

A Contrastive Analysis between English Idioms and Their Indonesian Translations in the Novel *The Girl on the Train* by Paula Hawkins (2015)

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Abstract. This study explores to find out the similarities, the differences, and the learning problems in a particular context, through a contrastive analysis. The researchers have employed a descriptive, qualitative method during the research since the aim of this study is to find out the similarities, differences, and the learning problems of English idiom and its Indonesian translation in the novel *The Girl on the Train* by Paula Hawkins (2015). Based on the analysis that has been done, the researchers have found out that there are 16 verbal idioms, 6 informal idioms, 4 idioms with special keywords, 2 idioms related to special themes, and 2 idiomatic pairs. About the similarities and differences, the researchers have concluded that there are 13 of 16 English idioms similar to its Indonesian translations and 3 of them different. In the informal idiom-type, there are 3 English idioms similar to its Indonesian translations and also there are 3 English idioms different from its Indonesian translations. In the idioms with special-keyword type, there is no English idiom similar to its Indonesian translation, but there are 4 English idioms that are different from its Indonesian translations. In the idioms related to special-theme type, there are 2 English idioms similar to its Indonesian translations and there is no difference. In the idiomatic-pair type, there are 2 English idioms similar to its Indonesian translations, but there is no difference in this type. Indonesian learners should note these similarities and differences between English idiom and its Indonesian translation in the novel, so they will not face learning problems or make translating mistakes when translating idioms from English into Indonesian. This is essential, especially in a translation concerning the differences between the English and Indonesian idioms.

Keywords: contrastive analysis, English and Indonesian idiom, idiom translation, Paula Hawkins' *The Girl on the Train*

Abstrak. Penelitian ini bertujuan menemukan persamaan dan perbedaan, serta masalah belajar dalam konteks tertentu, dengan metode analisis kontrastif. Penelitian ini bersifat kualitatif deskriptif, untuk menemukan persamaan, perbedaan, dan masalah belajar atau penerjemahan idiom dari bahasa Inggris ke dalam bahasa Indonesia dari novel *The Girl on the Train* karya Paula Hawkins (2015). Dari hasil analisis, ditemukan bahwa ada 16 verbal idioms, 6 informal idioms, 4 idioms with special keywords, 2 idioms related to special themes, dan 2 idiomatic pairs. Terkait dengan persamaan dan perbedaan, disimpulkan berdasarkan hasil penelitian bahwa ada 13 dari 16 idiom bahasa Inggris yang sama dengan terjemahan bahasa Indonesia, dan 3 idiom yang berbeda. Dalam tipe informal idiom, ada 3 idiom bahasa Inggris yang sama dengan terjemahan bahasa Indonesia, dan juga ada 3 idiom bahasa Inggris yang berbeda dari terjemahan bahasa Indonesia. Dalam tipe idioms with special keywords, idiom bahasa Inggris tidak ada yang sama dengan terjemahan bahasa Indonesia, tapi ada 4 idiom bahasa Inggris yang berbeda dari terjemahan bahasa Indonesia. Dalam tipe idioms related to special-theme type, ada 2 idiom bahasa Inggris yang sama dengan terjemahan bahasa Indonesia, namun tidak ada perbedaan. Dalam tipe idiomatic pair, ada 2 idiom bahasa Inggris yang sama dengan terjemahan bahasa Indonesia, namun tidak ada perbedaan. Pembelajar Indonesia harus mengenali persamaan

dan perbedaan dari idiom bahasa Inggris dan terjemahan bahasa Indonesia yang ada di dalam novel, sehingga mereka tidak akan mengalami masalah belajar bahasa atau melakukan kesalahan penerjemahan ketika menerjemahkan idiom bahasa Inggris ke dalam bahasa Indonesia. Hal ini sangat penting, utamanya terkait dengan penerjemahan yang harus memperhatikan perbedaan yang ada antara idiom bahasa Inggris dan bahasa Indonesia.

