What, did she have a <b>break down</b> ?	PV
10	That's how they <b>weed them out</b>	IN
11	<b>Go on</b> up there	PV
12	<b>Come on</b> , let's go, ése.	PV
13	You're gonna <b>turn</b> your body <b>away</b> from him so that your butt is in his stomach.	PV
14	<b>Bring it on</b> , homes!	PV
15	But it's <b>up to</b> you to keep it.	PP
16	Yo, why don't you <b>shut up</b> , man.	PV
17	But we do have <b>plenty of</b> students.	IA
18	I say <b>bring on</b> the bear!	PV
19	Well, hey, <b>go for it</b> .	PV
20	<b>Belt it out</b> , too.	IN
21	<b>White Bread</b> .	IA
22	Now, is that <b>a load of bull</b> or what?	PP
23	You're gonna try and <b>figure me out</b> ?	PV
24	You gonna <b>get me off</b> the streets?	PV
25	I warned Raul to <b>stay out</b> of trouble.	PV

26	You <b>ratted on</b> Raul, Gusmaro and Emilio.	PV
27	If we stay, we gotta <b>put up</b> with you.	PV
28	They choose to <b>go out</b> and sell drugs.	PV
29	No, I think he's gonna make the choice to <b>die hard</b>	IV
30	Now, go ahead and <b>call him over</b> .	PV
31	I gotta make some money to <b>pay back</b> this guy.	PV
32	I gotta <b>pay for</b> this jacket.	PV
33	You'll kill yourself <b>keeping your word</b> .	IV
34	You'll <b>kill yourself</b> keeping your word.	IV
35	He'll <b>take it off</b> your hands.	PV
36	Don't make a <b>big fuss about</b> this, Louanne.	IA
37	You just <b>push 'em out</b> a little earlier, make it a little harder, make it a little more hopeless.	PV
38	You're not gonna let me <b>get away</b> with not learnin' my vocabulary, right?	PV
39	No, I <b>sent him away</b> .	PV
40	She's gonna be <b>down our back</b> in a minute.	PP
41	Man, she came to me with <b>open arms</b> .	IV
42	Come on, <b>break it up!</b>	PV

43	<b>Get outta</b> there!	PV
44	<b>Get back!</b> Now!	PV
45	You'd better <b>get up</b> there.	PV
46	But if you really think you know what you're doin', <b>come on up</b> here.	PV
47	Now, I heard that a Marine can kill a man with his, uh, <b>bare hands</b> .	IA
48	<b>Get your hands off</b> me!	PV
49	Hey, man, it's not a <b>big deal</b> , okay?	IA
50	You're just going to have to <b>go along</b> with our policies, even if you don't agree with them.	PV
51	<b>Homeboy!</b>	IN
52	<b>Sit down.</b>	PV
53	<b>Get out!</b>	PV
54	I mean, he's a little <b>long-winded</b> , don't you think?	IA
55	Yeah, it's like that nigger been out drinkin' <b>all night</b>	IA
56	Yeah, when they made me they <b>broke the mold</b> .	IV
57	It gives the other boy time <b>to cool down</b> .	PV
58	"I will not <b>go down</b> underground because somebody	PV

	tells me that death's comin' 'round"	
59	And then they let me <b>come along</b> .	PV
60	That's me. <b>Right here</b> .	IA
61	<b>Go ahead</b> , touch it.	PV
62	<b>Come here</b> , baby.	PV
63	Well, sometimes you <b>start out</b> wrong and just keep going.	PV
64	<u>Get on</u> inside.	PV
65	Why don't you- <b>Take out</b> your worksheets and do the vocabulary drill.	PV
66	He says that I'm his girl and that Emilio <b>took me from</b> him.	PV
67	But if you tell Mr Grandey about him not about his threatening you, but about his being on crack he'll be <b>turned over</b> to the juvenile court for-for drug abuse in school.	PV
68	All the poems you taught us say you can't <b>give in</b> .	PV
69	Well, we ain't <b>giving you up</b> .	PV
70	Now, listen, baby, we gonna have to <b>tie you down</b> to	PV



	the chair	
71	How'd they get you to <b>come back</b> ?	PV
72	<b>Go ahead</b> . Just give him a little nod.	PV

Table 4.1

Like what have been mentioned before, this classification of idiom were following Lim that divide idiom into six types. Also, to make the data easier to understand the researcher provide the code, they are phrasal verb (PV), prepositional phrase (PP), idiom with noun as keywords (IN), idiom with verb as keywords (IV), idiom with adjective as keywords (IA), and idiomatic pairs (IP).

By looking at the tables, the result of this tables is 50 phrasal verb, 5 prepositional phrase, 5 idiom with verb as keywords, 3 idiom with noun as keywords, 9 idiom with adjective as keywords and no idiomatic pairs can be found. It means, the most type of idiomatic expression which can be found in the Dangerous Mind movie script is phrasal verb.

Moreover, to help the researcher answer the second question about acceptability degree of idiomatic expression which found in the Dangerous Minds movie script, the researcher make the second table. The acceptability degree is following the criteria of ideal translation by Larson. The form of the table follow one of the previous study that was done before by Raka Andika Pratama from Sanata Dharma University.

Idiom in the Movie Script	Subtitle	Larson's Criteria			Acceptability Degree
		A	C	N	
Let me <b>write that down</b> .	Biar saya tulis dulu.	√	√	√	I-Acc
Well, she <b>came in</b> .	Dia masuk.	√	√	√	I-Acc
Mr Griffith's classroom is right <b>next to</b> yours.	Kelas Pak Griffith tepat di sebelah anda	√	√	√	I-Acc
I just know this is gonna <b>work out</b> .	Saya tahu ini akan jadi semacam latihan untuk anda.		√	√	Acc
They'll usually <b>quiet down</b> .	Mereka biasanya akan diam	√	√	√	I-Acc
I'm right <b>next door</b> .	Aku ada dikelas sebelah.	√	√	√	I-Acc
Donna, <b>take over</b> the class.	Donna, kau ambil alih kelas.	√	√	√	I-Acc
Well, she was a very <b>high-strung</b> individual.	Yah, dia orang yang sangat mudah gugup	√	√	√	I-Acc
What, did she have a <b>break down</b> ?	Apa karena dia tidak berhasil dengan			√	Unacc

	anak-anak itu?				
That's how they <b>weed</b> them <b>out</b> .	Begitulah cara mereka menyingkirkan guru dari kelas.	√	√	√	I-Acc
<b>Go on</b> up there	Ayo kesana!		√	√	Acc
<b>Come on</b> , let's go, ése.	Ayolah, teman.		√	√	Acc
You're gonna <b>turn</b> your body <b>away</b> from him so that your butt is in his stomach.	Lalu kamu memutar membelakanginya sehingga pantatmu berada di perutnya.	√	√	√	Acc
<b>Bring it on</b> , homes!	Ayo kalau begitu!		√	√	Acc
But it's <b>up to</b> you to keep it.	Tapi tergantung kalian, bisa mempertahankannya atau tidak?	√	√	√	I-Acc
Yo, why don't you <b>shut up</b> , man.	Kenapa tak diam saja kau?	√	√	√	I-Acc
But we do have <b>plenty of</b> students.	Tapi kita banyak sekali murid.	√	√	√	I-Acc

I say <b>bring on</b> the bear!	-				F
Well, hey, <b>go for it</b> .	Yah, teruskan saja	√	√	√	I-Acc
<b>Belt it out</b> , too.	-				F
<b>White Bread</b>	'Roti Putih' (Orang kulit putih; menyebalkan.)	√	√	√	I-Acc
Now, is that <b>a load of bull</b> or what?	Apa itu omong kosongmu?	√	√	√	I-Acc
You're gonna try and <b>figure me out</b> ?	Kau sedang mencoba meluruskanku?			√	Unacc
You gonna <b>get me off</b> the streets?	Kau ingin mengangkatku dari jalanan?	√	√	√	I-Acc
I warned Raul to <b>stay out</b> of trouble.	Saya sudah memperingatkan Raul untuk menghindari masalah.	√	√	√	I-Acc
You <b>ratted on</b> Raul,	Kau mengadu Raul,			√	Unacc

Gusmaro and Emilio.	Gusmaro, and Emilio				
If we stay, we gotta <b>put up</b> with you.	Jika tetap tinggal, kami akan bosan di sini bersamamu		√	√	Acc
They choose to <b>go out</b> and sell drugs.	Mereka memilih keluar dan menjual obat bius (narkoba)	√	√	√	I-Acc
No, I think he's gonna make the choice to <b>die hard</b>	Dia akan membuat pilihan untuk melawan kematian itu.	√	√	√	I-Acc
Now, go ahead and <b>call</b> him <b>over</b> .	Ayo, panggil dia sekarang!		√	√	Acc
I gotta make some money to <b>pay back</b> this guy.	Saya harus cari uang untuk membayar orang ini.	√	√	√	I-Acc
I gotta <b>pay for</b> this jacket.	Saya harus membayar untuk jaket ini.	√	√	√	I-Acc

