

**AN ANALYSIS OF STUDENTS' ENGLISH DEPARTMENT IN
TRANSLATING ENGLISH COLLOCATION**

THESIS

Submitted by

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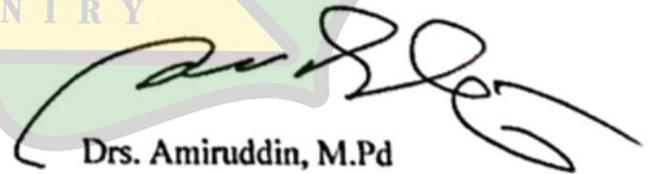
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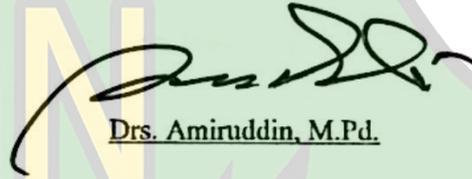
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, akan menjadi sepenuhnya tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sebenar-benarnya.

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Saya yang membuat surat pernyataan,



Widia Agustina

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Finally, the researcher believed that this thesis still needs improvement and useful critics to be a better contribution to the education field, especially for Department of English Language Education of Universitas Islam Negeri Ar-Raniry Banda Aceh.

ABSTRACT

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This research aims to identify the causes of errors made by students in Translating English Collocation. The design of this study uses mixed methods, there are qualitative and quantitative methods. Also, this study used random sampling as a technique to find suitable participants for this research. Respondents were 30 Students English Department. The research data were collected using questionnaire techniques and semi-structured interviews. The data will collected by the participants, making it possible to ask further information as well as follow-up questions. The findings show that students are successful in acquiring students' English vocabulary by using English Collocation. These strategies are active reading strategies, grammar translation methods, cooperative learning methods and learning media. In addition, the reason for differences in vocabulary acquisition is because teachers usually use strategies to improve students' skills in translating English texts or vocabulary in various ways. However, students still experience difficulties in their pronunciation, practice, and imitation.

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CHAPTER I

INTRODUCTION

A. Background of study

Learning the English language requires a good understanding to interpret the meanings contained in a sentence. In this case the proper use of the word- match becomes one of the things that need to be emphasized in interpreting the language. It can make students confuse in understanding the textbooks. As a result, those who want to study or master English should be familiar with the thousands of vocabulary. Most English learners often ignore how important vocabulary is. They believe that grammar is more important than vocabulary. Meanwhile, learning vocabulary considered a first step and an essential part to master a foreign language (Ghezelseflou & Seyedrezaei, 2015).

According to O'Dell (2008) to connect a word with other words it is needed to use collocation for example, *the public* goes with *transportation*, *pay* goes with *attention* and *stands* with *up*. However, many students do not understand and still ignore the use of collocation, whereas the use in the textbook is already correct. Collocations have created confusion for Indonesian students because their meanings are not achieved through translation. Many students love translating words from English into Indonesian.

The results of the translation are not satisfactory and even funny (Lubis, 2016). For example, *take medicine* means *minum obat*, which is translated into the English language directly will be *drink medicine*. Since this kind of collocation is not available in English collocation, so it is not acceptable. Another example is *a heavy smoker* which in Indonesia means *perokok berat*. However, if *a heavy smoker* translated literally or words by words, the definition will be *berat perokok*. These kinds of collocations confuse students since it does not have the same meaning as Indonesian collocation.

Collocation confuses the students in Indonesia because it does not have the same meaning as Indonesian collocation. To be familiar with those forms of collocations, students must read a lot. By analyzing the collocation used in the English textbook, the student will understand the true meaning of the text in the textbook, so the students do not have any difficulty in interpreting them.

Roohani (2011), who investigated the extent to which lexical and grammatical collocations are used in high school and pre-university English textbooks, compared with the New Interchange book series. The results showed that the frequency and proportion of collocations in the high school and pre-university English textbooks were generally lower than those in the New Interchange book series.

Lubis (2013) analyzed the students' errors in interpreting the collocations and find out the causes of the wrong collocations. He found four mistakes which caused students could not understand the use of collocation properly, They are:

students' lack of knowledge of collocation, differences of collocations between English and Indonesia, students' low mastery of vocabulary, and strong interferences of the students' native language.

Referring to the previous explanation, I would like to find out the ability of Students in translating English collocation.

B. Research Questions

Based on the background of the study, the study formulated the problem as the following:

1. What are the possible causes of the collocation errors made by students in translating English collocation?
2. What types of errors are commonly committed by students in translating English collocation?

Research Aims

The objectives of the study present research wants to reach are :

1. To identify the causes of errors made by students in Translating English Collocation.
2. To identify the types of errors made by the students in Translating English Collocation.

C. Significance of the study

This research is expected to give some benefits:

1. For the students, they can know and understand their mistakes, the students can limit and even can eliminate those mistakes in translating English collocation. They also create the new one that improves their mastery in translating English collocation.
2. For the lecturers, This research can give an insight into the collocation that can be a problem for the students. The lecturers also can create type of teachings - learning activity that can improve the students' mastery in translating English collocation.

D. Terminology

There have important terms in this study that are necessary to be defined to avoid misinterpretation of the readers. The terms are:

Translation

Translation is transferring the meaning of the source language into receptor language. The form may change but the meaning which is being transferred must be consistent. In this study, translation refers to lesson. The meaning itself to accurate, acceptable, grammatical and readable in the target language. The writer will be use students' perception to evaluate whether the English collocation will suitable for learning speaking and translation . Of course not all students will know the English collocation, because every people have different perception.

Collocation

Collocation in this study means a group of words combine in a language. Collocation also important to generate a good and reasonable speech and writing as

the native speakers. A good speech and writing contains of collocation which is a natural for communication . Nevertheless, Translating collocation words is a problem for most learners, they feel difficult to predict whether the collocation that they use is natural or not. They also tend to translate the source language collocation into target language literally , using direct translational equivalence.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the literature review of some important theories which might help the writer to do this research. There have two important aspects; Translation and collocation. Each aspect will be elaborated in detail in the following part.