Kata kunci: analisis kontrastif, idiom bahasa Inggris dan Indonesia, penerjemahan idiom, *The Girl on the Train Paula Hawkins*

INTRODUCTION

The English is an international language that is used as a foreign language besides the mother tongue; even though some countries use English as a second or official language. In Indonesia, the students get English lessons from elementary school until high school; even kids in the kindergarten do too. The aim of giving English lesson since early stage is to prepare students in the higher level of English course to be able to adapt easier because they already understand the basic. People in other countries that use English as official language, speak English almost every day. Using English as official language in a non-English speaking country needs translation, so native speakers as well as foreign speakers could communicate with and understand each other. Another reason, translation is needed for various fields, one of which is a literary work.

There are various literary works from billion people around the world that use many languages in it, especially English. There are books, proses, poems, and novels. People love to read novels, as they also want to read foreign novels with foreign culture and language that consist of new experience in it. The readers will find new taste of reading; they will realize that there are other cultures, customs, and traditions around the world that are different from their own culture. But some people who do not understand a foreign language may have hard time and difficulty in reading foreign novels. That is why translation is needed. It will be very helpful when there are translated novels, as this can increase the reading passion. Not only novels but also books need to be translated into other languages for education, business, health and other fields. Translating a text from a Source Language (SL) into a Target Language (TL) is not easy. There are aspects to be considered. The translator must understand not only the source language grammatical structures but also the target language grammatical structures because every language has different structures. For example, the grammatical structures of English is different from those of Indonesian. In English they have Modifier + Head structure, while in Indonesian they have Head + Modifier structure, for an instance. The understanding on structures of two languages, the source and target languages, is very important. The translator should translate the source language into the target language as naturally as possible so that the translation can be acceptable by target readers, and the meaning is appropriately conveyed.

Another aspect of translation is culture. The translator should also understand not only the structures but also the culture, because translation and culture are related to each other. It can be stated that every language has its own structures and culture. Culture is an important element in translation. In a translating process, the translator will find some words or sentences, which are related to culture of the source language. It becomes important how the translator chooses the best words to replace a particular cultural aspect in order for target readers to read and understand the translation easily. However, of a good translated

text is how the target readers read it as if they read the real text, not as the translated one. In this sense, Larson (1984) states,

Many problems to face in translation, these remind us that many aspects are involved in it including communication situation, cultural context of source language text, lexicon and grammar. Whatever the problems of translation are, still they have some processes to transfer the meaning of the source language into the target language. In translation, the meaning, which is being transferred, must be constant. Only the forms change. (Larson, 1984: 3)

In a translating process, the translator uses some techniques and strategies; one of them is making use of the findings of a Contrastive Analysis (CA). CA is one of linguistic methods that can be used for facilitating learners of other languages to find out some differences and similarities between the source language and the target language which usually lead to some difficulties in learning process encountered by the learner. According to Fisiak (1981: 1) “Contrastive Analysis is a sub discipline of linguistics that deals with the comparison of two or more languages in order to determine both the differences and similarities that hold between them. Furthermore, Johnson (2001) states, “However the theoretical foundations for what became known as the Contrastive Analysis Hypothesis were formulated in Lado's *Linguistics Across Cultures*. In this book, Lado claims that those elements that are similar to (the learner's) native language will be simple for him, and those elements that are different will be difficult. This involves describing the languages, comparing them and predicting learning difficulties” (2001: 60). Similarities usually do not cause problem, but differences do. After finding the problems, the learners can be expected to avoid making a mistake in the translating process or the process of English language learning. One of various aspects which can be analyzed by CA is idiom.

Idiom is a group of words that have different meaning from the dictionary meaning. Cruse (1986) states that Idiom is expression whose meaning cannot be accounted for as a compositional function of the meanings when they are not parts of idioms. That means even though people understand every single word, it will not be that easy to catch what exactly the sentence means. The student may have a difficulty in translating idiom if the student does not understand what idiom is. Besides, they need idiom dictionary for reference. The mistake that may happen is that the student is probably translating idiom literally, where it would be a fatal error because the meaning is not appropriately conveyed. That is why CA is needed as one of translation strategies for the students to avoid making a mistake in the translating process.

The researchers of this paper are employing Abdi's theory, which is focused on comparing two languages, then finding out the similarities and differences, in this case, of comparing idioms. According to Abdi in his book *Contrastive Analysis and Error Analysis (2010)*, there are five steps for the systematic comparison and contrast of two languages, i.e.

