

An Analysis of Students' Collocation Translation in EFL Classroom

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Abstract

This study sought to answer the question, "What is the English collocation found in student descriptive text translation?" This study was designed as descriptive qualitative research, and the study's data was described qualitatively. The data was taken from the student's descriptive translation. The sources of the data in this study were sentences and expressions that contain collocation. Documentation is the only instrument used in collecting the data. To analyze the data, the researchers used data reduction, data display, and conclusion drawing/verification. The result of this study showed that (1) there were sixteen collocations found in student's descriptive text translation and (2) the meanings of English collocations were fourteen had denotative meaning. To conclude, the collocation words do not only have one meaning but also have many meanings, and change the meaning based on the structure of the sentence in the text.

Keywords: Collocation, Translation, EFL Classroom

Introduction

The important roles in spreading information and communication with others are played by a language. Because we were born with differences, we discovered that the language we used to communicate was also unique. Language differences can be caused by a variety of factors, including a nation's location, culture, people, and natural conditions. People use language to express their ideas, feelings, and opinions, to exchange information, to conduct business, to absorb and develop science, to transfer technology, and to stay in touch with others. Language differences necessitate the question of how to transfer one language to another. Translation, on the other hand, is critical in transferring a concept from one part of the world to another. When it comes to translating, we'll need a translator with a thorough understanding of both the source and target languages. In this case, the source language is the language into which a text written in another language is to be translated, and the target language is the language into which a text written in another language is to be translated.

In translation, we need to know the context so that we can find the right meaning for the same purpose. One of the problems in finding the meaning of the text is collocation. Collocation has piqued the interest of many people, in part because it has been overlooked in structural linguistic traditions following Saussure and Chomsky. However, in British linguistics, there is a tradition synonymous with the names Firth, Halliday, and Sinclair who pay careful attention to phenomena such as collocation. Jabak, Abdullah, and Mustapha (2016) discovered that 71,86% of Arabic students could not translate Arabic collocations into equivalent collocations in English in their research for Arabic students. Likewise, Rumanian students are unable to translate English collocations into Rumanian and

vice versa (Pârlog & Punga, 2017). Iranian EFL students have also been found to struggle with translating English collocations (Ghasemi & Hashemian, 2016). It is difficult to translate collocations because it requires evaluating the suitability of word collocates. As a result, incorrect translation of collocations will result in unnatural words and meanings.

A collocation is a phrase made up of two or more words that are frequently used together. According to O'Dell & McCarthy (2017), collocation is defined as a natural combination of words; it refers to how English words are closely associated with one another. Pay and attention, for example, go hand in hand, as do commit and crime. Blond goes with hair, and rain is heavy. Collocation is a linguistic term that refers to a grouping of words that occurs more often than would occur by chance in a language. To put it another way, a collocation is a phrase made up of two or more terms that refer to a common way of expressing something. One of the most important aspects of vocabulary knowledge is collocation competence. A good command of collocations in L2 is thought to be beneficial to learners (Lin, 2009). Due to a lack of collocations, students make grammatical errors. They make longer utterances because they are unfamiliar with the collocations that express precisely what they want to say. Collocations can be dramatic and fascinating because they are unexpected, or they can be significant in the language system because they are commonly used. Collocation was described as having a restricted compositional range. "A natural language expression is said to be compositional if the meaning of the whole can be deduced from the meaning of the bits. Collocations are not entirely compositional in the sense that they normally have a layer of context.

Collocations are important to learn because they will help you speak and write English in a more natural and accurate manner. Learning collocations will also help someone to expand his/her English vocabulary. An advanced level appreciation of collocation can also be useful in appreciating the use of language by other writers. In fact, Indonesian students also face similar problems in translating collocations, in particular when the collocations occur in writing. They often resort to Google Translate, which might not be producing good results either. Students encountered some difficulties when translating collocations in their writing. Because of overgeneralization, ignorance of rule restrictions, false concepts hypothesized, the use of synonyms, and interlingual transfer, translating English collocation into Indonesian was difficult. The students' difficulties in translating collocation were caused by word coinage as a result of making up a new word, as well as approximation. They were unable to translate the equivalent meaning from Indonesian into English due to a lack of vocabularies, collocation, and translation. The students' language competence in processing the source language (SL) into the target language was another issue (TL). It would have an effect on the language transfer process if the students were unfamiliar with collocation as a result of different language representation.