You'll kill yourself <b>keeping your word.</b>	Kamu akan berusaha mati-matian untuk <u>menepati janjimu.</u>	√	√	√	I-Acc
You'll <b>kill yourself</b> keeping your word.	Kamu akan <u>berusaha mati-matian</u> untuk menepati janjimu.	√	√	√	I-Acc
He'll <b>take it off</b> your hands.	Dia yang akan memakannya.		√	√	Acc
Don't make a <b>big fuss</b> about this, Louanne.	Jangan membesarkan masalah ini, Louanne!	√	√	√	I-Acc
You just <b>push 'em out</b> a little earlier, make it a little harder, make it a little more hopeless.	Anda secara halus menyingkirkan mereka, dan membuat mereka tak berharap lagi untuk kembali ke sekolah.		√	√	Acc
You're not gonna let me <b>get away</b> with not learnin' my vocabulary,	Anda tidak akan meluluskanku jika aku tidak belajar		√	√	Acc



right?	perbendaharaan kata, kan?				
No, I <b>sent him away</b> .	Tidak, aku mengusirnya.	√	√	√	I-Acc
She's gonna be <b>down our back</b> in a minute.	Dia akan merobohkan kita sebentar lagi.	√	√	√	I-Acc
Man, she came to me with <b>open arms</b> .	Bung, dia sendiri yang datang padaku.	√	√	√	I-Acc
Come on, <b>break it up!</b>	Hei, hentikan!	√	√	√	I-Acc
<b>Get outta</b> there!	Pergi kau dari sini!	√	√	√	I-Acc
<b>Get back!</b> Now!	Mundur!	√	√	√	I-Acc
You'd better <b>get up</b> there.	Lebih baik kau maju sana, teman.	√	√	√	I-Acc
But if you really think you know what you're doin', <b>come on up</b> here.	Tapi jika kalian memang tahu, kemarilah!	√	√	√	I-Acc
Now, I heard that a Marine can kill a man with his, uh, <b>bare</b>	Kudengar seorang marinir bisa membunuh dengan tangan kosong.	√	√	√	I-Acc

<b>hands.</b>					
<b>Get your hands off me!</b>	Singkirkan tanganmu!	√	√	√	I-Acc
Hey, man, it's not a <b>big deal</b> , okay?	Hey, itu sama sekali tidak penting, kan?		√	√	I-Acc
You're just going to have to <b>go along</b> with our policies, even if you don't agree with them.	Tapi, sebaiknya anda ikuti saja kebijakan kami, meskipun secara pribadi anda tidak sepakat.	√	√	√	I-Acc
<b>Homeboy!</b>	Sobat	√	√	√	I-Acc
<b>Sit down.</b>	Duduk!	√	√	√	I-Acc
<b>Get out!</b>	Huh!			√	Unacc
I mean, he's a little <b>long-winded</b> , don't you think?	Maksudku, dia agak bertele-tele.	√	√	√	I-Acc
Yeah, it's like that nigger been out drinkin' <b>all night</b>	Ya, sama juga artinya seorang negro kelayapan, minum semalaman.	√	√	√	I-Acc
Yeah, when they made me they <b>broke the mold</b> .	Yah, ketika membuatku, kedua orang tuaku memakai cetakan yang buruk sekali.				F

It gives the other boy time <b>to cool down</b> .	Memberi kesempatan anak- anak untuk sama- sama menenangkan diri.	√	√	√	I – Acc
"I will not <b>go down</b> underground because somebody tells me that death's comin' 'round"	Aku tak akan menenggelamkan diriku ke tanah. Karena kutahu kematian sedang mengincarku.	√	√		Acc
And then they let me <b>come along</b> .	Dan mereka mengajak saya.	√	√	√	I – Acc
That's me. <b>Right here</b> .	Akulah pemenangnya.		√	√	Acc
<b>Go ahead</b> , touch it.	Coba sentuh!	√	√	√	I – Acc
<b>Come here</b> , baby.	Ayo, sayang!	√	√	√	I - Acc
Well, sometimes you <b>start out</b> wrong and just keep going.	Yah, kadang kamu memulai sesuatu yang salah dan kamu terpaksa bertahan dengan semua itu.	√	√	√	I – Acc
<b>Get on</b> inside.	Masuk!	√	√	√	I – Acc
Why don't you- <b>Take out</b>	Kenapa kalian tidak – Keluarkan lembar	√	√	√	I - Acc

your worksheets and do the vocabulary drill.	kerja kalian dan pelajarilah kata-kata baru.				
He says that I'm his girl and that Emilio <b>took</b> me <b>from</b> him.	Dia bilang aku pacarnya, dan dia menganggap Emilio telah merebutku darinya.	√	√	√	I – Acc
But if you tell Mr Grandey about him not about his threatening you, but about his being on crack he'll be <b>turned over</b> to the juvenile court for-for drug abuse in school.	Tapi, jika kau mau menceritakan padaq Pak Grandey tentang dia, bukan tentang ancamannya terhadapmu, tapi tentang kecanduaanya, dia bisa diajukan ke pengadilan anak-anak nakal karena penyalahgunaan narkoba di sekolah.	√	√	√	I – Acc
All the poems you taught us say you can't <b>give in</b> .	Semua puisi yang anda ajarkan menyuruh kami untuk tidak menyerah.	√	√	√	I – Acc
Well, we ain't <b>giving</b> you	Kami tidak akan	√	√	√	I – Acc

<b>up.</b>	membiarkan anda menyerah.				
Now, listen, baby, we gonna have to <b>tie</b> you <b>down</b> to the chair	Sekarang dengar, kami akan mengikat anda di kursi.	√	√	√	I – Acc
How'd they get you to <b>come back</b> ?	Bagaimana anak-anak bengal itu bisa membuatmu kembali?	√	√	√	I-Acc
<b>Go ahead</b> , Just give him a little nod.	Ayo! Beri sedikit anggukan!		√	√	Acc

Table 4.2

In chapter three, the researcher explained that this table follow the characteristic of ideal translation by Larson while the form of the table follow one of the previous study by Raka Andhika Pratama from Sanata Dharma University. In the column of Acceptability Degree, there were four optioned to fill it, they are I-Acc (Ideal Acceptable translation - if the checklists in all of the three Larson's criteria), Acc (Acceptable translation - if there are two checklist in Larson's criteria), then Unacc (Unacceptable translation - if only one checklist in Larson's criteria) and F (if there is no checklist in Larson's criteria). Checklist here means to the criteria, whether the interpretation of idiom have those criteria or not.

The result of this table it can be get from looking at the table. In this table there are 52 I-Acc, 13 Acc, 4 Un-Acc, and 3 F. It means from around 72 idioms

that found in the Dangerous Minds movie script that being interpreted in the subtitle, there are 52 idioms that the message is accurate, the forms of its interpretation is easy to understand, and appropriated well in the target language. Then, 13 idioms that its interpretation just have two out of the three criteria. While, there are 4 idioms which only have one criteria, and the last, there are 3 idioms that the message is not interpreted well, the forms of its translation is not easy to understand, and can not be received well in target language, which means this translation does not have any criteria.

### B. Interpretation Analysis of the Table Finding

- 1) A translation was classified as an Ideal Acceptable (I-Acc) if it had all of the three criteria; which are A (Accurate), C (Clear), and N (Natural).

In the movie script	Subtitle
Let me <b>write</b> that <b>down</b> .	Biar saya tulis dulu.

This dialog happened when Carla (the assistant principal) was talked to someone on the phone. It was the first dialogue that happened in the Dangerous Minds movie. In this scene, the assistant principal was told someone on the phone if she wanted to write what he/she (someone on the phone) said.

Based on the Dictionary Idiom by Gari Rakai Sambu, **write down** means 'make note' or 'write it'. This translation is ideal acceptable translation



because its message from source language to target language was delivered well, understandable, and gives natural expression in the target language.

In the movie script	Subtitle
Well, she <b>came in</b> .	Dia masuk.

While the assistant principal was talking on the phone, Mr.Griffith was knocked her door and told her if his friend, Louanne who will be the new teacher was came. Actually the assistant principal was not ready yet, then she told Mr.Griffith to delay their met but Louanne was already came in front of her door. So, the assistant principal did not have any choice to met Loanne soon.

According to Richard A. Spears in his book titled NTC's American Idioms Dictionary, **came in** means 'to enter or to arrive'. So, the translation is ideal acceptable translation because the message was delivered well, the form of the sentence understandable and appropriated the expression in the target language.

In the movie script	Subtitle
Mr Griffith's classroom is right <b>next to</b> yours.	Kelas Pak Griffith tepat di sebelah anda

After the assistant principal gave some information to Louanne about her job such as the students, salary, curriculum, etc, she asked Mr.Griffith to accompanied Louanne to her class. Then, she told Louanne if Mr.Griffith class is near with Louanne's class.