1. Selection
2. Description
3. Comparison
4. Prediction
5. Verification

The researchers also use the format of point-by-point comparisons as previously suggested and applied by Jumanto (2017). The researchers choose *The Girl on the Train* novel by

Paula Hawkins (2015), because there are idioms found in this novel, which become the data of this research. For example, the English idiom *bundle of joy* translated into Indonesian equivalent *bayi, bouncing off the walls* into *terjaga, safe and sound* into *sehat dan selamat* et cetera. The novel is debuted at *No.1 on The New York Times Fiction Best Seller of 2015*. A Contrastive Analysis plays an important role because it helps learners/translators to avoid making mistakes in the translating process. Without the understanding of the CA as a basic knowledge, it may cause mistakes and the result of the translated text will not be equivalent or appropriate.

RESEARCH METHOD

Data and Subject

The data of this study have been obtained from Paula Hawkins' novel *The Girl on the Train* (2015) and the Indonesian translation *The Girl on the Train* by Ingrid Nimpoeno (2016). The subject of this research is of English idioms and their Indonesian translations.

Unit of Analysis

In this research, the researchers have done a contrastive analysis between English idioms and its Indonesian translations in the novel *The Girl on the Train*. Moreover, the writers have analyzed the English idioms and their Indonesian translations. Therefore, idioms of both English and Indonesian, are units of analysis which are employed in this research of Contrastive Analysis.

Data Collection and Data Analysis

Before analyzing the data, the researchers choose the novel *The Girl on the Train* by Paula Hawkins both in English and Indonesian versions to search for the data, and then, read the novel *The Girl on the Train* by Paula Hawkins both in English and Indonesian versions several times. After that, the researchers define the phrases which contain idioms and which do not by reading the translations. This is done by observing the linguistic units, particularly phrases, in the translated text. When an English phrase, for example, has a different meaning from its literal meaning in the Indonesian translation, this is then defined as an idiom. A corpus of data has been obtained. And so and so, the observation process has repeated for obtaining other corpora for this research. Finally, the researchers collect as many idioms as as possible as the data for the research. Let us observe an example of obtaining English and Indonesian idioms to be compared in the Contrastive Analysis, as seen in Table 1.

Table 5 An Example of Data Collection for Contrastive Analysis

No.	English Idiom	Indonesian translation
1	"No. I was frightened, at first. I didn't know what he would do if I did <i>get in touch</i>"	"Tidak. Mulanya aku terlalu ketakutan. Aku tidak tahu apa yang akan dia lakukan jika aku benar – benar <i>menghubunginya</i>"

After the data have been collected, they are analyzed in five steps. First step is selection; the researchers have selected the English Idioms from the novel *The Girl on the Train* (English Version) by Paula Hawkins (2015) and their Indonesian translations with the same title (Indonesian Version) by Ingrid Nimpoeno (2016). The second step is description; the researchers have described the data of English Idioms and their Indonesian

Translations under a Contrastive Analysis. The third step is comparison; the researchers have compared the data of English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins in a point-to-point comparison technique. The fourth step is prediction. Based on the comparisons, the researchers have found out similarities and differences between English Idioms and their Indonesian Translations. The final step is verification; the researchers have tried to make a verification by highlighting the similarities and differences as result of the contrastive analysis. In this step, the learning problems are predicted based on differences, as similarities do not usually cause learning problems.

RESULTS AND DISCUSSION

Results

Table 6 Type of Idiom According to Seidl and McMordie's Theory (1978)

No.	Type of Idiom	Number of Idiom
1	Verbal Idiom	16
2	Informal Idiom	6
3	Idioms Containing Special Keywords	4
4	Idioms Related to Special Themes	2
5	Idiomatic Pairs	2
6	Idioms Formal	-
7	Idioms Related to Special Themes	-
8	Idioms with Comparison	-
Total		30

Table 2 shows that the total number of English idioms and their Indonesian translations found in novel *The Girl on the Train* by Paula Hawkins is 30. There are 16 verbal idioms, 6 informal idioms, 4 idioms that contain special keywords, 2 idioms that are related to special themes and 2 idiomatic pairs.

After analysis on those data, the researchers have found out the similarities and differences, as can be seen in Table 3.