1. Translation

There are some definitions of translation from the experts. Some definitions of the translation may be different as many experts express their thought or idea about the definition of translation.

Catford (1965) cited in (Suryawinata and Hariyanto,2003, p. 11)defined translation as a replacement of textual material in the source language by equivalent textual material in the target language. Translation focuses on getting the meaning of one language to the equivalent meaning of another language (Munday, 2001 , p. 5) stated that translation refers to the changing of a source text of one language into a target text in a different language.

The translation is a change of form. The form is referring to the words, phrases, clauses, sentences, or paragraphs. The change of form is done by

replacing the form of the source language to the form of the receptor or the target language. Moreover, Newmark (1988, p. 5) stated his definition of translation that it is translating the meaning of a text into another language by the way the author intended. It can either be simple or difficult. It can be simply because someone has only said something in one language as well as another language. On the other hand, it can be difficult because sometimes he/she has to be another person. From the definitions above, it can be concluded that translation does not only change the form, but the translation is a process of transferring the meaning of the source language (SL) to the target language (TL), the important thing in translation is the way to find the equivalent meaning in the source language (SL) to target language (TL).

Crystal (1991) defined translation as a process where "the meaning and expression in one language (source) is tuned with the meaning of another (target) whether the medium is spoken, written or signed".

Torop (2002) has argued that translation, as a process of converting ideas expressed from one language into another, is embedded in the sociocultural language of a particular context and also described the translation process as basically a boundary-crossing between two different languages. Clandinin and Connelly (2000) agree with the view of Lapadat and Lindsay (1999) that translation is primarily a conversational process of converting field texts to research texts through making decisions at different stages for obtaining equivalence in meanings and interpretations (Brislin 1970; Cauce, Coronado, & Watson, 1998). Nida and Taber (1982, p. 12) state that translating consists of reproducing in thereceptor

language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Meanwhile, as stated by Newmark (1988:5), translation is rendering the meaning of a text into another language in the way that the author intended the text. By language, translation appears as a significant scope to overcome the language border, which makes the process of communication becomes better. As a way to communicate, translation has a function as a way to share information, stories, experiences, and most of all knowledge. The translation is a medium that can help people get the knowledge or information.

2. Collocation

Collocation refers to the mix of two or more words that dependably appear together in common language. (Faris dan Sahu, 2013; Agah dan Soori, 2015)

“Collocations appear to be significant in taking in a language in light of the fact that words are found out and utilized as a part of connection, and without knowing the fitting setting in which a word can be utilized, one can not make a claim that he or she has comprehended that word”. Two or more words may have similar meaning but only a certain word that habitually goes with (collocates with) other word.

For example

Handsome and beautiful have similar cognitive meaning but only handsome that usually collocates with man. In contrast, only beautiful that usually collocates with woman. Handsome woman and beautiful man sound odd or

unnatural to English native speakers Collocation is not an unusual linguistic phenomenon. Like idiom, it does not only exist in English but in every human verbal language. In other words collocation can be found in any language.

Collocation means a natural combination of words; it refers to the way English words are closely associated with each other. For example, *heavy rain*, *blond hair*, and *pay attention*. (O'Dell, 2008). Collocation aims to assist students in using the English language naturally. It also helps the students to increase the number of their vocabulary, especially for Indonesian students who learn English as their foreign language. Hill (2000, p. 63-64) classifies collocations into *unique* collocations, which are fixed; *strong* collocations, which have a few other possible collocates; *weak* collocations, which can be easily predicted; and *medium-strength* collocations, which Hill (ibid.) suggests to be strongly emphasized in class (see also Boonyasaquan, S., 2009).

Collocation as language chunks that are memorized as whole units to achieve language fluency. It is a pair group of words that consists of two or more words and is often used together whether written or spoken (Seretan, 2011, p. 9). Collocation is one of the concerns of lexicography which is lexical semantic Collocation can be defined as a term used to describe a group of words that occur repeatedly in a language. These kinds of co-occurrence can have a grammatical or lexical meaning (Carter, 2012, p. 62). Meanwhile, lexical-semantic is the study of what individual lexical items mean. Why they mean, what they do, how one can represent all of this, and where the combined interpretation for an utterance comes.

Raising the learners' understanding of the collocations of words is a matter of first-rate importance (McCarthy 2008, p. 21 in Lubis 2013, p. 18) since the task of learning collocations can present both intra-lingual and inter-lingual problems. Collocation is a term describing lexical relations is not well-defined, and unfortunately joining words that are in principle semantically compatible does not always produce acceptable collocations, for example, *strong tea* is an acceptable collocation in English but *powerful tea* is not, in the same way, that *many thanks* are well-formed but *several thanks* are not.

Learning and teaching English collocations is not straightforward. There have been difficulties, challenges, and strategies associated with this area of research. Why are collocations difficult to learn and master? Hadi (2014) responds that collocation patterning is arbitrary; it does not follow particular rules. It is highly subject to the native speakers' tendencies and regular use of using the target language and culture. In other words, collocations are unpredictable. The arbitrariness of collocations causes difficulties for those who learn English in an environment which lacks exposure to authentic English. It requires a greater degree of competence with the English language to combine them correctly in language productions of EFL learners.

Kamal (2014) investigated the effect of explicit and implicit instruction on the acquisition of English collocations of this type (verb + noun) in the Egyptian context, where English is taught as an L2. The study showed that the explicit method was more beneficial than the implicit one, a result similar to previous

research which shows that the explicit method is mainly revolved around exercises and drills, and the implicit method mainly depends on repetition and input overflow.

Among the collocation patterns above, the problem of transitivity of verbs and phrasal verbs stands out. With regard to the transitivity of English verbs, students may be confused about (a) which verbs are always transitive or always intransitive, and which can occur in both types, and (b) which structure (infinitive with or without to, gerund or that- clause) which can follow certain transitive verbs. It takes time for the learner to remember which verb requires which structure or which alternative structure is possible.

Another problem with the collocation grammar is the 2.2.8.d pattern. combination of verb particle + adverb. This combination confuses English students, including Indonesian students, because of the following problems as Side observes (1990: 144-5):

Many English verb + adverb particle combinations (also called phrasal verbs) have more than one meaning, such as make up ('decided' 'to make' and 'put on cosmetics' and 'the cosmetics itself) and are often idiomatic. That the seemingly endless list of combinations with various meanings is indeed threatening.