Based on the Dictionary Idiom by Gari Rakai Sambu, **next to** means near or beside, then, this subtitle was an ideal acceptable translation because already have the three criteria.

In the movie script	Subtitle
They'll usually <b>quiet down</b> .	Mereka biasanya akan diam

Mr.Griffith was very happy after knew that his friend, Louanne became a new teacher, but he surprised after the assistant principal told him if Louanne teach in the special class. Special class means this class was full of bad attitude's students. However, he did not told Louanne about this fact because he saw her was very happy. This dialogue happened when Mr.Griffith gave some advice to Louanne. He told her that the students usually silence and forbide her to shout at them. Based on the Dictionary of American Idioms by Richard A. Spears, **quiet down** means 'to become quite' or 'to become less noisy'.

In the movie script	Subtitle
I'm right <b>next door</b> .	Aku ada dikelas sebelah.

This dialogue happened after Mr.Griffith gave some advice to Louanne about her students. Actually, he was little bit worried about her, then he told her if he will back to his class and cheered for her. Also, he said to Louanne if he was beside her. Based on the Dictionary Idiom by Gari Rakai Sambu, **next door** almost same with next to which is means 'near or beside'. His class was her class' neighbour, near or beside her class.

In the movie script	Subtitle
Donna, <b>take over</b> the class.	Donna, kau ambil alih kelas.

When Mr.Griffith was taught his students, Louanne was knocked his door. This dialog happened at the time before he met Louanne. He asked one of his students, Donna, to subtituted him in front of the class for a while because he will meet Louanne. According to Richard A. Spears, in his book titled NTC's American Idioms Dictionary, **take over** means 'to begin something that someone else was doing' or simply said with 'subtituted'.

In the movie script	Subtitle
Well, she was a very <b>high-strung</b> individual.	Yah, dia orang yang sangat mudah gugup

This dialogue happened when Mr.Griffith met Louanne after she came in her class for the first time. Louanne looked so stressed at that time, and then she asked him what happened to the teacher who teaches before her, Mr.Shepperd. Then, he answered Louanne's question by saying that Mr. Shepperd was an person who easy to feel nervous. Based on the Dictionary Idiom by Gari Rakai Sambu, **high strung** means 'easy to feel nervous'.

In the movie script	Subtitle
That's how they <b>weed</b> them <b>out</b>	Begitulah cara mereka menyingkirkan guru dari kelas.

After Mr.Griffith told her about Mr.Shepperd, he told Louanne many thing, include how the students in her class was have social problem, but they did not naughty. They just need more attention from their teacher and the way they did to her was same with they did to their teacher before. This is how they remove their teacher from them, then Mr.Griffith adviced her to got their attention first before start to taught them. According to Richard A. Spears, in his book titled NTC's American Idioms Dictionary, **weed out** means 'to remove someone or something that unwanted or undesirable from group or

collection'. So, the subtitle was an ideal acceptable translation because it has all of the three criteria.

In the movie script	Subtitle
But it's <b>up to</b> you to keep it.	Tapi tergantung kalian, bisa mempertahankannya atau tidak?

This dialogue was happened in the class when Louanne taught her student. Despite give price to the student with A score to who was listened her, she already gave each of her students A score. However, the task for her students was how they keep it. Their score will still A or not, it was depend on how they keep they score. Based on the Dictionary Idiom by Gari Rakai Sambu, **up to** means 'responsibility of someone to decide/whatever'.

In the movie script	Subtitle
Yo, why don't you <b>shut up</b> , man.	Kenapa tak diam saja kau?

After heard that Louanne, her teacher was already gave each of the students A score, some students felt unbelieved to her. One of the students did not believe in her and said something to Louanne. However, the others student named Durrel was shouted at him to keep silence and warned him. Durrel said to his friend how if Louanne said was right. Along their schooled, they never

received any A score and she said to him to should felt thanks about it. Based on the Dictionary of American Idioms by Richard A. Spears; **shut up** means ‘to silence someone’.

In the movie script	Subtitle
But we do have <b>plenty of</b> students.	Tapi kita banyak sekali murid.

Louanne tried to find Xerox paper and photocopy machine, but she found nothing. Then she came to her friend, Mr.Griffith, asked about that. Then, he answered her if there is no something like that in their school. Even if they have many students, there is no something like that; the teacher should do everything by themselves. Based on the Dictionary Idiom by Gari Rakai Sambu, **plenty of** means ‘big amount of ... or many’, so there was many students that they have.

In the movie script	Subtitle
Well, hey, <b>go for it</b> .	Yah, teruskan saja

This is Griffith’s dialogue that happened when Louanne and Griffith talking about Louanne’s strategies to get her students’ attention. Louanne told Griffith if for the next lesson she will teach her students a poetry, but Griffith just laughing at her and said ‘these kids?’(He did not believe her students will



learn poetry). Then, Louanne asked him why, but Griffith replied her by saying this dialogue. Based on the Dictionary Idiom by Gari Rakai Sambu, **go it** means ‘continue’. He just told Louanne to continue her plan.

In the movie script	Subtitle
<b>White Bread</b>	‘Roti Putih’ (Orang kulit putih; menyebalkan.)

For the first time Loanne came to her class, one of her students said this dialogue. She (the students) said this to warn her friends (other students) to know if someone was coming.

Actually, the researcher thought it was Unacceptable translation, but in the subtitle explain more, ‘white bread’ not only translate became ‘roti putih’ but also ‘orang kulit putih’. The translator gave more explanation of the translation to make the audience understand this idiom well. Even, the translator gave other translation ‘menyebalkan’ to help the audience more understand and by looking the expression of the speaker.

Based on idioms.thefreedictionary.com, **white bread** means ‘people or things are ordinary boring, and often those that are typical of white, American people’. The average students in Louanne’s class were having black skin, and they called Louanne with ‘white bread’.

In the movie script	Subtitle
You gonna <b>get me off</b> the streets?	Kau ingin mengangkatku dari jalanan?

This is Emilio dialogue when he talked to Louanne after his fight with Raul and Gusmaro. Louanne tried to talked and understand Emilio, asked him why he always angry and fight, etc. Unexpectedly, Emilio was angry and shout at her. Louanne will help her but he did not believe in her, then he said how she helps him by made him out from the street. He said it was impossible because the street is his life, how Louanne can save him from his life, then Loanne just silence. Based on Dictionary of American Idioms by Richard A. Spears, **get off** means ‘to leave for something’.

In the movie script	Subtitle
I warned Raul to <b>stay out</b> of trouble.	Saya sudah memperingatkan Raul untuk menghindari masalah.

This dialogue happened when Louanne came to visited Raul’s house on purpose met Raul’s parents and family. Raul’s father actually was warned Raul to did not make any and avoided trouble in the school. However, Raul’s parents was misunderstand, Louanne came to their house to told them if she was very happy having Raul in her class and told them that Raul was one of her favourite students. Based on Dictionary of American Idioms by Richard

A. Spears, **stay out** means ‘to remain uninvolved in some piece of business’ or simply can be said with ‘avoid’.

In the movie script	Subtitle
They choose to <b>go out</b> and sell drugs.	Mereka memilih keluar dan menjual obat bius.

This dialogue was Louanne’s dialogue when talked to her students. The students angried to her because she reported Raul, Emilio, and Gusmaro’s fight to the police and made Raul and Gusmaro being expelled for three days. Then, Louanne replied them by said if they did not like her, they can go out from their class and school, but they said they could not do it because they did not have any choices.

However, Louanne said to them, they already have choice, but they choosed to got the bus and go to school while other people who did not choose got the bus, decided to out from the school and sell drugs. According to Richard A. Spears, in his book titled NTC’s American Idioms Dictionary, **go out** means ‘to try out from something’. In this dialogue, the students in the class chosed to go to school, while many person out there chosed to not or out from the school.

In the movie script	Subtitle
No, I think he's gonna make the choice <b>to die hard</b> .	Dia akan membuat pilihan untuk melawan kematian itu.

In the class, Louanne and her students were analyzed the bait of a poem. One of them, Callie, shares her thought about the poem. She said that someone in the poem who knows if he or she was attack by death will make choice to die hard or fight with his death, not just wait till his death is come to him. Based on the Dictionary Idiom by Gari Rakai Sambu, **to die hard** was means 'sukar lenyap, kuat bertahan'. The subtitle give translation more understandable, the expression appropriated in target language, and the message was delivered well.

In the movie script	Subtitle
I gotta make some money to <b>pay back</b> this guy.	Saya harus cari uang untuk membayar orang ini.

Raul and Louanne eat dinner in the restaurant. It was a price for Raul, Callie and Durrel because they win the DylanDylan Contets. Raul wear a jacket to come to the restaurant, but actually this jacket was Raul bought in the street and he must pay that man, if not he will die or killed by that someone. Based on the Dictionary Idiom by Gari Rakai Sambu, **pay back** means 'return or repay'.