Table 7 Similarities and Differences between English Idioms and Their Indonesian Translations

No.	Types of Idiom	Similarities	Differences	Number of Idiom
1	Verbal Idiom	13	3	16
2	Informal Idiom	3	3	6
3	Idioms Containing Special Keywords	-	4	4
4	Idioms Related to Special Themes	2	-	2
5	Idiomatic Pairs	2	-	2
TOTAL				30

Table 3 shows that in the verbal-idiom type, there are 13 out of 16 English idioms which are similar to their Indonesian translations, and 3 of them which are different. In the informal-idiom type, there are 3 English idioms which are similar to their Indonesian translations and also 3 English idioms which are different from their Indonesian translations. In the type of idioms containing special keywords, there is no English idiom

similar to their Indonesian translation, but there are 4 English idioms which are different from their Indonesian translations. In the type of idioms related to special themes, there are 2 English idioms similar to their Indonesian translations, but there is no difference. In the type of idiomatic pairs, there are 2 English idioms similar to their Indonesian translations, but there is no difference in this type.

Discussion

According to the findings or the results of this Contrastive Analysis research, the discussion shows the step-by-step techniques of contrastive analysis between English idioms and their Indonesian translations found in the novel *The Girl on the Train*.

16. Verbal Idiom

a. Step 1: Selection

The researchers have selected the following data of English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins to be object of Contrastive Analysis. The analysis done in this selection step can be in Table 4.

Table 8 Selection Step of Contrastive Analysis on Verbal Idiom

No.	English Idioms	Indonesian Translations
1	Every day I tell myself not to look, and every day I look. I <i>can't help</i> myself, ...	Setiap hari kukatakan kepada diri sendiri untuk tidak memandang, tapi setiap hari aku memandang. Aku <i>tak kuasa</i> ...
2	... the train starting to <i>pick up pace</i> as suburbia melts into grimy North London, kereta mulai <i>menambah kecepatan</i> ketika pinggiran kota membur menjadi London Utara yang kumuh, ...

b. Step 2: Description

The researchers are describing the items of English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins under Contrastive Analysis. The description step is done in the following account in Table 5.

Table 9 Description Step of Contrastive Analysis

No.	English Idioms	Indonesian Translations
1	Can't help Verb CAN'T + verb HELP	Tak kuasa Negator TAK + adjective KUASA
2	Pick up pace Verb PICK UP + noun PACE	Menambah kecepatan Verb MENAMBAH + noun KECEPATAN

c. Step 3: Comparison

The researchers are comparing the data of English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins in a point-to-point comparison technique as can be seen in Table 6 and Table 7.

Table 10 Comparison Step of Contrastive Analysis on *Can't help*

No.	English Idioms	Indonesian Translations
1	Can't help	Tak kuasa
	Meaning: to not be able to control or stop something	
Similarities	(1) Both English and Indonesian are phrases.	
Differences	(1) English is idiomatic, Indonesian is non-idiomatic. (2) English employs a verb phrase, Indonesian employs an adjective phrase.	

Table 11 Comparison Step of Contrastive Analysis on *Pick up pace*

No.	English Idioms	Indonesian Translations
2	Pick up pace	Menambah kecepatan
	Meaning: to increase tempo	
Similarities	(1) Both English and Indonesian are verb phrases.	
Differences	(1) English is idiomatic, Indonesian is non-idiomatic.	

d. Step 4: Prediction

Based on the comparisons above, similarities and differences between English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins. The researchers are predicting on the findings as can be seen in Table 8.

Table 12 Prediction Step of Contrastive Analysis

No.	Similarities	Differences
1	Some verbal idiomatic expressions in English are similar to Indonesian translations.	All idiomatic expressions in English are translated into non-idiomatic expressions in Indonesian.
2		Some Indonesian translations from the English verbal expressions are adjective phrases.

e. Step 5: Verification

In this final step, the researchers are trying to make a verification by highlighting the similarities and differences as results of the contrastive analysis. Here learning problems are predicted based on differences, as similarities do not usually cause them. The prediction of learning or translating problems in this verification step can be seen in Table 9.

