

An Analysis of Translating Collocation Problem on Undergraduate Thesis Abstract of The English Education Study Program

Endang Lestariana¹,
IAIN Metro Lampung
lestarianaendang@gmail.com

Abstrak

Sekarang ini, sebuah persoalan menarik berkaitan dengan gejala produksi bahasa dari bahasa sumber ke dalam bahasa target sering terjadi. Menerjemahkan kolokasi di dalam abstrak skripsi kerap kali menghadapi persoalan. Akibatnya, perolehan bahasa pertama mempengaruhi hasil penerjemahan mahasiswa. Mahasiswa tidak dapat mencapai kemampuan yang sama dari perolehan bahasa kedua. Oleh karena itu, studi ini mencoba untuk meneliti masalah menerjemahkan kolokasi mahasiswa. Tujuan utama dari penelitian ini adalah untuk menguraikan hasil penerjemahan kolokasi dalam abstrak skripsi Program Studi Pendidikan Bahasa Inggris STAIN Jurai Siwo Metro Lampung.

Penelitian ini menggunakan penelitian kualitatif dalam bentuk studi kasus terpancang. Dalam mengumpulkan data menggunakan dokumentasi dan wawancara. Purposive sampling digunakan sebagai teknik dalam memilih partisipan. Para partisipan dari penelitian ini adalah sepuluh mahasiswa yang telah menulis abstrak skripsi dari Program Studi Pendidikan Bahasa Inggris STAIN Jurai Siwo Metro Lampung pada tahun akademik 2013/2014 M.

Temuan penelitian menunjukkan bahwa kolokasi Bahasa Indonesia diterjemahkan ke dalam kolokasi Bahasa Inggris dalam abstrak skripsi terdiri dari kolokasi yang tidak tepat 74,45% dan kolokasi yang tepat 25,55%. Terdapat dua tipe kolokasi yang tidak tepat yaitu lexical collocation 89,01% dan grammatical collocation 10,99%. Lebih lanjut, persoalan yang dihadapi oleh mahasiswa dalam menerjemahkan kolokasi disebabkan oleh approximation, ignorance of the rule restriction, overgeneralization, interlingual transfer, false concept of hypothesized, the use of synonym, word

¹ Dosen IAIN Metro Lampung

coinage and the meaning of lexical item. Solusi dari persoalan ini adalah penggunaan kamus kolokasi yang tepat, mempelajari secara mendalam tentang kolokasi. Oleh karena itu, para mahasiswa sebaiknya menjadi lebih aktif untuk meningkatkan kemampuan Bahasa Inggris mereka dan para dosen sebaiknya sering memberikan umpan balik terhadap hasil penerjemahan para mahasiswa untuk menghindari persoalan penerjemahan kolokasi.

Keyword: *Approximation, Collocation, Translation, Abstract.*

Abstract

Present-day, an attractive issue related to language producing phenomenon from source language into target language was frequently happened. Translating collocation in undergraduate thesis abstract often faced the problems. Consequently, the first language acquisition influenced the students' translating production. The students could not achieve the same competence of second language acquisition. Therefore, the present study tried to investigate the students' translating collocation problem. The primary aim of this research was to describe the output of translating collocation on undergraduate thesis abstract of the English Education Study Program of STAIN Jurai Siwo Metro Lampung.

This research applied qualitative research in the form of embedded research. In collecting the data applied documentation and interview. Purposive sampling was used as the technique for choosing the participant. The participants of this research were ten students who had written undergraduate thesis abstract of the English Education Study Program of STAIN Jurai Siwo Metro Lampung in the academic year of 2013/2014 M.

The research findings showed that the Indonesian collocation was translated into English collocation on undergraduate thesis abstract consisted of the incorrect collocation 74,45% and correct collocation 25,55%. There were two types of incorrect collocation namely lexical collocation 89,01% and grammatical collocation 10,99%. Moreover, problems that were faced by the student in translating collocation were caused by approximation, ignorance of the rule restriction,

overgeneralization, interlingual transfer, false concept of hypothesized, the use of synonym, word coinage and the meaning of lexical item. The solutions of this problem were the usage of appropriate Collocation Dictionary and learned deeply about collocation. Therefore, the students should be more active to increase their English proficiency and the lecturers had better often give the feedback on their translating production to avoid translating collocation problem.

Keyword: *Approximation, Collocation, Translation, Abstract.*

INTRODUCTION

Present-day, in English Education Study Program (henceforth *PBI – Pendidikan Bahasa Inggris*) had been an issue that interlanguage in writing was frequently happened in English teaching. Actually, learners' first language acquisition influenced their writing production on collocation. EFL learners had problems in writing and translating collocation because of the interference of their mother tongue. To decrease interlanguage phenomenon in formal language, English foreign learners should transfer English naturally by combining words. Comprehending of collocation on phraseology level is needed to make it more clearly.