A. Adverb particles, which are similar in form to prepositions, of phrasal verbs appear random. Therefore, learners tend to transfer their L1 phrasal verb prepositions to English

which actually hurts. Transferring L1 prepositions can lead to errors due to conceptual differences between L1 and English prepositions. For example the

Indonesian expression 'interested in' is transferred to English 'interested'; whereas 'interested' will be difficult to remember because the preposition 'di' is the equivalent of the Indonesian word 'di'. So, it is a learning burden for Indonesian learners to decide which English prepositions/particles to transfer or use.

B. Also, sometimes it is difficult to decide whether the verb of a phrasal verb is transitive or intransitive before they can decide whether the phrasal verb can be separated (such as, calling your dog away) or not (taking the boarding house). Students will probably generalize the rules that separate transitive verbs from their prepositions and insert objects. For example : Too late to call the electrician can also be stated – It's too late to call the electrician or It's too late to call him. generalized to integral phrasal transitive verbs, such as "call". The chairman summoned Mr. Sudjana to submit a report. The chairman summoned him to submit a report (which was still correct); Students can also cause the Chair to call them to provide reports (which are not true) (Thomson and Martinet, 1980: 102). Wallace (1987:120-1) distinguish phrasal verbs from prepositional phrases, where the last is definitely inseparable. Compare the following examples: He refused an offer (a verb-phrase combination or adverb) and He refused a way (a prepositional phrase or a verb-preposition combination). "Refuse" in the first sentence is separable while the second is not (Stageberg,1971: 225).

C. To give more confusion, the fact that there is sometimes no direct equivalent in the L1, some phrasal verbs can give learners more difficulties in understanding.

C. Types of Collocation

The definitions of collocations proposed by several prominent linguists can be divided into two groups. Firstly, collocations can be generally referred to as frequent co-occurrences of words. The secondly, collocations can also refer to restricted ways words co-occur.

In the discussion above concerning with the way to translate collocations, it has been noted that the great care must be taken by a translator when translating collocations because a literal translation may result in nonsense. However, what is meant by collocation which has to be known by a translator has not yet been mentioned.

According to Baker, “Collocations are fairly flexible patterns of language which allow several variations.

A definition provided by Oxford Collocation Dictionary for Students of English, in Achmad (2010) reads: “Collocation is the way words combine in a language to produce natural-sounding speech and writing”. And finally Baker defines it as “Tendency of certain words to co-occur regularly in a given language”. In the six definitions six key phrases are used when collocation is dealt with that is:

- (1) Words that often go together
- (2) A sequence of words
- (3) A combination of words
- (4) High frequency of word combination
- (5) Natural sounding and

(6) Tendency of certain words to co-occur.

The second definition on collocations, stating that collocations are about the restricted ways words appear together, is similarly proposed by Newmark, he notes that "... collocation consists of lexical items that enter mainly, into high-frequency grammatical structure," Peter Newmark (212), and he mentions that the most common grammatical structures are adjectives and nouns; nouns and nouns; and verb and objects. By his definition, Newmark views collocations as words that appear restrictedly in a way that they must appear in an established grammar patterns frequently used by language speakers.

According to Benson, Benson and Ilson (1997), the Collocations are divided into two major groups in their dictionary, such as grammatical collocations and lexical collocations. Grammatical and lexical collocations have been represented about two differentiations but it can return into the aspect of collocation since it was included lexis and grammar. In this part the types of collocation will be explained in good term.

1. Grammatical Collocations

A grammatical collocation is a phrase which consists of a dominant word such as noun, adjective, verb and a preposition or grammatical structure such as an infinitive or clause". Adapted from (Benson, Benson, and Ilson 1997), grammatical collocations are divided into eight major groups.

2. Lexical Collocations

According to Benson, Benson, and Ilson (1997), the definition of lexical collocations are the phrase that normally do not contain prepositions, infinitives ,or clauses in grammatical collocations. The types that have been mentioned before was not mention in this lexical collocation types. Typical lexical collocations in a phrase consist of nouns, adjectives, verbs, and adverbs. Adapted from Benson et al., (1997), lexical collocations are divided into seven major groups. Here are the seven major groups which are consisting together with the examples from it:

These are the types that were mentioned in Oxford Collocations Dictionary which divided the collocations' combinations into thirteen types, and together with the examples from its collocation:

1. Adjective + noun, example: bright light, strong light
2. Quantifier + noun, example: a beam of light, ray of light
3. Verb + noun, example: provide light, shed light
4. Noun + verb, example: light gleams, light shines
5. Noun + noun, example: a light source
6. Preposition + noun, example: by the light of the moon
7. Noun + preposition, example: the light from the window
8. Adverb + verb, example: choose carefully

9. Verb + verb, example: be free to choose

10. Verb + preposition, example: choose between two things

11. Verb + adjective, example: make something safe, keep something safe

12. Adverb + adjective, example: perfectly safe, environmentally safe

13. Adjective + preposition, example: safe from attack

Types of Collocations

The patterning of collocations is fundamental because words occur together based on patterns. Thus, collocations are divided into several types. The first type is the grammatical collocations are frequent co-occurrences of function words such as verbs, nouns, adjectives and prepositions. The first sub-division is the group of the verbs and prepositions. All verbs that appear with preposition are listed first, and became the suspected first grammatical collocations because of the vast number the suspected collocations found, a differentiation between phrasal verbs and grammatical collocations must be made in order to efficiently sort which co-occurrences that indeed belonged to the grammatical collocations in which the syntactic rules become the base upon which words combine.

The first type is the semantical collocations are frequent cooccurrences of lexical words that have referents in the real world, and show a semantic relationship (Ibid:27). To determine whether or not the word co-occurrences are categorized into the semantic collocation, the word in combinations that had referents, and seemed to reveal semantic relationship are listed, and become the suspected semantic

collocations. Afterwards, the definitions of the words and there are collocates are compared to decide whether or not they showed a semantic connection.