Collocation is the connection of two words in order to create the natural meaning of the words. Collocation has been found to be a source of confusion for EFL students all over the world, particularly when translating English collocations into native language collocations or native language collocations into English (Karjo and Metta, 2019). Native English speakers can find these combinations natural, but students of English must make an extra effort to learn them because they are often difficult to guess. To native English speakers who use these variations on a regular basis, they only sound right. Other combinations, on the other hand, can sound strange and unnatural. The adjective swift, for example, is associated with automobiles, but not with a glance.

Hill (2000) classified collocations into four categories. The first type of collocation is unique collocation, in which a specific word can only be collocated with one other word. It cannot be combined with another word, such as "to shrug your shoulders". The verb 'shrug' can only be used with the noun 'shoulder'. The second type of collocation is strong collocation, which is a word combination that is frequently used with each other, such as 'dogs bark.' The word 'bark' is usually associated with the word 'dogs'. The third type of collocation is medium-strength collocation, which is a combination that is neither strong nor weak, such as 'hold a meeting'. The word 'hold' is commonly used with the word 'meeting,' but it can also be used with a few other words, such as 'hand' or 'performance'. The fourth type of collocation is weak collocation, in which the word can be used with a variety of other words, such as "beautiful girl". The word 'beautiful' can also be used in conjunction with many other words, such as 'hair,' 'scenery,' or 'cake.'

English collocation is classified into two types, according to Benson et al.(1986) in Yulfi, et.al. (2019). First, English grammatical collocation. Second, English lexical collocation. Nouns, adjectives,

verbs, and adverbs are used in lexical collocation. Grammatical collocation is made up of a dominant word (such as a verb, noun, or adjective) and a preposition or grammatical structure. Collocations are fixed phrases that are memorized. According to Lewis (cited in Alfahadi et al,2014:390), collocation refers to words that are statistically much more likely to appear together than random chance would suggest.

A lack of collocation competence is a major cause of collocation errors, according to studies by Hill(2000), Hsu(2010), and Phooncharoensil (2010). They identified a factor as the learners' lack of knowledge of important collocates of a key word. Collocations assist L2 learners in building chunks of language and looking for patterns of use, but they have received insufficient attention (Roohani, 2011). Also, according to Laufer (1991, cited in Faghih and Sharifi (2006), "knowing a word implies knowledge of possible combinations into which a given item can enter."

So, this paper was investigating the output of translating collocation informal language. The researchers conducted the present study by analyzing the Indonesian-English collocation on the student's descriptive text translation at SMA N 4 Rejang Lebong. By considering that the students' translation is originally based on their consideration in determining the meaning of collocation found in the text.

Methods

According to Fraenkel and Wallen(2009), qualitative research is research that seeks to investigate the quality of a relationship, activity, or situation of interest, such as action, perception, motivation, or behavior. The researchers conducted library research as a basic activity for data collection in order to collect significant data. A study that uses library sources to obtain information is referred to as library research (Kothari, 2004). Library research is a study that gathers information from libraries. There are two approaches to library research. They are historical analysis and document analysis. The researchers used analysis of documents for collecting the data because the researchers analyzed the students' descriptive text translation, it was a document. In analyzing data found in the students' descriptive text translation, descriptive qualitative research was used. In this research, the researchers analyzed the words, sentences, and phrases of students' descriptive text translation.

The identified data were categorized using English collocation patterns. To make the data easier to understand, the researchers have chosen a representative of each pattern from the entire set of English collocation patterns and analyzed it. The English collocation was also used to identify different types of English collocation, create a table of each pattern, and analyze the meaning of English collocation. So, SMA N 4 Rejang Lebong as the place of research with total of sample was 30 students ar Class X.

Result and Discussion

The researchers have previously identified several kinds of English collocation used by students' descriptive text translation. The collocation include lexical collocation and grammatical collocation. A grammatical collocation was a phrase made up of a dominant word (noun, adjective, or verb) and a preposition or grammatical structure like an infinitive or clause where a lexical collocation consisted of nouns, adjectives, verbs, and adverbs. English grammatical and lexical collocations are found in students' descriptive text translation can be seen in the chart below:

Table 1. Total Number of English Collocation

No	Types Collocation	Total Number
1	L3	10
2	L12	4
3	L2	2
	Total	16

The aim of this study was to identify English lexical and grammatical collocations and determine why they are used. The writer discovered that the use of English lexical collocation has several purposes depending on its use and meaning after defining the terms, phrases, clauses, or sentences in students' descriptive text translation (focusing on the message and information).