A combination of words which often go together naturally in English was called collocation. English collocation as parts of cohesive ties in grammatical aspect could be understood as the structural feature existing within discourse and text. However, many learners were not consciously aware of collocation, so non-native speakers were quite hard to guess the meaning when they did not have sufficient target language skill related to syntactic and semantic rule of the source language.

Moreover, English for academic purpose required the *PBI* students to write abstract after conducting their research. The undergraduate thesis abstract as the scientific writing was mostly written in Indonesian and English needed cross-linguistic competence to compare English language system and Indonesian structure. Abstract as an essential part of the research could describe the information in the research. It made the abstract as the important part of the literary works that had mostly read by people.

In the English basic skill, translation was difficult because this skill required the learners to master both the English language

system that had the different representation of native language as target language (henceforth *TL – bahasa target*) and Indonesian as the source language (henceforth *SL – bahasa sumber*). The students had to make comparison meaning into target language especially Indonesian into English.

To investigate the output of translating collocation in formal language, the writer conducted the present study by analyzing the Indonesian-English collocation on undergraduate thesis abstract of the English Education Study Program of STAIN Jurai Siwo Metro Lampung. By considering that the undergraduate thesis abstracts were one of the literatures which were mostly read by people around the university especially students of English Education Study Program who would write English naturally.

Actually, there were some problems faced by students in translating collocation on undergraduate thesis. It was hard to translate English collocation into Indonesian because of overgeneralization, ignorance of rule restrictions, the false concepts hypothesized, the use of synonym, interlingual transfer. Then, the students' difficulties on translating collocation were about word coinage because of made up new word, and approximation.² They could not get the equivalent meaning from Indonesian into English influenced by the lack of vocabularies, collocation, and translation.

The other problem was the students' language competence in processing the source language (SL) into the target language (TL). It would influence the transferring process of language that had been made, if the students were unfamiliar with collocation because of different language representation. That problem would bring on mistranslation.

Collocation is a pair or group of words that are often used together.³ For example, the adjective *fast* collocated with *cars* but not with *a glance*.

Other definitions assumed that collocation is a combination of two or more words that always occur together consistently in different contexts in language⁴, (Felicity O'Dell, et.al).⁵

² Hashemi, Masoud, et.al, "Collocation a Neglected Aspect in Teaching and Learning EFL", *Procedia Social and Behavioral Sciences*, (Toyserkan: Elsevier), 2011, p. 521-525

³ McCharty, Michael, et.al, *English Collocation in Use*, Cambridge: Cambridge University Press, 2008, p. 6

⁴ Rabeh. Fanit, Problems in Translating Collocations, *Dissertation*, 2010, p. 19

Many years ago, J.R. Firth defined collocation as the company word keep – their relationships with other words or the way words combine in predictable ways.⁶

The classification of collocations was based on the syntactic, semantic characteristics of the collocation, and the commutability of its elements. First, restricted collocations were classified according to the words classes in which their elements appear included Adj. + N (*heavy smoker*), N + V (*storm-rage*), N + N (*piece of advice*), Adv. + Adj. (*deeply disappointed*), V + N (*stand a chance*), V + N. Whereas, Aisenstadt proposed the classification of collocations as follow, V + N, V + Prep. + N. Second, semantic characteristics of collocation (in Hausmann's terminology) classified into lexical function which defined as a typically general meaning that may be expressed by a variety of different lexemes, but in given collocation, the lexeme which express this meaning is chosen by the keyword (Hausmann's 'base'). Third, commutability of its elements is variability that meaning can combine.⁷

The translation of collocation could be studied through the discussion of their commonest types in English. Their transferring should be commonest equivalent in target language. Thus principally, fixed phrase of all types come under the general umbrella of collocation. Based on Benson, there were several types of collocation. Collocation is commonly divided into lexical collocation and grammatical collocation⁸, (Nadja Nesselhauf).⁹

⁵ O'Dell, Felicity, et.al, *English Collocation in Use: Advance*, Cambridge: Cambridge University Press, 2008, p. 6

⁶ Lewis, Michael, *Teaching Collocation: Further Developments in the Lexical Approach*, London: Thomson Heinle Language Teaching Publications, 2000, p. 48

⁷ Halliday, M. A. K, *Cohesion in.*, p. 21-25

⁸ Benson, Morton, et.al, *The BBI Combinatory Dictionary of English: Your Guide to Collocations and Grammar (Third Edition)*, Amsterdam/Philadelphia: Jhon Benjamin Publishing Company, 2010, p. xix-xx

⁹ Nesselhauf, Nadja, *Collocation in.*, p. 22

a. Grammatical Collocation

Firstly, 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.¹⁰

1) Noun + Preposition Collocation

e.g. “claim on”	“tuntutan terhadap”
“protest against”	“sanggahan terhadap”
“pride in”	“bangga atas”
“blockade against”	“blokade melawan”

The case was to get the suitable preposition placed after Noun in Indonesian. For example: *pride* collocates with *in*, as Preposition. It meant *atas* in Indonesian or *to, about, toward*. But *pride* did not collocate with *to, about, toward*. The word *bangga* as Noun in English collocated with *in*, although it meant *dalam* in English.