In the movie script	Subtitle
I gotta <b>pay for</b> this jacket.	Saya harus membayar untuk jaket ini.

Louanne and the students who win the DylanDylan contest (Durrel, Raul, and Callie) was have dinner in the restaurant, but Durrel and Callie got to work, so just Loanne and Raul who will have dinner together. While ate the dinner, Raul asked a permission to the Louanne if he would not go to school for few days. Then, she asked him why he did it, and Raul replied by said this dialogue. Raul has to pay for the jacket that he wore to the restaurant. He bought the jacket from someone in the street and have to pay it, if not he will died. According to Richard A. Spears, in his book titled NTC's American Idioms Dictionary, **pay for** means 'to pay out money for something'.

In the movie script	Subtitle
You'll <b>kill yourself</b> keeping your word.	Kamu akan berusaha mati-matian untuk menepati janjimu.

In addition to pay the jacket, Raul make a permit to Louanne, but she decided to lend him the money, so Raul did not have to not come to the school. Loanne give prerequisite to Raul, if he only can pay her back tin the day when he graduated. That is why, to pay Louanne, Raul need work

hard to pay her, he should graduated first. Based on idioms.thefreedictionary.com, means ‘to overexert oneself’ or simply said with ‘work hard’.

In the movie script	Subtitle
You'll kill yourself <b>keeping</b> your <b>word</b> .	Kamu akan berusaha mati-matian untuk menepati janjimu.

Raul should work hard to keep his word to Louanne, because he can pay his debt to her only if he can graduated from his school. He should do anything to fulfill his promised to Louanne.

His debt to her only if he can graduated from his school. He should do anything to fulfill his promised to Louanne. Based on Dictionary of American Idioms by Richard A. Spears, **keep word** means ‘to uphold one’s promise; to do as one says’ or simply said as ‘promise’.

In the movie script	Subtitle
Don't make a <b>big fuss about</b> this, Louanne.	Jangan membesar-besarkan masalah ini, Louanne!

This is the assistant principal dialogue when she was talked to Louanne about the rule for the pregnancy students. She asked Louanne to not make bigger this simple rule, but Louanne did not agree with her. Louanne

still wanted Callie (the student's who pregnant) to contineud her school because she was smart and such a bad decision to stop schooled just because she was pregnant. Based on the Dictionary Idiom by Gari Rakai Sambu, **big fuss about** means 'not to make bigger the problem'.

In the movie script	Subtitle
Come on, <b>break it_up!</b>	Hei, hentikan!

When Raul and Emilio were fight each other, Louanne call the police and they shout to them both. The police shout to Raul and Emilio to stop fight or to put end on their fight. The police tried to separate both of them. According to Richard A. Spears, in his book titled NTC's American Idioms Dictionary, **break up** means put an end to the something.

In the movie script	Subtitle
<b>Get outta</b> there!	Pergi kau dari sini!

When the police tried to stop Raul and Emilio, Raul shouts to Emilio. Raul shout many word to Emilio, and one of the word is get outta there. Raul very angry to Emilio and want him to go far from him. Based on Dictionary of American Idioms by Richard A. Spears, **get out** means 'get something out of someone'.



In the movie script	Subtitle
Get back!	Mundur!

There are so many students who watched Raul and Emilio fight each other. The police feel hard to separated Raul and Emilio, but after they can separate them, the police asked to the students around them to go back so that they have a way to out from the students and bring them to the police office. Based on the Dictionary Idiom by Gari Rakai Sambu, **get back** means 'kembali, mundur, pulang'.

In the movie script	Subtitle
No, I <b>sent</b> him <b>away</b> .	Tidak, aku mengusirnya.

This dialogue was the headmaster dialogue when Louanne asked him about Emilio. Emilio was wanted by someone who tried to kill him, and Louanne tried to help him with made him stay in her house for a while. In her house, she talked together with Emilio to find the solutions by reported someone who will killed Emilio to the headmaster. In the next morning, Emilio was missing, and Louanne got to the school and asked the headmaster whether Emilio came to him or not. The headmaster said yes, but he already sent him away because Emilio did not knock the door before entered the headmaster's room.

Based on the Dictionary of American Idioms by Richard A. Spears, **sent away** was means ‘to order something to be brought or sent from some distance’.

In the movie script	Subtitle
She's gonna be <b>down</b> our <b>back</b> in a minute.	Dia akan merobohkan kita sebentar lagi.

While feel gloomy and sad because of Durrel and Callie stopped from go to school, Loanne asked her students to stop learn the poetry and started learn the vocabulary, but the students did not like it. They tried to escaped from learn the vocabulary. Then, Raul warned their friend to keep learn the vocabulary, if not Louanne will fight with them (joke). **Down back** was means ‘fight them’, because Louanne was a marine before and she expert in karate even, she ever taught her student the basic of karate.

In the movie script	Subtitle
Man, she came to me with <b>open arms</b> .	Bung, dia sendiri yang datang padaku.

This is Emilio dialogue when he talked to someone who wanted killed him. When Emilio and her girlfriend walked together, someone came to them and warned Emilio to get far from his girl. This boy looked jealous with them.

Then, Emilio replied him with by saying that the girl was come to him by her own wish. Based on idioms.thefreedictionary.com, **open arms** means ‘enthusiastically, warmly, without any forced’.

In the movie script	Subtitle
You'd better <b>get up</b> there.	Lebih baik kau maju sana, teman.

For the second time Louanne met her students, she tried to get her students' attention by taught some basic of karate. When taught some basic of karate, she invited some students to try it in front of the class and she invited Emilio. Other students said this dialogue to made Emilio come in front of the class. However, Emilio denied it after he knew that Louanne forbidden to touched students.

This is ideal acceptable translation; all of the three criteria was fulfilled well. The message was delivered, the form of the translation is understandable, and the expression that being use appropriated in target language. Based on idioms.thefreedictionary.com, **get up** means ‘to go to a standing position from a lower position’.

In the movie script	Subtitle
But if you really think you know what you're doin', <b>come on up</b> here.	Tapi jika kalian memang tahu, kemarilah!

This dialogue was Louanne's dialogue when she invited her students to come in front of the class. She invited few students in front of the class to teach them some basic of karate. It was an ideal acceptable because it has all of the three criteria of translation. Based on Dictionary of American Idioms by Richard A. Spears, **come up** means 'to come near; to approach'.

In the movie script	Subtitle
Now, I heard that a Marine can kill a man with his, uh, <b>bare hands</b> .	Kudengar seorang marinir bisa membunuh dengan tangan kosong.

While she invited her students to come in front of the class, few students were interested to her explanation. One of the students who were interested come closer to her, and said this dialogue. After he said this, he tried some basic of karate to checked what she said, and surprised because Louanne ready for it. Based on the idioms.thefreedictionary.com, **bare hands** was means 'without using any type of tool or weapon'.

In the movie script	Subtitle
<b>Get your hands off me!</b>	Singkirkan tanganmu!

This is Raul's dialogue when he talked to Durrel. The students that invited in front of the class by Louanne were Durrel and Raul. They ready to start some basic of karate. When they tried it, they shouted at each other, even they really tried to beat each other. This is one of Raul dialogue when he shouted at Durrel. Based on idioms.thefreedictionary.com, **get off** means 'to remove someone or something from someone, oneself, or something. In this dialogue, Raul wanted Durrel to remove Durrel's hand from him.

In the movie script	Subtitle
You're just going to have <b>to go along</b> with our policies, even if you don't agree with them.	Tapi, sebaiknya anda ikuti saja kebijakan kami, meskipun secara pribadi anda tidak sepakat.

After Louanne taught some karate to her students and verb with little bit coarse word, the principal called her to come over. Mr. Grandey (headmaster), and Mrs. Carla (assistant principal) were talked about that, they were complained her about all she had done. Based on the Dictionary Idiom by Gari Rakai Sambu, **to go along** means 'follow; agree'. This dialogue was one Mr. Grandey's dialogue to warned Louann, he said to her that she have to

followed the school policies, even though actually she did not agree with them.

In the movie script	Subtitle
<b>Homeboy!</b>	Sobat

This is Raul dialogue when Louanne taught about class of word. In this subtitle the interpretation of homeboy was ‘sobat’. Based on idioms.thefreedictionary.com, **homeboy** means ‘a buddy; a pal’ (originally between blacks. Homeboy is for a males and homegirl is for females). Like what researcher ever mentioned before, average of Louanne’s students was black skin, so they often use the word who used by the black skin. It was ideal acceptable translation because have all of the three criteria, the message was delivered well. It was understandable and appropriated in the target language.

In the movie script	Subtitle
<b>Sit down.</b>	Duduk!