Table 13 Verification Step of Contrastive Analysis

No.	Predicted Learning Problems
1	Although the translated English idiomatic expressions in Indonesian are not idiomatic expressions, the learners may make mistakes by translating the phrase <i>can't help</i> into ⁴ <i>*tidak bisa menolong</i> , or the phrase <i>pick up pace</i> into <i>*mengambil pergerakan</i> , either one of which is unacceptable.
2	With different kinds of phrases for idiomatic expressions, the learners may make mistakes when translating the English verb phrase <i>can't help</i> into the Indonesian verb

⁴ An asterisk (*) is used to indicate that a construction is not grammatically or pragmatically acceptable.

phrase **tidak bisa menolong*, just to maintain the similar phrase, which is then unacceptable.

17. Idiom Containing Special Keywords

a. Step 1: Selection

The researchers have selected the following set of data on English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins to be object of Contrastive Analysis. The selection step of Contrastive Analysis on this type of idioms containing special keywords can be seen in Table 10.

Table 14 Selection Step of Contrastive Analysis

No.	English Idioms	Indonesian Translations
1	I <i>keep</i> my <i>eyes</i> fixed <i>on</i> Jess, on her home, ...	Aku terus <i>menetapkan</i> <i>pandangan</i> pada Jess, pada rumahnya, ...
2	I must have committed some terrible act and <i>black</i> it <i>out</i> .	Aku pasti telah melakukan semacam tindakan mengerikan, lalu <i>kehilangan kesadaran total</i> .

b. Step 2: Description

The researchers are describing the items of English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins under Contrastive Analysis in the following account. The description can be seen in Table 11.

Table 15 Description Step of Contrastive Analysis

No.	English Idioms	Indonesian Translations
1	Keep eyes on Verb KEEP + noun EYES + preposition ON	Menetapkan pandangan Verb MENETAPKAN + noun PANDANGAN
2	Black out Verb BLACK + adverb OUT	Kehilangan kesadaran total Verb KEHILANGAN + noun KESADARAN + adjective TOTAL

c. Step 3: Comparison

The researchers are comparing the data of English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins in a point-to-point comparison technique. The comparison Step can be seen in Table 12 and Table 13.

Table 16 Comparison Step of Contrastive Analysis on *Keep eyes on*

No.	English Idioms	Indonesian Translations
1	Keep eyes on	Menetapkan pandangan
	Meaning: to watch someone or something or stay informed about the person's behavior	
Similarities	Both English and Indonesian are verb phrases.	
Differences	(1) English is idiomatic, Indonesian is non-idiomatic.	
	(2) English idiom contains keyword 'part of body', Indonesian does not.	

Table 17 Comparison Step of Contrastive Analysis on *Black out*

No.	English Idioms	Indonesian Translations
2	Black out	Kehilangan kesadaran total
	Meaning: undergo a sudden and temporary loss of consciousness	
Similarities	Both English and Indonesian are verb phrases.	
Differences	(1) English is idiomatic, Indonesian is non-idiomatic.	
	(2) English idiom contains keyword 'color', Indonesian does not.	

d. Step 4: Prediction

Based on the comparisons above, similarities and differences between English Idioms and their Indonesian Translations found in the novel *The Girl on the Train* by Paula Hawkins are predicted or found out, as can be seen in Table 14.

Table 18 Prediction Step of Contrastive Analysis

No.	Similarities	Differences
1	Both English and Indonesian idioms are verb phrases.	All idiomatic expressions in English are translated into non-idiomatic expression in Indonesian.
2		Some English idioms are containing special keywords but Indonesian translations are not.

e. Step 5: Verification

In this final step, the researchers are trying to make a verification by highlighting the similarities and differences as result of the contrastive analysis. Here learning problems are predicted based on differences, as similarities do not usually cause them. The prediction of learning or translating problems in this verification step can be seen in Table 15.

Table 19 Verification Step of Contrastive Analysis

No.	Predicted Learning Problems
1	Although some English idioms contain special keywords such as part of body, color, and animal, its Indonesian translations do not. The Indonesian learners may make mistakes by translating <i>keep eyes on</i> into <i>*menetapkan mata pada</i> , instead of the correct one, i.e. <i>menetapkan pandangan</i> . This is, therefore, unacceptable.
2	Although the Indonesian translation of the English idiom is not an idiomatic expression, the Indonesian learners may make mistakes by translating <i>black it out</i> into, for example, <i>*menghitamkan semuanya</i> , instead of the correct one, i.e. <i>kehilangan kesadaran total</i> , and this is, indeed, unacceptable.