Semantical collocations, that refers to the “Co-occurrence of comembers of semantic fields, representing co-occurrence of the referents in the real world” (Rosamund Moon, Oxford University Press, 1998, p.28). To put it another way, semantical collocations are those combinations of words, objects of which exist in the universe. The examples are the combination of the word bread with lexical word ‘food’ such as garlic, granary and rye, but not book, cat, sky. Other examples are the word tree that collocates with trunk, leaves, root, but not shirt, food, beverages.

The second type is the lexical collocations. “As the words occur together within the same lexical sets, or as the words that occur together reveal close semantical relationship, they are said to form lexical collocations” (Michael Lewis, Teaching Collocation (London: Commercial Colour Press, 2000, p.134). The following examples illustrate the lexical set: the words desk, table, and chair belong the same lexical sets, but desk, rain, and grass do not. With reference to the lexical sets, shares the same concept; sets she notes that “Lexical sets are actual words and expression that belong to categorization of words by linguistic convention based on various exposures to the world” (Mona Baker , 1992, p.18).

The third type is the lexico-grammatical collocations, “Which are restricted by the association of certain vocabulary, grammar and the meaning of the words in the collocations” (Ibid,28). Moon includes the application of selectional restrictions. Therefore, the word sweet collocates with sugar. The word sweet which is specially related to sense like that of sugar must collocate with words that share

the same characteristics as sugary, and that shows semantical relationship. Thus, sweet acts as a noun that is modified by the adjective next to it.

In terms of grammatical collocations, Carter adopts Benson's definition on collocations which states that a collocation is the recurrent combination of a dominant word (verb, noun, adjective) followed by a 'grammatical' word, typically a preposition.

Finally, collocations can be classified based on their patterns of occurrences. Meanwhile, Collocations can also be classified according to their co-occurrences pattern studied from a very large corpus, who compile dictionary of collocations based on data taken from the British National Corpus classify collocations into the following types of combinations; adjective + noun; adjective + preposition; verb + noun; verb + verb; verb + preposition; verb + adjective; noun + noun; noun + preposition; adverb + verb; adverb + adjective; preposition + noun; quantifier + noun; and short phrases including the headword.

Translating Collocations

With regard to the arbitrariness in collocation in collocations, there are some problems that may potentially occur in translating collocations.

Firstly, "Translators often combine words that collocate in source language, but not in receptor language because of the translator failure to grasp the unique meanings of collocation that revealed by the entire particular combination of words.

Secondly, "Translator may misinterpret the meaning of the collocations into the receptor language, resulting in the in appropriate translation of the collocations

into the receptor language”. With reference to meaning Baker emphasize that collocations reveal their own meanings that are regularly not the same as the meaning of the constituents (Ibid:153).

Thirdly, (Ibid,56-57)

“Translators are often faced with dilemmas of typically and accuracy, i.e. whether they have to translate the source language calls into the forms that familiar and acceptable by the receptor-language audience, but which may not exact, or precise, or they can make a precise translation which is not natural to the audience.

Fourthly, English collocations, especially those that are composed of nouns and verb nouns sometimes reveal “mysterious case-relations” (Ibid:146). that make them difficult to translate clearly and accurately. Furthermore, he also points out that Non-British collocations are easier to translate as they are made arbitrarily. The writer views that Newmark’s,2014, p.212) statement Seems to ignore the concept of arbitrariness reflected in the notion of collocations in language among language speakers which indicates the difficulty to measure arbitrariness, let alone to judge that collocations in one language are more arbitrary than those in other languages; and also contradict own his previous statement on the arbitrariness of the English collocations.

With reference to collocational range, according to the Baker(2012:34) there are some aspects of any lexical words of aspects collocations that need a special attention in translating collocations:

1. Synonymous or near synonymous words.

Synonymous or near synonymous often have different collocational ranges.

2. Different words forms. Concerning the word forms.
3. Register (Ibid:47-52). With regard to register, there are some collocations which are very common within the specific register, but not in daily communication.
4. According to Newmark, proposes the translators recognize the most common patterns of collocations in languages. Furthermore, the species that “English collocations are mostly constructed of adjective and noun, noun and noun and verb and object” (Ibid:212-213).
5. “Suggests the literal translation that applies to one word to one word, group to group, collocation to collocation, clause to clause, and sentence to sentence for translating collocations”(Peter Newmark 1988:69).

Errors in Translating Collocations

Various factors causing the collocational errors have been analyzed by scholars. One type of factors is of ”Carrying over collocation from the source language text to the receptor language text, resulting unnatural or obscure translation in the receptor language.” Kathrine Barnwell (1980:56). For instance, the English collocations kill the time is translated into membunuh waktu, instead of membuang waktu which is natural to the Indonesian readers or hearers. Another cause of collocational errors is the use of the literal translation. For instance, the

English collocations: run a business will be unnatural in Indonesian readers if they are rendered into melarikan usaha respectively. Further account of pitfalls causing the collocational errors can be found in Baker's coursebook on translation. In her research, she has found some common problems in transferring the meanings of collocations from one language to another. She has also contributed more comprehensive and useful way out in handling the potential causes of clashes in which she has classified at least into five factors. They include culture:

- 1) Engrossing effect of course text patterning.
- 2) Misinterpreting the meaning of source language collocations.
- 3) The tension between accuracy and naturalness
- 4) Culture-specific collocations.
- 5) Marked collocations in the source text (Mona Baker 1992:54-63).

All the previous outline of collocation errors or clashes, especially formulated by Baker, are adopted as the framework in the discussion of diagnosis, description and explanation of the collocational errors or clashes which cause the untypical, unnatural and obscure translation to the native speakers and or the Indonesian readers.

CHAPTER III

METHODOLOGY

This chapter is concerned with how the design is implemented and how the research is carried out. This chapter presents the research participants, research instrument, the technique of data collection, and the technique of the data analysis.

Research Method

This research used Mixed methods, they are Qualitative and Quantitative approach. Bryman (2007) Qualitative research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. According to Sugiyono (2016) based on the setting, there are three research method such as Experiment, Survey, and Naturalistic (qualitative). Quantitative research is the systematic, empirical investigation of phenomena using statistical, mathematical, or computational techniques. It is objective. That is, it observes and represents facts without being influenced by personal feelings or opinions. The data was gained from the questioner, and interview by the researcher.