When Raul was tried to answer the Louanne’s question, he was stood and made noise, then other students asked him to sit down. This translation was ideal acceptable translation, even this idiom are usually used in daily life

and daily conversation. Based on Dictionary of American Idioms by Richard

A. Spears, **sit down** means ‘to be seated; to sit on something’.

In the movie script	Subtitle
I mean, he's a little <b>long-winded</b> .	Maksudku, dia agak bertele-tele.

This is one of Louanne’s dialogues when she was talking with her friend, Mr.Griffith. They were talking about strategies of teaching students by poetry and Louanne asked to him, who was Mr.Griffith’s favourite poet. Then, he answered to Louanne if his favourite pote is Big D. Dylan, but Louanne replied with this dialogue.

Based on idioms.thefreedictionary.com, **long-winded** was means ‘speech or writing continues for too long in a way that is boring’. In this dialogue, Louanne did not agree with Mr.Griffith’s answer because she thought Big D. Dylan was made boring on wrote his poetry.

In the movie script	Subtitle
Yeah, it's like that nigger been out drinkin' <b>all night</b>	Ya, sama juga artinya seorang negro kelayapan, minum semalaman.

While taught her students about the poetry, the students asked Louanne the meaning of its poetry. Then, she explained to them, if the poetry was a code for drug dealer. After that, the students understand and tried to found the



meaning of each line of the poetry. One of them, Durrel was tried to guess the meaning of the poetry by saying this dialogue. Unexpectedly, he guessed well. Based on idioms.thefreedictionary.com, **all night** was means ‘continuously thoughtout the entire night’. This is an ideal acceptable translation.

<b>In the movie script</b>	<b>Subtitle</b>
It gives the other boy time <b>to cool down</b> .	Memberi kesempatan anak-anak untuk sama-sama menenangkan diri.

Louanne come to Raul’s house explained what happened to Raul in the school and met Raul’s parents. She tried to made Raul’s parents understood that it was not Raul’s fault. She explained to them if Raul just defended himself, but then they asked why Raul expelled for three days when he was not wrong at all. Then, Louanne replied that the punishments was gave time the boys to calmed themself after the fight.

Based on the Dictionary Idiom by Gari Rakai Sambu, **to cool down** was a mean ‘make someone feel calm again’. It was an ideal acceptable translation. The punishment has purposed on make calm the students (Raul and Gusmaro) after the fight.

In the movie script	Subtitle
And then they let me <b>come along</b> .	Dan mereka mengajak saya.

After the misunderstood between the students and Louanne was over, they go to the park like what Louanne's promised to them if they agree to learn the poetry. However, they did not asked permission to the school principal, and made Loanne met Mr. Grandey again. He asked her why she did not asked permission to the school and the reason why they go there together. Louanne replied him by answered that there was no one in then school to asked permitted at that time and she just touched with their invitation to came together with them in the park. This is ideal acceptable translation. Based on [idioms.thefreedictionary.com](http://idioms.thefreedictionary.com), **come along** means 'to come with or go with someone'.

In the movie script	Subtitle
<b>Go ahead</b> , touch it.	Coba sentuh!

This is Raul's dialogue when he was talked to Louanne in front of the restaurant. Raul's group (Raul, Callie, and Durrel) won DylanDylan contest and the prize for them was dinner with Louanne in the famous restourant. Raul wore a jacket to go to the restaurant, and then he told Louanne to touch it. Based on Dictionary of American Idioms by Richard A. Spears, **go ahead**

means ‘you have my permission and encouragement to do it’. This is an ideal acceptable translation.

In the movie script	Subtitle
Well, sometimes you <b>start out</b> wrong and just keep going.	Yah, kadang kamu memulai sesuatu yang salah dan kamu terpaksa bertahan dengan semua itu.

Louanne came to Callie’s house with the purposed on persuaded her to continue her study. She told Callie that with her smarts she could continue her school and such a shame if she wants to quit from school. Then, Louanne gave some advice to Callie and she said this dialogue. Based on [idioms.thefreedictionary.com](http://idioms.thefreedictionary.com), **start out** means ‘to begin something’.

In the movie script	Subtitle
<b>Get on</b> inside.	Masuk!

Louanne came to the Durrel and Lionel’s house to met them and their parents because there was few days Durrel and Lionel did not come to the school. This dialogue was Durrel and Lionel’s mother dialogue when she would talk to Louanne. Before she did it, she asked her children to come to the house and said this dialogue. Based on [idioms.thefreedictionary.com](http://idioms.thefreedictionary.com), **get**

**on** means ‘to enter a conveyance’. In this dialogue, Durrel and Lionel’s mother asked them to enter their house. The interpretation in the subtitle is ideal acceptable translation.

In the movie script	Subtitle
Why don't you- <b>Take out</b> your worksheets and do the vocabulary drill.	Kenapa kalian tidak – Keluarkan lembar kerja kalian dan pelajarilah kata-kata baru.

This dialogue happened when Louanne felt gloomy after she got many problems. First, she met with Durrel and Lionel’s mother who forbidden her children go to the school. More, Callie who would quit from school because she was pregnant. Louanne felt little bit depressed with these conditions, and she said this dialogue because she could not concentrated with the poetry that she had discussed with her students. She asked her students to stopped read the poetry and told them to take their workesheet plus to learn the vocabulary drill. Based on [idioms.thefreedictionary.com](http://idioms.thefreedictionary.com), **take out** means ‘to carry something outside’.

In the movie script	Subtitle
He says that I'm his girl and that Emilio <b>took me from</b> him.	Dia bilang aku pacarnya, dan dia menganggap Emilio telah merebutku darinya.

This is Angela's dialogue when she told Louanne to help Emilio from someone who would kill him. Actually, it was the problem that made Emilio's life in danger. Someone named Rocky was already out from prison; he was drug abuse and said to Emilio if he takes Angela from him. He was mad and warned Emilio that he would kill him.

This subtitle gives ideal acceptable interpretation into this dialogue. Based on [idioms.thefreedictionary.com](http://idioms.thefreedictionary.com), **took from** means 'to remove something (someone) from someone's possession'. The message was delivered well; the form of the sentence was understandable and appropriated in the target language.

In the movie script	Subtitle
But if you tell Mr Grandey about him not about his threatening you, but about his being on crack he'll be <b>turned over</b> to the juvenile court for-for drug abuse in school.	Tapi, jika kau mau menceritakan pada Pak Grandey tentang dia, bukan tentang ancamannya terhadapmu, tapi tentang kecanduaanya, dia bisa diajukan ke pengadilan anak-

	anak nakal karena penyalahgunaan narkoba di sekolah.
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After knew that Emilio's life in danger because he was warned to would kill by someone, Louanne offered him to come into her house. In her house, Louanne asked Emilio about this case, and Emilio told her almost everything. Then, she gave Emilio an advice and said this dialogue. She told Emilio to explain this case to Mr. Grandey, the headmaster, about Rocky who was being drugs abuse. Then, Rocky will send into juvenile court and it might be stopped his wished to killed Emilio. Before, Emilio was denied this advice, but next day, he tried to do these advices.

Based on the Dictionary Idiom by Gari Rakai Sambu; **turned over** means 'consider'. Then, it could means that the translator translates the idiom well which has all of the three criteria. The message was delivered, the form of sentence was understandable, and the expression that being used was appropriated in the target language.

In the movie script	Subtitle
All the poems you taught us say you can't <b>give in</b> .	Semua puisi yang anda ajarkan menyuruh kami untuk tidak menyerah.

This is Raul dialogue when he and his friend in the class was tried to stop Louanne's resign from school. He tried it with said to her with all of the

poetry that they have learned. All poetry that they learned always taught them to never give in everything and always hold it well until the end. The students told Louanne to do the same thing because they (the students) still need them. The meaning of this idiom was being understood by people and even usually used in daily conversation, **give in** same with **give up** which has the meaning 'surrender'.

In the movie script	Subtitle
Well, we ain't <b>giving</b> you <b>up</b> .	Kami tidak akan membiarkan anda menyerah.

The students was tried to did many thing on purposed made Louanne stopped her plan in resign from her job. This dialogue was one of her students's dialogues when he or she talked to Louanne. They all were disagreed with her decision on resigned from her job. One of her students said this dialogue, while others was supported this dialogue by said that they still need Louanne to helped them graduated from this school. The meaning of this idiom was quite understood by people; **give up** means 'surrender'.

In the movie script	Subtitle
Now, listen, baby, we gonna have to <b>tie</b> you <b>down</b> to the chair	Sekarang dengar, kami akan mengikat anda di kursi.



The students did work hard to make Louanne stayed. Even Raul told Callie if Louanne would resign and it made her go to the school again. Raul just thought that it was one of the ways on stopped Louanne's plan to resign from his job. Moreover, there was one students said to Louanne that she would tied her on the chair on purposed to make her stayed and taught them. Based on the Dictionary Idiom by Gari Rakai Sambu, **tie down** means 'tie someone or something tightly'. This interpretation was an ideal acceptable translation because it has all of the three Larson's translation criteria.