CONCLUSION

Based on the data analysis, in the verbal idiom-type, there are 13 of 16 English idioms similar to their Indonesian translations, and the 3 of them are different. In the informal idiom-type, there are 3 English idioms similar to their Indonesian translations and there are 3 English idioms which are different. In the idioms containing special keywords-type, there is no English idiom similar to their Indonesian translation, but there are 4 English idioms different from their Indonesian translations. In the idioms related to special theme-type, there are 2 English idioms similar to their Indonesian translations, but there is no

difference. In the idiomatic pair-type, there are 2 English idioms similar to their Indonesian translations, but there is no difference in this type.

Indonesian learners to be translating idioms from English into Indonesian should be aware of the differences of the set so that they will not make learning mistakes, or in this context, translating mistakes due to the differences.

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APPENDIX

No	English Idioms	Locus	Indonesian Translations	Locus
1.	..., feel the carriage rock <i>back and forth</i> and back and forth,...	E.P.03	..., merasakan gerbong kereta berayun-ayun <i>kedepan dan kebelakang</i> dan kedepan dan kebelakang, ...	I.P.04
2.	I <i>keep my eyes fixed on</i> Jess, on her home, ...	E.P.06	Aku terus <i>menetapkan pandangan</i> pada Jess, pada rumahnya, ...	I.P.07-08
3.	... as the train starts to <i>inch forward</i> .	E.P. 06	...ketika kereta mulai <i>beringsut maju</i> .	I.P.08
4.	Every day I tell myself not to look, and everyday I look. I <i>can't help</i> myself, ...	E.P.06	Setiap hari kukatakan kepada diri sendiri untuk tidak memandangi, tapi setiap hari aku memandangi. Aku <i>tak kuasa</i> ...	I.P.08
5.	... the train starting to <i>pick up pace</i> as suburbia melts into grimy North London, ...	E.P.07	... kereta mulai <i>menambah kecepatan</i> ketika pinggiran kota membaur menjadi London Utara yang kumuh, ...	I.P.08
6.	...I don't want the journey to <i>stretch out</i> ...	E.P.10	... aku tidak ingin perjalanannya <i>molor</i> .	I.P.13
7.	It's not just that I've <i>put on weight</i> , or that my face is puffy from the drinking, ...	E.P.11	Bukan hanya <i>bobotku bertambah</i> , atau wajahku bengkak gara – gara alkohol, ...	I.P.13
8.	It's not as if we got into a fight one night at home and I <i>went for</i> him with a golf club, ...	E.P.13	Itu tidak seperti ketika kami bertengkar di rumah pada suatu malam dan aku <i>menyerangnya</i> dengan tongkat golf...	I.P.17
9.	Or my mother, telling me that she'll be in London next week, she'll <i>drop by</i> the office, ...	E.P.15	Atau dari ibuku, mengabarkan bahwa dia akan berada di London minggu depan, dia akan <i>mampir</i> ke kantor, ...	I.P.19
10.	Scott encouraged me – he was <i>over the moon</i> when I suggested it.	E.P.19	Scott menyemangatiku – dia <i>kegirangan</i> ketika aku mengusulkan ide itu.	I.P.25
11.	I don't know how he does it. I would <i>drive</i> me <i>mad</i> .	E.P.22	Aku tidak tahu bagaimana dia bisa melakukan itu. Aku akan <i>gila</i> kalau jadi dia.	I.P.29
12.	I'm not going to visit him, I'm not going to <i>turn up</i> at	E.P.37	Aku tidak akan mengunjunginya, aku	I.P.48