There are six types of English lexical collocations, which are: verb (denoting creation) collocate with noun (L1), verb (denoting eradication) collocate with noun (L2), adjective collocate with noun (L3), noun collocate with verb (L4), noun collocate with noun (L5), adjective collocate with adverb (L6). Based on the finding, the researchers found two kinds of lexical collocation named verb (denoting eradication) collocate with noun (L2) and adjective collocate with noun (L3). Where there are 6 types of grammatical collocation, which are noun collocate with preposition (L7), noun collocate with that clause (L8), preposition collocate with noun (L9), adjective collocate with preposition (L10), predicate adjective collocate with to + infinitive (L11) and verb collocate with preposition (L12). Based on the findings, the researchers found only a kind of collocation which is verb collocate with preposition.

Based on the table 1, kinds of English collocation found were 16 collocation include grammatical collocation and lexical collocation. It can be seen in that the writer found 10 collocations in adjective with noun collocation (L3). The Adj. + Noun subclass of lexical collocations is examined first. There are 10 samples from students' descriptive text translation that fall into the first group. 10 samples are selected from the 16 samples and examined for the potential corrections. The collocation in adjective with noun found in the text was:

- a. National Monument (Adjective + Noun Collocation) : "Monumen Nasional"
The word " Monumen" translated based on the dictionary as "Monumen" and the word "National" as "nasional". So the word " national monumen" means "monumen nasional" in bahasa and have denonative meaning.
- b. Freedom Square (Adjective + Noun Collocation): "Kotak Kebebasan"
The word "Freedom" translated based on the dictionary as "kebebasan" and the word square as "kotak". So the word " Freedom square" means "kotak kebebasan" in bahasa and have denonative meaning
- c. Historical museum (Adjective + Noun Collocation) : "Museum Sejarah"
The word " Historical" translated based on the dictionary as "sejarah" and the word "museum" as "museum". So the word " historical museum" means "museum bersejarah" in bahasa and have denonative meaning.
- d. Diorama exhibition (Adjective + Noun Collocation): "Pameran Diorama"
The word " Diorama" translated based on the dictionary as "diorama" and the word "exhibition" as "pameran". So the word " diorama exhibition" means "pameran diorama" in bahasa and have denonative meaning.
- e. Indonesian history (Adjective + Noun Collocation): " Sejarah Rakyat Indonesia"
The word " indonesian" translated based on the dictionary as "indonesia's people" and the word "history" as "sejarah". So the word " indonesian history" means "sejarah rakyat indonesia" in bahasa and have denonative meaning.
- f. Imposing obelisk (Adjective + Noun Collocation) " Tugu Yang Megah"
The word " imposing" translated based on the dictionary as "megah/mewah" and the word "obelisk" as "tugu". So the word " imposing obelisk" means "tugu yang megah" in bahasa and have denonative meaning.
- g. Famous landmark (Adjective + Noun Collocation): "tonggak batas yang terkenal "
The word " famous" translated based on the dictionary as "terkenal" and the word "landmark" as "tonggak". So the word " famous land mark" means "tonggak yang terkenal" in bahasa and have denonative meaning.
- h. Freedom Hall (Adjective + Noun Collocation): " Ruang Kebebasan"
The word " freedom" translated based on the dictionary as "kebebasan" and the word "hall" as "ruang". So the word "Freedom Hall" means "ruang kebebasan " in bahasa and have denonative meaning.
- i. Original Declaration (Adjective + Noun Collocation) : "Deklarasi kemerdekaan asli"
The word " original" translated based on the dictionary as "asli" and the word "declaration" as "deklarasi kemerdekaan". So the word "Original Declaration" means "Deklarasi kemerdekaan asli" in bahasa and have denonative meaning.
- j. Independence document (Adjective + Noun Collocation): "Dokumentasi Deklarasi Kemerdekaan "

The word “independence” translated based on the dictionary as “kemerdekaan” and the word “document” as “dokument”. So the word “Independence document” means “Dokumentasi Deklarasi Kemerdekaan” in bahasa and have denonative meaning.