In the movie script	Subtitle
How'd they get you to <b>come back</b> ?	Bagaimana anak-anak bengal itu bisa membuatmu kembali?

In the end, the students work hard was end perfectly. Louanne was redoing her plan to resign from her job and she would continue on taught her students. This dialogue was Mr.Griffith dialogue when she walkedn together with Louanne. He was amazed with her decision to redo her plan to resign. He was curious and said this dialogue. Based on the Dictionary Idiom by Gari Rakai Sambu; **come back** means 'return'.

In the movie script	Subtitle
Hey, man, it's not a <b>big deal</b> , okay?	Hey, itu sama sekali tidak penting, kan?

This dialog happened when Louanne started to taught her students about verb, but after the students knew she did not taught karate anymore, the students not interested to her even when she wrote something in the white board. Then, one of the students said this dialogue. Based on the Dictionary Idiom by Gari Rakai Sambu, **big deal** means ‘important’. It was an acceptable dialogue, because hav all of the three criteria.

In the movie script	Subtitle
Now, is that <b>a load of bull</b> or what?	Apa itu omong kosongmu?

For the first time Louanne come to her class, she met her students and very surprised with their bad attitude. Then, she come to find her friends, Griffith, who also a teacher in that school. Louanne was angry to him, why he did not tell her before that her class is full with problematic students. However, Griffith make Louanne remember her wish which become a teacher and she want to teach, so she should not angry to them but find the solutions. Based on [www.phrase.org.uk](http://www.phrase.org.uk), **a load bulls** have same meaning with a load of cobbles which is means ‘nonsense’. So, the translator was translating the idiom well and this interpretation is an ideal acceptable translation.

All of the explanations above are examples of Ideal acceptable translation which have all of the criteria, Accurate (A), Clear (C), and Natural (N). The translator succesfully delivered the idiom into Indonesian. Those

translation delivered message accurately, make the audiences understand it clearly, and the form of the word being translate into Indonesian naturally. Those ideal acceptable translations were amount 52 idioms from total 72 idioms in the Dangerous Minds movie.

- 2) A translation was classified as an acceptable (Acc) translation if it had only two out of the three criteria.

In the movie script	Subtitle
If we stay, we gotta <b>put up</b> with you.	Jika tetap tinggal, kami akan bosan di sini bersamamu

It was one of the Louanne students' dialogues that happened when all of the students felt angry to her. It caused by they thought Loanne make Raul, Gusmaro, and Emilio being punished by school. Also, they felt unfair because Louanne asked them to get out from school if they angry and did not like her. However, the students answered by saying that they did not have any choice except being patient with Louanne because they want to graduate from school this year.

It was an acceptable translation because the form of interpretation is understandable and gives natural expression in the target language, but the message not delivered well. According to Richard A. Spears, in his book titled NTC's American Idioms Dictionary, **put up** did not means boring like the subtitle said, but it means 'to endure or patient to someone or something'.

In the movie script	Subtitle
You just <b>push 'em out</b> a little earlier, make it a little harder, make it a little more hopeless.	Anda secara halus menyingkirkan mereka, dan membuat mereka tak berharap lagi untuk kembali ke sekolah.

This is Louanne's dialog after she knew the rule's maker for the student's pregnancy in the school was the vice president herself. Louanne felt it was unfair for a clever students like Callie, and she tried to break the rule. She thought that the assistant principal's rule make the students like being pushed out, made them felt harder, and gave up to go to school. Based on Dictionary of American Idioms by Richard A. Spears, **push out** means 'to force someone or something out of something'. The subtitle gave the meaning to the idiom well, but the message of the full sentence not delivered well.

In the movie script	Subtitle
You're not gonna let me <b>get away</b> with not learnin' my vocabulary, right?	Anda tidak akan meluluskanku jika aku tidak belajar perbendaharaan kata, kan?

This dialog happened when one of the students asked Louanne how if he did not learn vocabulary. He thought that Louanne will not let him escaped from learn vocabulary. Based on Dictionary of American Idioms by Richard

A. Spears, **get away** means ‘to escape from someone, something, or some place’. It has no relationship with graduation, so the translator not delivered the message from its source language well.

In the movie script	Subtitle
I just know this is gonna <b>work out</b> .	Saya tahu ini akan jadi semacam latihan untuk anda.

This is one of the assistant principal’s dialogs after explained to Louanne about Louanne’s job, such as the salary, the students, and etc. The assistant principal said this dialog and asked Griffith to accompany Loanne to her new students. Based on the Dictionary Idiom by Gari Rakai Sambu, **work out** means ‘finished’ or ‘successful’, but the subtitle give other expression which is make the message not delivered well, but it was understandable and appropriatedly used in target language.

In the movie script	Subtitle
He'll <b>take it off</b> your hands.	Dia yang akan memakannya.

When Callie could not joined the price of dinner in the restaurant because she need to work, Louanne promised will bring the food home and give it to Callie. However, Raul jokes to Loanne that she will take the food

from Callie. Based on the Dictionary Idiom by Gari Rakai Sambu, **take off** means ‘mengambil’ but in the subtitle translate it become ‘memakan’. The message not successfully delivered by the translator because the joke is not about Raul will eat that food, but Raul will take the food.

In the movie script	Subtitle
Now, go ahead and <b>call him over</b> .	Ayo, panggil dia sekarang!

In this dialogue, Louanne asked Raul to tried speak and even how to call the waitres in the restaurant. Before, Raul did not like the waitres and told Louanne that he thought the waitres looked at him such as looked at the strange person. Then Louanne told him that it was not true and asked him to call the waitres politely. The message of the idiom not too succesfully delivered. According to Richard A. Spears, in his book titled NTC’s American Idioms Dictionary, **call over** means ‘to request that someone come to where one is’. The researcher recommends the ideal acceptable translation ‘Sekarang, cobalah dan panggil dia kemari!’.

In the movie script	Subtitle
<b>Go on</b> up there!	Ayo kesana!



Louanne tried make the students interested to her by taught the base technic of karate. She offered to two students come in front of the class. The students felt excited and pointed out at each other to come in front of the class. Finally, Louanne pointed out at Raul to come in front of the class and the other friend asked him to go there.

The message of the idiom not delivered well, the subtitle give ambiguous meaning because it could means it was inviting someone to come together in front of the class, actually it was progressive expression from other students to Raul so that he go to in front of the class. Based on Dictionary of American Idioms by Richard A. Spears, **go on** means ‘please continue’. The message of the idiom was not delivered well, although it was understandable and appropriated expression in the target language. This translation is acceptable translation because just have two out of the three criteria.

In the movie script	Subtitle
<b>Come on</b> , let's go, ése.	Ayolah, teman.

Before Raul, Durrel was invited first by Louanne come in front of the class. This expression was Raul’s dialog to challenged Durrel that he not scared to him. The message not too well delivered. The idiom was like not being translate, but just the word ‘Let’s go, ése’ which is being translated.



Based on the Dictionary Idiom by Gari Rakai Sambu, **come on** means ‘to pull or persuade someone or something’.

In the movie script	Subtitle
"I will not <b>go down</b> underground because somebody tells me that death's comin' 'round"	Aku tak akan menenggelamkan diriku ke tanah. Karena kutahu kematian sedang mengincarku.

This is not dialogue of anyone, but it was one of the line poetry that learned by the students in the Louanne’s class. The students were have to discussed the meaning about this poetry lines, but none of them tried to discussed because they were angry to Louanne. Based on the Dictionary Idiom by Gari Rakai Sambu, **go down** means ‘fall, down, lose, or decrease’.

It was an acceptable translation because have two out of the three Larson’ criteria. The message delivered well, and understandable, but the the form of the translation not suitable in the target language. The word ‘menenggelamkan’ should change became ‘menjatuhkan’ or ‘menguburkan’ because the word ‘menenggelamkan’ would not suitable with the underground.

In the movie script	Subtitle
That's me. <b>Right here.</b>	Akulah pemenangnya.

This dialog happened when Louanne would announce the winner of DylanDylan contest. The prize of this contest was wonderful. The price was dinner with Louanne in the famous restaurant. That was the reason why the students were very excited about the announcement and started to point out him or her and one of the students said this dialogue. Based on the Dictionary Idiom by Gari Rakai Sambu, **right here** means 'exactly' or 'tepat/pas disini'.

Actually this dialogue was pointed out him or herself that the winner is him or her which is here, but the subtitle only told that he or she is the winner. The translation was acceptable translation, and the researcher recommended the ideal translation. The ideal translation is 'Pemenangnya disini. Yaitu aku'

In the movie script	Subtitle
<b>Come here, baby.</b>	Ayo, sayang!

This is Callie sister's (Tyesha's mother) dialogue when Louanne came to Callie's house. There, Louanne met with Callie's cousin, Tyesha. Then, Tyesha's mother wanted Tyesha to come into her own room and said this dialogue. According to idioms.thefreedictionary, **come here** means 'get closer'.