	his house and knock on the door.		tidak akan <i>muncul</i> dirumahnya dan mengetuk pintu.	
13.	I just want to go past the house, <i>roll by</i> on the train.	E.P.37	Aku hanya ingin melintasi rumahnya, <i>melewatinya</i> dengan naik kereta.	I.P.48
14.	I'm going to <i>get off</i> at Witney.	E.P.38	Aku akan <i>turun</i> di Witney.	I.P.49
15.	"... I'm not going to protect you any longer, understand? Just <i>stay away</i> from us."	E.P.41	"... aku tidak akan melindungimu lagi, mengerti? <i>Menyingkir</i> sajalah dari kami."	I.P.54
16.	..., I was so wired when I got home yesterday evening, I thought I'd be <i>bouncing off the walls</i> for hours.	E.P.46	..., semalam aku begitu bersemangat ketika pulang kerumah, sehingga kupikir aku akan <i>terjaga</i> selama berjam – jam.	I.P.61
17.	I must have committed some terrible act and <i>black it out</i> .	E.P.67	Aku pasti telah melakukan semacam tindakan mengerikan, lalu <i>kehilangan kesadaran total</i> .	I.P.88
18.	"...And during the course of our enquiries, your name came up." He fell silent for a bit, letting this <i>sink in</i> .	E.P.71	"... Dan, saat kami melakukan penyelidikan, nama Anda muncul." Dia terdiam sejenak, membiarkan perkataannya <i>dipahami</i> .	I.P.93
19.	I thought about how I would sit here, bouncing my own <i>bundle of joy</i> on my lap.	E.P.77	Aku membayangkan betapa aku akan duduk disini, melambung – lambungkan <i>bayi</i> kesayanganku sendiri di atas pangkuan.	I.P.102
20.	At the time, I resented the fact that it was always seen as my fault, that I was the one <i>letting the side down</i> .	E.P.78	Pada saat itu aku membenci fakta bahwa masalah ini selalu dipandang sebagai kesalahanku, bahwa akulah yang <i>mengecewakan pasanganku</i> .	I.P.103
21.	On the train on the way home, as I dissect all the ways that today <i>went wrong</i> , ...	E.P.85	Di kereta dalam perjalanan pulang, ketika aku menganalisis apa saja yang <i>keliru</i> hari ini,...	I.P.113
22.	There she meets Scott Hipwell, an independent IT contractor who is friendly with restaurant manager, and	E.P.87	Di sana dia berjumpa dengan Scott Hipwell, seorang kontraktor IT independen yang	I.P.114

	the two of them <i>hit it off</i> .		berteman dengan manajer restoran itu, dan mereka berdua <i>langsung cocok</i> .	
23.	I want Megan to turn up <i>safe and sound</i> .	E.P.89	Aku ingin Megan muncul dengan <i>aman dan selamat</i> .	I.P.118
24.	“Yes. It won’t be <i>plain sailing</i> , Cathy,” I said, ...	E.P.121	“Ya. Ini tidak akan <i>lancar dan mudah</i> , Cathy,” kataku.	I.P.160
25.	“... I can’t have people coming to the door. <i>Hanging around</i> . They’ll say things ...”	E.P.135	“... tidak boleh ada orang yang datang ke pintu rumahku. <i>Berkeliaran</i> . Mereka akan mengatakan ini itu ...”	I.P.179
26.	I’m <i>cast out</i> . Scott’s mother made that clear. I’m cast out and I’m disappointed, ...	E.P.137	Aku <i>dusir</i> . Ibu Scott telah menyatakannya dengan gamblang. Aku diusir dan aku kecewa, ...	I.P.182
27.	His mobile phone starts to ring, he glances at it, puts it back into his pocket. “ <i>Speak of the devil</i> . She never stops.”	E.P.153	Ponselnya mulai <i>bordering</i> , dia memandang layarnya sekilas, lalu memasukkannya kembali kesaku. “ <i>Baru saja kita membicarakannya</i> . Ibuku tidak pernah mau berhenti.”	I.P.203
28.	I can see the fist coming and I <i>duck down</i> , my hands up to my head.	E.P.175	Aku bisa melihat kepala tangan itu datang dan aku <i>merunduk</i> , kedua tanganku terangkat untuk melindungi kepala.	I.P.233
29.	I told him that my marriage broke down, that I was depressed, and I’d always been a drinker, but that things just <i>got out of hand</i> .	E.P.191	Kukatakan perkawinanku hancur, aku mengalami depresi, dan aku selalu suka menenggak alkohol, tapi segalanya <i>menjadi tak terkendali</i> .	I.P.254
30.	“No. I was frightened, at first. I didn’t know what he would do if I did <i>get in touch</i>”	E.P.212	“Tidak. Mulanya aku terlalu ketakutan. Aku tidak tahu apa yang akan dia lakukan jika aku benar – benar <i>menghubunginya</i>”	I.P.282