Beside the collocation in adjective with noun the writer also found collocation in verb with preposition collocation (L12). This kind of collocation is included in grammatical collocation. From all the sentences that have beed analyzed the writer found there were 4 kinds of collocation in verb with preposition collocation. They were :

- a. Stands for (Verb + Preposition Collocation) : “berdiri untuk “
The word “stand” translated based on the dictionary as “berdiri” and the word “for” as “untuk”. So the word “stands for” means “berdiri unduk” in bahasa and have denonative meaning.
- b. Topped with (Verb + Preposition Collocation) : “Dilapisi dengan “
The word “topped” translated based on the dictionary as “melapisi” and the word “with” as “dengan”. So the word “Topped with ” means “Dilapisi dengan” in bahasa and have denonative meaning. In the sentence the word Topped with is passive sentence so the meaning change become “di” not “me”
- c. Opened to (Verb + Preposition Collocation) : “dibuka untuk “
The word “opened” translated based on the dictionary as “membuka” and the word “to” as “untuk”. So the word “Opened to ” means “monumen nadibuka untuk” in bahasa and have denonative meaning. In the sentence the word opened to is passive sentence so the meaning change become “di” not “me”
- d. Started in (Verb + Preposition Collocation) : “ Dimulai di “
The word “ started” translated based on the dictionary as “memulai” and the word “in” as “di”. So the word “ started in” means “dimulai di” in bahasa and have denonative meaning. In the sentence the word sarterd in is passive sentence so the meaning change become “di” not “me”

The last, the writers found collocations in verb with noun collocation (L3). There are 2 samples from students’ descriptive text translation that fall into the third group. 2 samples are selected from the 16 samples and examined for the potential corrections.They were :

- a. Carry visitors (verb + noun) : “Membawa pengunjung“
The word “ carry” translated based on the dictionary as “membawa” and the word “visitors” as “pengunjung”. So, the word “carry visitors” means “membawa pengunjung ” in bahasa and has denonative meaning.
- b. Take visitors (verb + noun) : “membawa pengunjung “
The word “ take” translated based on the dictionary as “mengambil” and the word “visitors” as “pengunjung”. So, the word “ take visitors” means “membawa pengunjung” in bahasa and has denonative meaning.

The researchers also make the percentage of the collocation found in the students’ translation include grammatical and lexical collocation. The percentage of the finding can be seen in the figure 1.

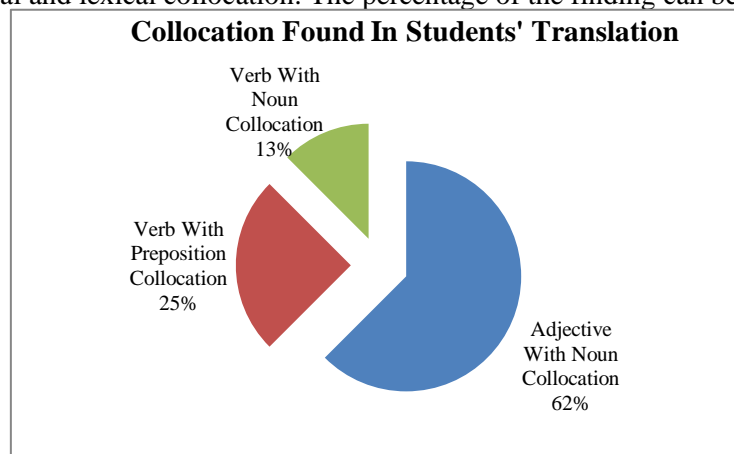


Figure 1. Collocation Found in Students' Translation

Based on the figure 1, Verb with Noun collocation is 13%, Verb with Preposition collocation is 27%, and Adjective with Noun collocation is 62%. This data showed that L1 is the most dominant found in the students' descriptive text translation. There are 10 L1 in the student descriptive text translation that found by the writers. The writers had been classified kinds of collocation in English in each pattern. All of the collocation found in the text had denotative meaning. Denotative is the first order of signification is that of denotation at this level there is a sign consisting of a signifier and a signified. The literal or dictionary definitions of a word are referred to as denotation. The denotation of a phrase does not convey any of the word's associations, feelings, or attitudes. Translation is denotative meaning for collocations used in students' descriptive texts.