A. Population

Arikunto (2006) states the population is the entire subject of the research. And also the population is a group of people. The population in this research was the entire students of the English Language Education Department of UIN Ar- Raniry Banda Aceh in the academic year 2019. There is a unit that takes the Translation class, and the total number of the students is 30.

B. Sample

A sample is a part of the representative of the population which is studied and it can be done if the population has a homogenous characteristic. To take the sample of this research, the researcher used purposive sampling as the technique of sampling. Purposive sampling is the way how to take the sample with particular consideration of the sample (Siregar, 2014). In this study, the researcher only takes one class which consists of 30 students as the sample and it is chosen by using a random sampling technique.

C. Data collection

In this research to collect the data, the researcher used interviews and questionnaires as the techniques of data collection.

1. Interview

The researcher conducted interviewed with English Language Education Department students in the class, to complete the data about how the student's ability in translating English collocation, and what obstacle that face by the student in translating English collocation. The interview conducted only three students in one unit of the English Language Education Department. The students will get several questions related to this research. The result of the interview was analyzed and explain narratively.

2 Questionnaire

In this research, the researcher also used a questionnaire as a technique of data collection. In this case, the researcher wants to find out the extent of students in translating English collocation. The total number of questions was 10 questions related to the research. The form of the questionnaire was closed-ended where the writer prepared the alternative answer that was chosen by the respondents. The result of this questionnaire would be analyzed by giving each answer a percentage system so that it can be assessed with statistical interpretation.

D. Techniques of Data Analysis

1. Interview

The interview would be conducted with three respondents of the English Language Education Department in one unit. The interview guide consists of five questions related to this research. The result of the interview was analysis and explain narratively to answer the research question.

2. Questionnaire

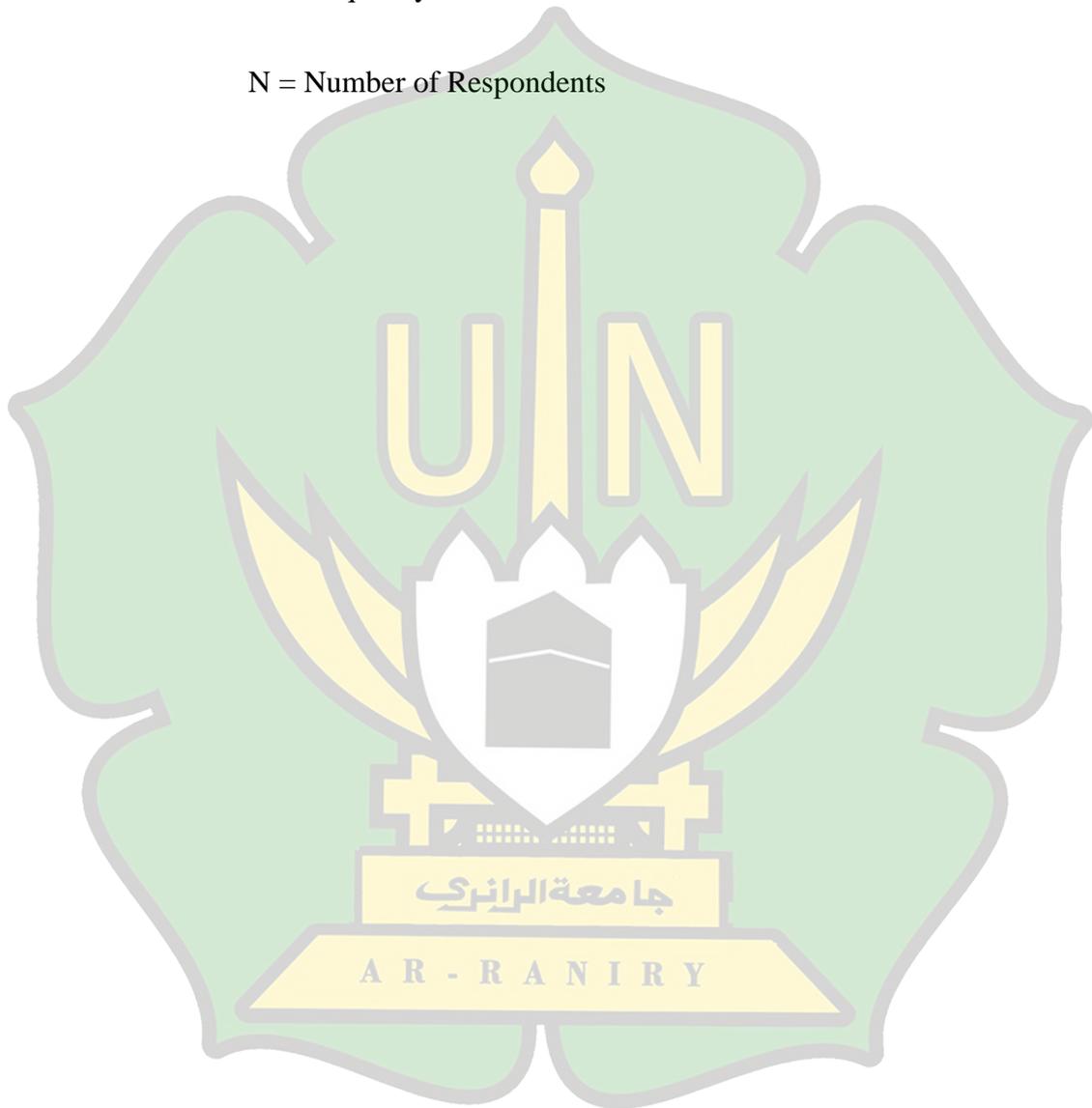
A Questionnaire was another technique used by the researcher in collecting the data. The questionnaire was given to know the students' ability in translating English collocation. To Analysis the information of the questionnaire, the researcher used the statistic formula. It is a statistical method applied by frequency distribution. The data of the questionnaire would be presented in percentages. According to Sudjana (2016) the questionnaire analysis by using the formula as follow:

$$P = f/(N) \times 100\%$$

Where: P = Percentage

F = Frequency

N = Number of Respondents



CHAPTER IV

THE RESULT OF RESEARCH AND DISCUSSION

A. The Analysis of Questionnaire

The writer gave the questionnaire to be answered by the students on 12th December 2017. It consists of 10 questions which are 9 questions of closed-ended and 1 question of open-ended. It was distributed to 28 students who were taking translation 1 as a study. To answer the questionnaire the writer gave the time about 20 minutes to answer the questionnaire. The data would be presented in Percentage by using the following formula:

$$P = f/(N) \times 100\%$$

Where:

P	= Percentage
F	= Frequency
N	= Number of Respondents
100%	= Constant Value

The results of the questionnaire are calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage). The instrument of the questionnaire was given by the writer to the population in order to obtain the necessary data in this research.