It was an acceptable translation because just have two out of the three criteria. Than use ‘Ayo, sayang’ in the subtitle, the researcher recommend the ideal translation ‘Kemarilah, sayang’.

In the movie script	Subtitle
<b>Go ahead.</b> Just give him a little nod.	Ayo! Beri sedikit anggukan!

Raul and Louanne come dinner together also with Durrel and Callie actually, but Durrel and Callie was go to work so, they could not joined the dinner. This dialog was Louanne’s dialogue when she was talkes to Raul. She persuade him to do something, to call the waitress when they already in the restaurant.

Based on Dictionary of American Idioms by Richard A. Spears, **go ahead** means please do it. Louanne told Raul to do it, even little bit forced him because it would be useful for his practice on a his summer job. However, the subtitle gave ‘ayo’ which is means ask someone to do together where actually the message of the idiom is to asked someone to do it.

In the movie script	Subtitle
<b>Bring it_on,</b> homes!	Ayo kalau begitu!

This dialog happened when Durrel faced Raul in front of the class. Louanne tried to give steps by steps in karate to Durrel and Raul, but they just

keep talking and challenged each other. This expression was said by Durrel. He accepted the challenge from Raul with this expression. Based on the Dictionary of American Idiom by Richard A. Spears, '**bring on**' means 'bring someone out of the stage' or could be means 'show', but in this dialogue by looking from the speaker like said 'do it, friend'.

All of these expressions were classified as acceptable (Acc) translation which has two out of the three criteria. The acceptable translation was amount 13 from total 72 idiom expression in Dangerous Minds movie.

- 3) A translation was classified as a unacceptable (Unacc) translation if it only passed one of the three criteria.

In the movie script	Subtitle
Did she have a <b>break down</b> ?	Apa karena dia tidak berhasil dengan anak-anak itu?

This dialogue happened when Louanne for the first time met her class. Louanne felt amazed and angry to his friend, Griffith, who was not tell her before if her students was have bad attitude. She asked Griffith what did happen to Mrs. Seppherd, the teacher who taught her students before her. Loanne was curious with Mrs. Shepperd's condition now, whether she resigned or what. Based on the Dictionary Idiom by Gari Rakai Sambu, **break down** means 'mogok' or 'stopped (in english)'.

For the subtitle it was Unacceptable translation, the researcher would recommend the ideal translation. The ideal translation is ‘apakah dia mengundurkan diri?’ Louanne’s question to ask Griffith what did happened to Mrs.Shepperd.

In the movie script	Subtitle
You're gonna try and <b>figure</b> me <b>out</b> ?	Kau sedang mencoba meluruskanku?

This is one of Emilio’ dialogue when he talked with Loanne after his fight with Raul and Gusmaro. Louanne heard that they will fight and call the police to separate them. After that, Louanne came to Raul and Gusmaro first, and then came to Emilio; she tried to know the reason why they fight each other. When she came to Emilio, Louanne asked him few question and tried to help him, but unexpectedly Emilio was angry. He thought that his teacher, Louanne, was laid. Then, he asked this dialogue because he did not believe in her help.

Based on Dictionary of American Idioms by Richard A. Spears; **figure out** means ‘to begin to comprehend someone or something’. It was unacceptable translation and the researcher recommends the ideal translation. ‘Kau sedang mencoba memahamiku?’. In this dialogue expressed how Emilio did not believe in her.

In the movie script	Subtitle
<b>Get out!</b>	Huh!

This is one of Louanne's dialogues when she was talking with her friend, Mr.Griffith. They were talking about strategies of teaching students by poetry and Louanne asked to him, who was Mr.Griffith's favourite poet. Then, he answered to Louanne if his favourite poet is Big D. Dylan, but Louanne replied with this dialogue. This dialogue was disagreed of Louanne to her friend's answer. Louanne did not agree with Mr.Griffith's answer because she thought Big D. Dylan is long winded on wrote his poetry. Based on the Dictionary Idioms by Gari Raka Sambu, **get out** means 'cara lolos/keluar'.

This translation was Unacceptable translation, because the message was not delivered and not understandable, even though the expression is natural criteria was fulfilled. It means only one criteria that being fulfilled.

In the movie script	Subtitle
You <b>ratted on</b> Raul, Gusmaro and Emilio.	Kau mengadu Raul, Gusmaro, and Emilio

This dialogue was happened in the class, when the students angried to Louanne. After the fight, Emilio, Raul, and Gusmaro, other students in the

class were angry to her because she called the police. They angried because of her call to the police, Raul and Gusmaro were expelled for three days. According to Dictionary of American Idiom by Richard A. Spears, **rat on** means 'report someone's bad behavior to someone in authority'. That was the reason why the students called Louanne with *chismosa* (gossipmonger in English).

The translation in the subtitle was Unacceptable translation. The researcher recommends the ideal translation. The ideal translation is 'Kau melaporkan Raul, Gusmaro and Emilio?.' They angried to Louanne because she was reported the fight to the police and made Raul and Gusmaro expelled. But, the subtitle said that Louanne was competed Emilio, Raul, and Gusmaro. The message was not delivered and not understandable.

All of the three translations was Unacceptable translation because only have the natural (N) criteria. The translation only delivered the natural expression, but not delivered the accurate message and clear meaning. The audience simply understand the translation without understand the message and the clear meaning. There are 4 unacceptable translation from 72 total amount of the idiom found in Dangerous Minds movie.



4) A translation is failed (F) if it does not any single of criteria.

In the movie script	Subtitle
Yeah, when they made me they <b>broke the mold</b> .	Yah, ketika membuatku, kedua orang tuaku memakai cetakan yang buruk sekali.

This dialog was happened when Louanne and Mr.Griffith was talking about many things. At the time they talked about family, Louanne thanked Griffith because he always by her side by saying that Maggie is a lucky girl because she have Griffith. Then, Griffith replied with this dialogue. Actually, this dialogue gave confidence/proud impression from Griffth to Loanne, but if we read the subtitle the audience would feel hard to understand. According to idioms.thefreedictionary, **broke the mold** means ‘after long times do something on the same way, they do it in a different way’.

It was a failed translation because did not have any single criteria of Larson’s criteria. The message not delivered, not understandable, and did not use natural expression in the target language.

In the movie script	Subtitle
I say <b>bring on</b> the bear!	-

This dialog happened when Louanne start to taught them about poem. She told her students if they could experting the poem, then they could be like

bear (the symbol of strong). However, the students misunderstand about the bear with the real bear and they asked her to show them the bear. Based on the Dictionary of American Idiom by Richard A. Spears, ‘**bring on**’ means ‘bring someone out of the stage’ or could be means ‘show’.

It was a failed translation and the researcher recommends the ideal acceptable translation. The ideal acceptable translation is ‘Tunjukkan beruangnya.’ Actually, the students were misunderstood it. It was failed translation because the subtitle did not give any translation on this word.

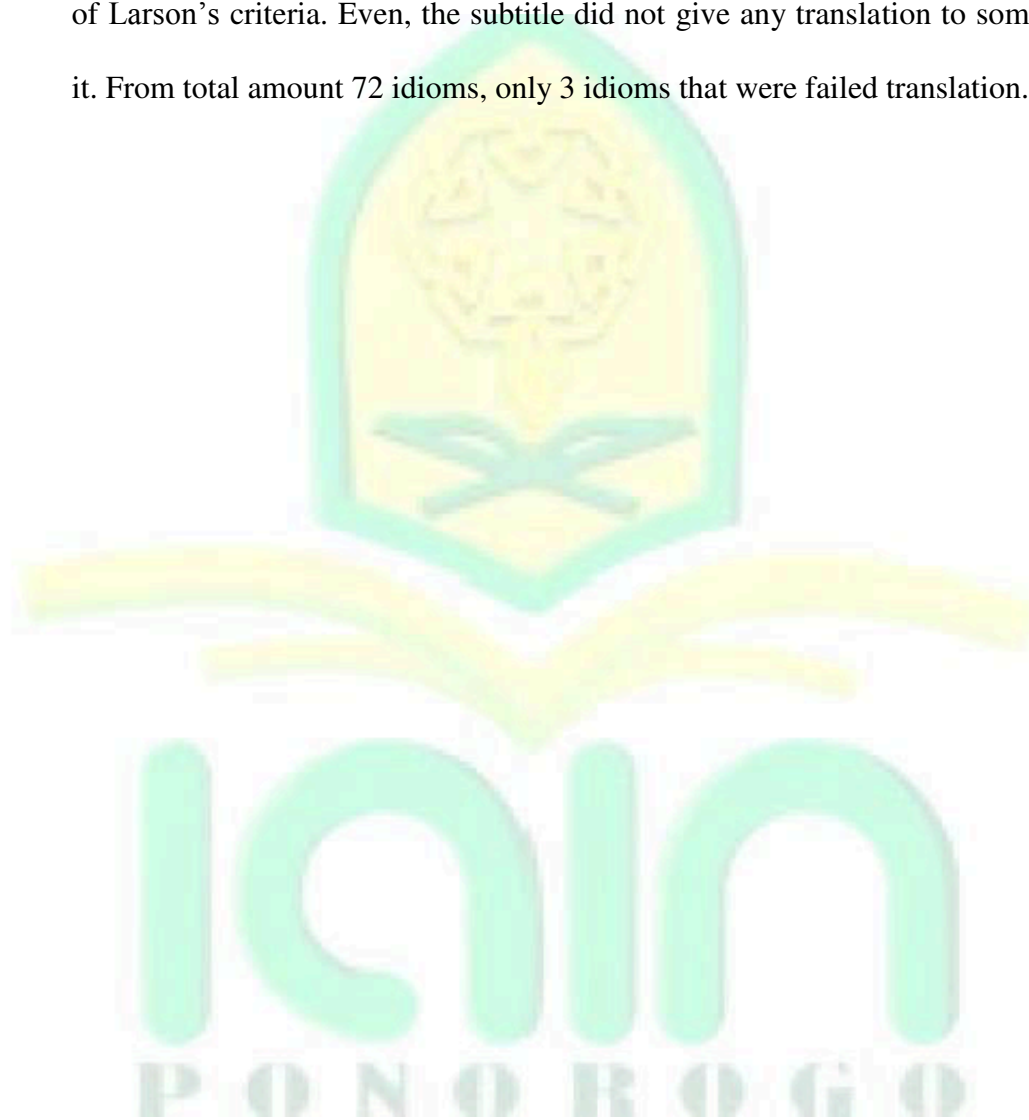
In the movie script	Subtitle
<b>Belt it out</b> , too.	-