Natural collocations are not always logical or guessable, making it difficult for English learners to determine which words collocate. Learners must also understand when certain collocations are appropriate. A strong collocation is one in which the words are extremely closely related to one another. Fixed collocations are collocations that are so powerful that they cannot be hung in any way. Weak collocations are words that collocate with a wide variety of other words (O'Dell and McCarthy, 2017).

Since collocations are the associations of two or more lexemes (roots) that are recognized and defined by their appearance in a specific range of grammatical constructions (Vebinc in Kurniawan, 2009). Collocations deal with words, specifically the relationship between a word and other co-words in a sentence. In other words, it is concerned with how a word interacts with, relates to, or naturally chooses the other word to help define its meaning in a sentence (Shitu, 2015).

The difference between grammatical collocation and lexical collocations is that the former includes a principal word that is an adjective, a verb, or a noun and a grammatical word that is usually a preposition whereas the latter does not include grammatical words like prepositions. Collocations consist only of words and they may be more difficult to learn. The grammatical collocation was a phrase consisting of a dominant word (noun, adjective, and verb) and a preposition or grammatical structure such as an infinitive or clause. Grammatical collocation is divided into some categories. They are :

- a) Noun + Preposition Collocation e.g. "claim on" "tuntutan terhadap"
- b) Noun + *that* clause Collocation e.g. We agreed that she would be our representative.
- c) Preposition + Noun Collocation e.g. "by accident" "secara kebetulan" "in the room"
- d) Adjective + Preposition Collocation e.g. "angry with" "marah dengan"
- e) Collocation consists of predicate adjectives and a following to + infinitive. For example *it was necessary to work*,
- f) Verb + Preposition Collocation e.g. "depend on" "bergantung pada"

In contrast to grammatical collocation, lexical collocations consisted of nouns, adjectives, verbs, and adverbs. The various types of collocation were described in the following explanation:

- a) Verb (transitive) + Noun e.g. "make a mistake"
- b) Verb (eradication) + Noun, for example: *destroy the city*.
- c) Adjective + Noun Collocation e.g. "fast food"
- d) Noun + Verb Collocation e.g. "cat mew"
- e) Noun + Noun Collocation The pattern of this type was Noun + of + Noun, e.g. *a colony of bees*,

A descriptive text can contain some collocation.

A descriptive text describes the characteristics of an individual or an object. Its goal is to expose and identify a specific person, location, or object. Same with the definition before Thomas S. Kane stated that description is about sensory experience how something looks, sounds, and tastes. Some collocation problems are often found in translation. In general, the process of translating deals with source language (SL) and target language (TL). Translating is a difficult ability in which a translator must be able to grasp the source text and translate it into the target language while maintaining the style, as well as be a skilled translator in both international and native languages. The process of translating a written message or sentence from one language to another without altering the context in the source language is known as translation. While in making meaning the translation the translation also should now the part of interpreting meaning of a word include semiotic. Semiotics is a science to study a sign in human life. It is agreed as the study method in first conference. A sign is something that means something else for someone with model of denotation and connotation. Levels of

representation or levels of interpretation are often used to characterize connotation and denotation. Denotative is the first level of signification is denotation. It is a symbol consists of a signifier and a signified at this level. The literal or dictionary definitions of a word are referred to as denotation. Connotation is a form of second-order signification that takes the denotative sign (signifier and signified) as its signifier and adds another signified to it. A word's connotation refers to the context it conveys in addition to the thing it expressly defines. Because collocation words do not only have one meaning but also have many meanings, the change in collocation meaning is dependent on the structure of the sentence in the text, which is the meaning of collocation needed to understand more deeply in the collocation rule.

Conclusion

In this study, the researchers described and elaborated on English collocation in students' descriptive text translation. After identifying the words, clauses, or sentences the writer found some English collocation. They were 10 collocation in adjective with noun collocation (L1), 4 collocation in verb with preposition collocation (L2), and 2 collocation in verb with noun collocation (L3). L1 is the most dominant found in the students' descriptive text translation. The lexical meaning of the English collocation was denotative. The dictionary meaning is denotative, while the explicit meaning is connotative. The dictionary meaning is denotative, while the explicit meaning is connotative. According to the study's findings, there were two denotative meanings in English lexical collocation. The collocation implies that the collocation has the ability to alter the meaning of the other words in the text's sentence. The collocation can not only stand on its own and be meaningful, but it can also change the meaning of the collocation.

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