The following are the students' responses toward the questionnaire given:

Table 4.1: students' perception in Translating English Collocation

Option	Respondents	Percentage (%)
Strongly agree	10	35,72 %
Agree	17	60,71 %
Disagree	1	3, 57 %
Strongly disagree	0	0 %
Total	28	100 %

The table above describes that most of the students assumed that English collocation in translation 1 was efficient in teaching-learning process, this statement was answered by 28 students. 10 students (35,72 %) strongly agree about this statement and 17 students (60,71 %) are agree . Only 1 (3,57 %) of student choose disagree about the use of English collocation in their translation class. So the table above indicates that most of them agree about to have English collocation

Table 4.2: English collocation is an appropriate method to improve translation skills.

Option	Respondents	Percentage (%)
Strongly agree	9	32,14 %
Agree	17	60,71 %
Disagree	2	7,14 %
Strongly disagree	0	0 %
Total	28	100 %

Table 4.3: The activities of translating English collocation can improve speaking skills.

Option	Respondents	Percentage (%)
Strongly agree	7	25,00 %
Agree	21	75,00 %
Disagree	0	0 %
Strongly disagree	0	0 %
Total	28	100 %

In table 4.2 describes that most of the students perception about translating English collocation is an appropriate method to improve translation skill, most of them answer agree. 17 (60,71 %) of students are agree about the statement and 9 students (32,14 %) are strongly disagree and 2 (7,14 %) are disagree. From 28 students, 19 student (67,86 %) are agree with the statement that English collocation is an appropriate method to improve translation skill. From table 4.3 show the result that students (25,00 %) strongly agree about the statement and 21 students (75,00 %) are agree. Most of them agree about the activities that can improve their translation.

Table 4.4: students' perception in Translating English collocation is good during translation class

Option	Respondents	Percentage (%)
Strongly agree	8	28,57 %
Agree	18	64,29 %
Disagree	2	7,14 %
Strongly disagree	0	0 %
Total	28	100 %

The table above describes that most of the students perception about their English collocation is good during the translation lessons, about 8 of students (28,57 %) choose strongly agree, and most of them are agree with the statement, there are 18 students (64,29 %) are agree. Only 2 students (7,14 %) disagree with the statement. From 28 students of unit one, 18 students (64,29 %) are agree with the statement

Table 4.5: students' English Department in translating English collocation has affected students' feelings towards English lessons.

Option	Respondents	Percentage (%)
Strongly agree	4	14,29 %
Agree	20	71,42 %
Disagree	4	14,29 %
Strongly disagree	0	0 %
Total	28	100 %

The table above describes that most of the students think English collocation has affected their feelings towards English lessons, this statement was answered by 28 students. Most of them are agree with the statement because about 20 students

(71,42 %) are agree. And also 4 of students (14,29 %) are strongly agree and 4 of students (14,29 %) are disagree with the statement.

Table 4.6: students' English Department feel comfortable in participating in translating English collocation

Option	Respondents	Percentage (%)
Strongly agree	9	32,14 %
Agree	18	64,29 %
Disagree	1	3,57 %
Strongly disagree	0	0 %
Total	28	100 %

The table above describes that most of the students feel comfortable in participating in translating English collocation ,most of them answer agree. 18 (64,29 %) of students are agree about the statement and 9 students (32,14 %) are strongly disagree. One of students choose disagree and there is no one student choose strongly disagree. From 28 students, 18 students (64,29 %) are agree because they feel comfortable in participating in translating English collocation.

Table 4.7: students' perception in translating English collocation

Option	Respondents	Percentage (%)
Strongly agree	14	50,00 %
Agree	14	50,00%
Disagree	0	0

Strongly disagree	0	0 %
Total	28	100 %

Table 4.8: students' perception in translating English collocation that can train students' vocabulary.

Option	Respondents	Percentage (%)
Strongly agree	8	28,57 %
Agree	17	60,72%
Disagree	3	10,71%
Strongly disagree	0	0 %
Total	28	100 %

The table above describes that most of the students assumed that English collocation can train their vocabulary. This statement was answered by 28 students. 9 students (32,14 %) strongly agree about the statement and 16 students (57,15 %) are agree. But 3 of students (10,71 %) are disagree.

Table 4.9: students' perception on disagreement with the translating English collocation

Option	Respondents	Percentage (%)
Strongly agree	0	0 %
Agree	0	0 %
Disagree	16	57,14 %
Strongly disagree	12	42,86 %
Total	28	100 %

The table 4.10 show that most of them are disagree with the statement about translating English collocation. 16 students (57,14 %) are disagree. And 12 of them (42,86 %) are strongly disagree with the statement. Because most of them are agree with English collocation.

Table 4.11: students' perception on difficulty in translating English collocation

Option	Respondents	Percentage (%)
Strongly agree	0	0 %
Agree	2	7,14 %
Disagree	15	53,57 %
Strongly disagree	11	39,29 %
Total	28	100 %

The table above describes that most of the students assumed that there is no difficulty in translating English collocation . 11 students (39,29 %) strongly disagree about this statement and 15 students (53,57%) are disagree . Only 2 (7,14 %) of students choose agree about having difficulty in translating English collocation.