This dialogue happened in the class by one of the students. Before, Louanne was tried to get her students’ attention by taught the basic karate and they was very interested to her. However, when Louanne tried to teach verb, not karate anymore, her students lost their interested to her and start to doing what they usually did, like chatting, listening to the music, dance, rapped and many more. One of the students shouted to his or her friend to made louder the volume of its music because he want to listen it too.

It was a failed translation because the subtitle sometimes did not give any translation to its sentence. The researcher recommends the ideal acceptable translation. ‘Keraskan musiknya!’ Based on the Dictionary of

American Idiom by Richard A. Spears, **belt out** have same meaning with louder or make loudly.

These translation is failed translation because did not have any single of Larson's criteria. Even, the subtitle did not give any translation to some of it. From total amount 72 idioms, only 3 idioms that were failed translation.



## CHAPTER V

### CLOSING

This chapter presents conclusion and recommendation. The conclusions are taken from the finding and discussion in the previous chapter. In addition, the recommendation contain some supportive opinions of the researcher that are intended for those who are interested in reading the paper as well as conducting the further research related to idiomatic expression and recommends the readers regarding idiomatic expression translation problem of the study.

#### A. Conclusion

1. From the finding of the idiom in the Dangerous Mind movie script, there were found 72 idioms. They are: 50 phrasal verbs, 5 prepositional phrases, 5 idioms with verb as keywords, 3 idioms with noun as keywords, 9 idioms with adjective as keywords and no idiomatic pairs can be found. It means, the mostly type of idiomatic expression which can be found in the Dangerous Mind movie script were phrasal verb.
2. From the finding, there were found 72 idioms in Dangerous Minds movie script that being interpreted in the subtitle. They are: 52 Ideal Acceptable (I-Acc) translations, 13 Acceptable (Acc) translations, 4 Unacceptable (Unacc) translations, and 3 failed (F) translations. These means, the acceptability degree of idiomatical expressions' interpretations in Dangerous Minds movie

were good because around 72% of idiomatical expressions' interpretation were categorized as ideal acceptable translation.

## **B. Recommendation**

### 1. For English Education College

Based on this research, the researcher would like to recommend the college of the English Language and Education Program to learn about idiomatic expression in daily life and translation lesson more. Idiomatic expression exists in both formal and informal situation such as lectures or teaching learning in the classroom. So, it would be useful and interesting if the teacher or trainer using idiomatic expression with the students in the future. While for translation, it will help the colleges to understand English more and make them mastering more in English skills.

### 2. For the lectures in the English Language and Education Program

The researcher recommends that idiomatic expression included as a material for a study in the translation and interpreting class to learn deeply because English is rich of idiom. Even, idiom is appropriate in daily conversation not only formal but also informal way. So, it would be useful for the colleges to learn idiom.

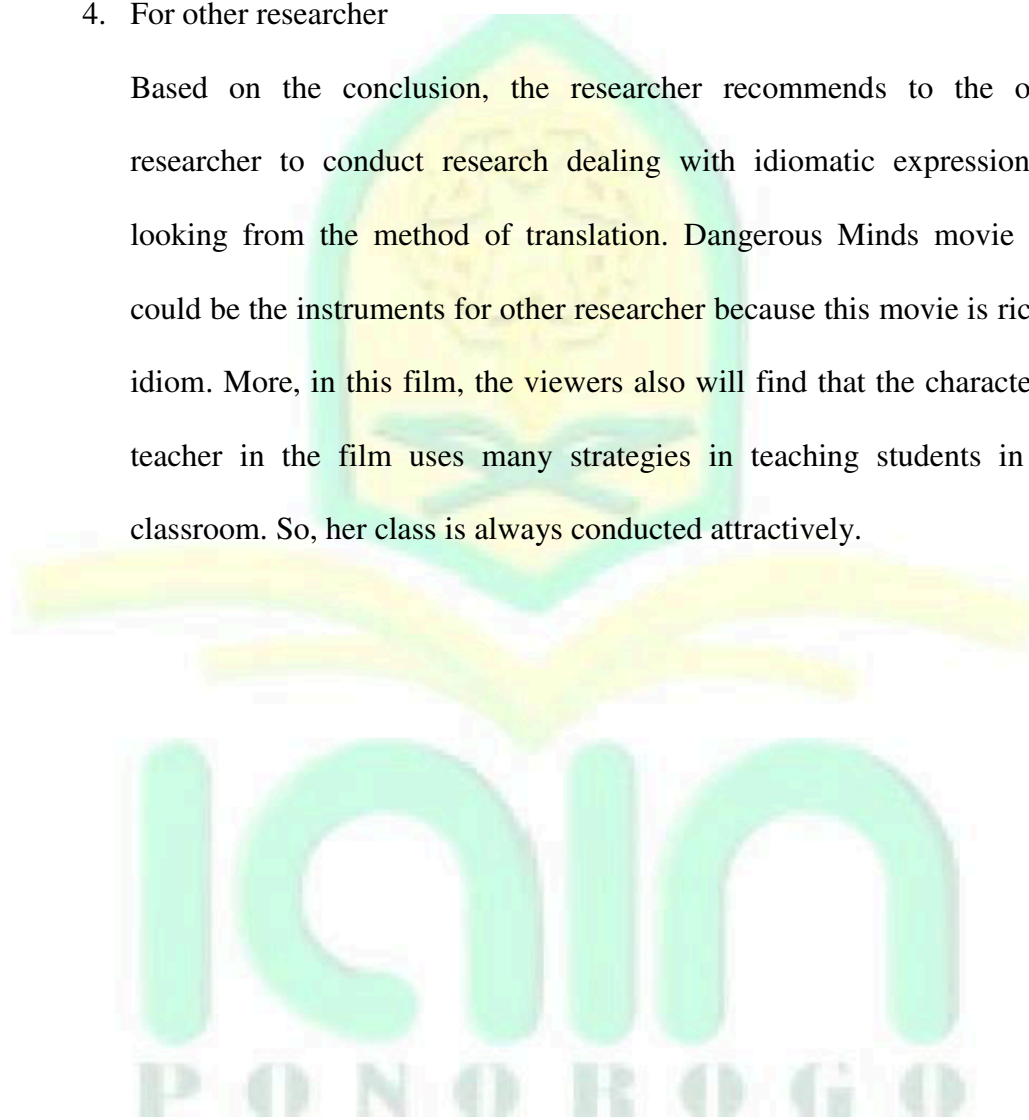
### 3. For the reader

After read this thesis, the researcher hopes that the reader will be motivated to learn more about idiom. She also hopes this research will help the reader to understand idiomatic expression well and they little by

little will be familiar with the deep translation materials. This, for example not only transferring language from one language into another but also making readers understands the message behind the sentence.

4. For other researcher

Based on the conclusion, the researcher recommends to the other researcher to conduct research dealing with idiomatic expression by looking from the method of translation. Dangerous Minds movie also could be the instruments for other researcher because this movie is rich in idiom. More, in this film, the viewers also will find that the character of teacher in the film uses many strategies in teaching students in the classroom. So, her class is always conducted attractively.



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