The last question is open-ended question. The question was about students opinion or perception and feeling about translating English collocation . Themes of students' opinion through open-ended questionnaire. From 28 students , 26 students (92,85%) stated that English collocation can improve translation skill

and good to use English collocation in learning translation and 2 (7,14%) of students are thinks that English collocation cannot improve translation skill because drama they don't like English collocation. There are 12 (42,86 %) students stated that translating English collocation can increase their vocabulary and train their English language but only one (3,57 %) student think that English collocation cannot improve vocabulary and English language. 7 (25,00%) of students assumed that English collocation.can make them more comfortable and 8 (28,57%) of them stated that English collocation can make students more confident to translated English.,

B. The Result of interview

The writer conducted the interview for three Students of English Department students for two days. As stated before, the interview was done in order to get additional information about students' perception about translating English collocation. Based on the interview, it is found that the results were varied. The interview used to get more detailed data. So the interview was chosen based on their answers in the questionnaire.

The first respondents said that she had positive perception about translating English collocation. The first respondent said that she really likes English collocation. She doesn't have any difficulty in translating English collocation. She stated that English collocation can improve translation skill, because English collocation can make more relax and feel confident and she recommended to try it.

The second respondents also had positive perception about translating English collocation. They interesting to know English collocation to improve they vocabulary. she use English collocation to ease the text or the conversation , actually in translation class. She said that English collocation was interest. The difficulty in translating express something when she try to know English collocation. She stated that English collocation can improve her translation skill.

The last respondent have her own perception about English collocation. The interest technique for the third respondent is watching movie, read a novel or article. She also used English collocation in translation lesson. She said that English collocation can improve her vocabulary, she got a lot of new vocabulary in translating English collocation. But she has any difficulty in translating English collocation, such as analysis the text, the script, and difficult to understand the words. In her perception, English collocation very useful in study English language, because it make more nice.

Based on the result of interview, in general the writer concluded that most of the respondent had positive perception about English collocation. They have a lot of interesting technique in translating English collocation. Because English collocation is an interest technique, makes students relax and confident to understand the book or the text. Their opinions about the difficulties in the English collocation were and to understand the text. Most of them agree about English collocation and think that English collocation can improve their English language.

C. Discussion

The purpose of this study is to find out the students English Department in translating English collocation. To collect the data, the writer have distributed questionnaire and conducted interview to the respondents. The first research question of this thesis is what are the possible causes of the collocation errors made by Students UIN in translating English collocation. Based on the result of questionnaire, most of students in English department are agree to use English collocation, because English collocation can improve their vocabulary or grammar skill and make them more relax.

The second research question is what are types of errors are commonly committed by students in translating English collocation. The result of interview, most of students stated that English collocation can improve English skill because English collocation can increase vocabulary and train pronunciation, and also make students more relax and confident in translating the text.

On the other hand, there were few of students who had negative perceptions in translating English collocation. Some of them think that English collocation can't improve English skill because translating English collocation take a long time and some of them said that English collocation can't increase vocabulary and train pronunciation. But most of the respondents agree about English collocation.

CHAPTER V

CONCLUSIONS AND SUGGESTION

After analyzing the result of the research and comparing the data, the writer makes some conclusion and suggestion as follow:

A. Conclusions

After answering questions in the research question which include “what are the possible causes of the collocation errors made by students in translating English collocation and what types of errors are commonly committed by students in translating English collocation. Based on the result and discussion in the previous chapter, the writer would like to draw some conclusion as follow:

1. It is concluded that most students in English department agreed to analysis English collocation . It shows on students percentage of questionnaire, where the students gave positive response (92,85 %).
2. All respondents of interview have a positive perception about English collocation, and create students in English Language. Students also can increase vocabulary and train their pronunciation. Proven based on interviews and questionnaires distributed to students.
3. Given the positive results obtained from this study, the use of English collocation to expand students' creativity in understanding English collocation is recommended to use in teaching translation. Lecturers are expected to use English collocation in

learning. By analyzing texts or books, all students will definitely participate in analyzing and be able to practice their English skills.

4. The students are suggested to implement the English collocation in their English language in order to achieve the better result of learning English. From the implementation the types of the collocation, students will get a lot of new vocabulary and widening knowledge.



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B- 17298/Un.08/FTK/KP.07.6/12/2021

**TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-2113/Un.08/FTK/KP.07.6/2/2020** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

- Mengingat** :
- Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
 - Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
 - Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
 - Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
 - Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
 - Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
 - Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2020

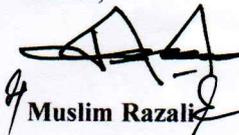
MEMUTUSKAN

- Menetapkan** :
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-2113/Un.08/FTK/KP.07.6/2/2020** tanggal **15 Februari 2021**

- KEDUA** : Menunjuk Saudara:
- Habiburrahim, S.Ag, M.Com, MS, Ph.D Sebagai Pembimbing Pertama
 - Drs. Amiruddin, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Widia Agustina**
NIM : **160203025 - RANIRY**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **An Analysis of Students' English Department in Translating English Collocation**

- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2021
Dekan,


Muslim Razali

Tembusan

- Rektor UIN Ar-Raniry (sebagai laporan);
- Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

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Assalamualaikum,

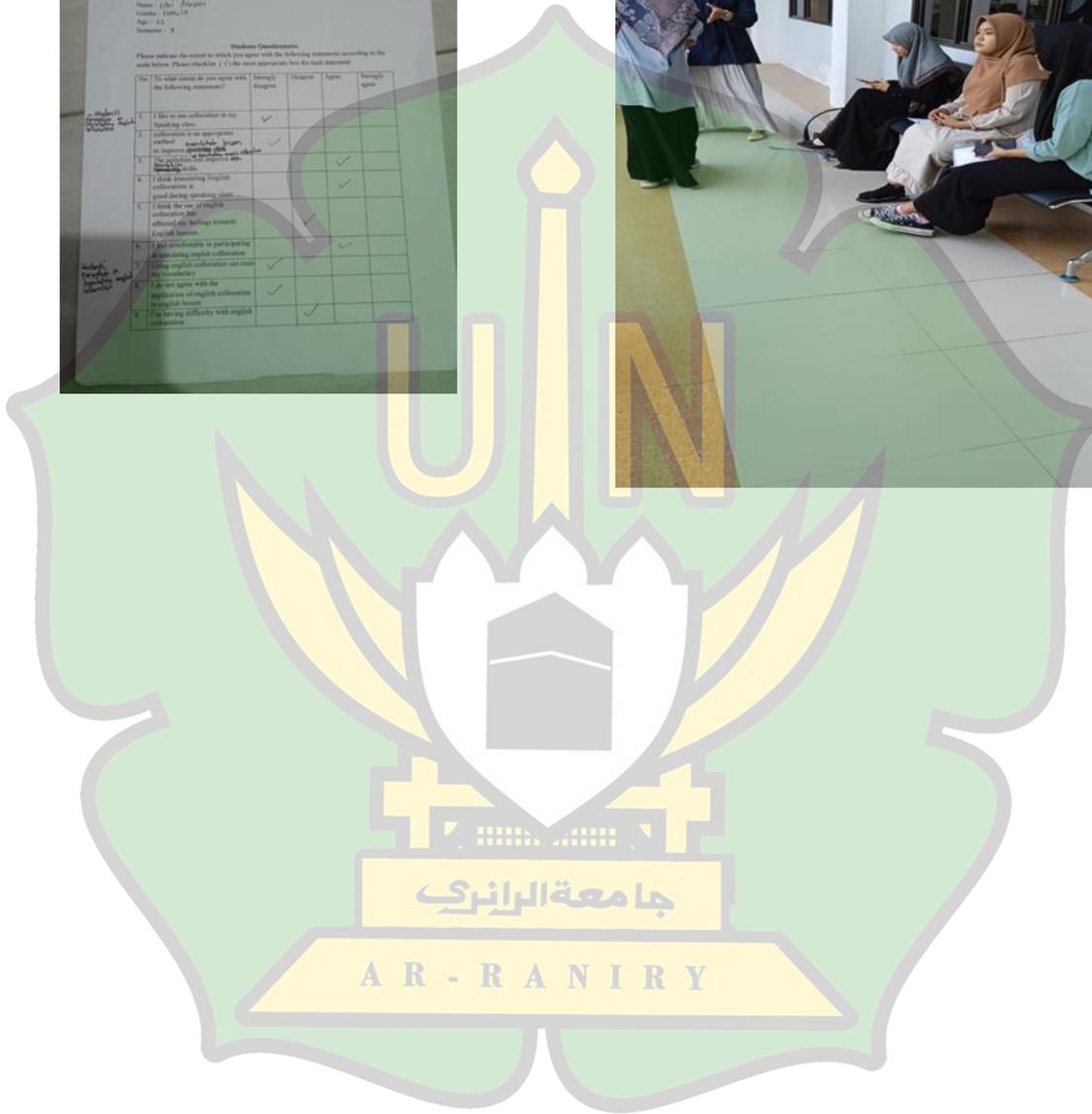
Dear participants, I am Wati Nurhasanah student of English Language Education, FKH 1001 Ar-Raniry. At the moment, I am doing a research entitled "An Analysis of Students' English Collocation in Translating English Collocation". I need your answers in my data collection. Therefore I would like to invite you to participate in my research.

Name: (Dr. Haniq)
 Gender: Female
 Age: 22
 Semester: 2

Students Characteristics

Please indicate the extent to which you agree with the following statements according to the scale below. Please check (✓) the most appropriate box for each statement.

No	To what extent do you agree with the following statement?	Strongly disagree	Disagree	Agree	Strongly agree
1	I like to use collocation in my speaking class.		✓		
2	collocation is an appropriate method to improve speaking skills.		✓		
3	The application of English collocation is very interesting.			✓	
4	I think memorizing English collocation is good during speaking class.			✓	
5	I think the use of English collocation has educational benefits towards English learners.			✓	
6	I feel uncomfortable in participating discussing English collocation.		✓		
7	Using English collocation can train my vocabulary.		✓		
8	I do not agree with the application of English collocation in English lesson.		✓		
9	I'm having difficulty with English collocation.		✓		



Interview Transcribed

Respondent 1

Writer : Okay, thank you for your time, I would like to interview you, I will give you some question

Respon

dent :

Okay

Writer : The first question, Could you please tell me your interest types of English collocation in translating English collocation?

Respondent : In Translation class, for me when I learn English collocation is very excited

Writer : The second question, Did you use English collocation in Translation class ?

Respondent : yes, sometime, not always practice collocation in translating the text or book.

Writer : okay , the third question what do you think about English Collocation ?

Respondent : I think using English collocation in Translation class is interesting, why I said that, because I think English collocation in Translation class can improve my skill in English language.

Interview Transcribed

Respondent 2

Writer : I would like to interview you about your perception in Translating English collocation. I will give you some question, The first question, Could you please tell me your interest types of English collocation in translating English collocation?

Respondent : the interest types of collocation in Translation class are Translating the Text, book, movie.

Writer : so English collocation also your interest study in Translation class, and the second question did you use English collocation as a technique in Translation class ?

Respondent : I used it. Because English collocation can explain the meaning of the text or book.

Writer : The third question, what do you think about using English collocation in Translation class ?

Respondent : It really good to use English collocation in Translation class, because with English collocation we can get know vocabulary and practice our pronunciation, so English collocation really important in Translation class.

Writer : that's all your answering, thank you for your time, forgive me if I have a mistake and thank you .

Interview Transcribe

Respondent 3

Writer : okay today I would like to interview you about your perception in using English collocation to create students learning in Translktion . The first question is could you please tell me your interest tpyes of English collocation in Translation class ?

Respondent : yes, we have learn many of tpyes of English collocation in Translation, but the interest types of collocation for me are lexical grammar in Translating the text or book.

Writer : okay that's all your interest types of English Collocation, and the second question did you use English collocation as a technique in Translation class ?

Respondent : yes, I used English collocation in Translation class, actually in Translation two.

Writer : The third question, what do you think about using English collocation in Translation class ?

Respondent : I think English collocation is the best method, when I Translating the text or book with my friends, I feel confident.

Writer : okay thanks for your participation, and the last I say Assalamualaikum



AUTOBIOGRAPHY

1. Name : Widia Agustina
2. Place / Date of Birth : Desa Ude/29 Agustus 1998
3. Sex : Female
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 - e. University : English Language Education Department of Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh (2023).