2) **Noun + *that* clause Collocation** e.g. *we reached an agreement that she would represent.*¹¹

3) Preposition + Noun Collocation

e.g. “by accident”	“secara kebetulan”
“in the room”	“didalam ruangan”
“beside the building”	“disamping gedung”

These collocations were fixed phrase. They could not be translated directly. For example: Preposition *di* meant *at, in, on, upon*. When writing *di depan sekolah* used *in* became *in front of the school* not *at/on/upon font of the school* because *front* collocated with *in*. The same case showed in *di samping kiri* and *di belakang* meant *on the left side* and *at the back*. Another example

¹⁰ Benson, Morton, et.al, *The BBI*, p. xx

¹¹*Ibid.*, p. xxi

could show namely: *in advance, to somebody's advantage, on somebody advice, on the alert, etc.*

4) Adjective + Preposition Collocation

e.g.	“angry with”	“marah kepada”
	“kind to”	“baik kepada”
	“proud of”	“bangga kepada (akan)”
	“rely on”	“bertumpu kepada”

In English collocation, literal translation could not be applied here, Adjective followed by Preposition namely: *angry with*. *Angry* (adjective) collocated with Preposition *with* not *to, in, on*, although *pada* or *kepada* meant *to* in English. When writing *sama dengan* and *sedih dengan* in English *same* collocated with *as* not *with* although *as* means *sebagai, seperti, selama, sambil, seraya* in Indonesian. Whereas, *sedih dengan* meant *sorry for/about*. It could not be translated as *sorry with* because *sorry* did not collocate with Preposition *with* although *with* meant *dengan*.

5) Collocation consist of predicate adjectives and a following to + infinitive.

For example: *it was necessary to work, it was necessary for him to work, it was necessary to supervise them closely, it was stupid of them to go, it was stupid for them to go*. Another example was: *she is ready to go*.

6) Verb + Preposition Collocation

e.g.	“depend on”	“bergantung pada”
	“interested in”	“tertarik pada”
	“dream of”	“mencita-citakan”

The example of Verb + Preposition Collocation: *pada* meant *at, to, in, on* but verb *depend* did not collocates with *in* but collocated with *on*.

b. Lexical Collocation

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

1) Verb (transitive) + Noun

e.g.	“make a mistake”	“melakukan kesalahan”
	“do the dishes”	“mencuci piring”
	“live a life”	“menjalani kehidupan”

The same form between English and Indonesian that Verb followed Noun like *make a mistake* translated into *melakukan kesalahan*. In despite of the word *melakukan* has the same meaning with *do, make, commit*. But the word *mistake* collocated with *make*. The word *do* collocated with *dishes*. In Indonesian *do* meant *melakukan, menyelesaikan, membuat, membereskan*, etc. whereas the word *dishes* meant *hidangan, masakan, piring, makanan, gadis yang cantik*, etc. but *do the dishes* meant *mencuci piring*. Translator should be aware of it. Other examples were: *make an impression, build bridges, cook vegetables*.

2) Verb (eradication) + Noun,

for example: *destroy the city*.

3) Adjective + Noun Collocation

e.g.	“fast food”	“makanan cepat saji”
	“quick glance”	“pandangan sesaat”
	“fast car”	“mobil yang berkecepatan tinggi”

“broad smile”	“senyum lebar”
“broad shoulder”	“bahu yang lebar”
“heavy rain”	“hujan lebat”

The differences structure from English and Indonesian could influence the output of translation. In this case, students should write Adjective in English followed by Noun e.g. “*fast car*” translated into “*mobil yang berkecepatan tinggi*”. Meanwhile, Adjective followed by Noun in Indonesian. The well-known pair of the example of Adjective + Noun Collocation was *strong tea* and *weak tea*. Translator should be aware to get the suitable strategies to translate collocation.

4) Noun + Verb Collocation

e.g. “cat mew”	“kucing mengeong”
“dog barks”	“anjing menggonggong”
“lion roar”	“singa meraung”

The students should be able to recognize the equivalent sense of animal sound e.g. *cat* collocated with *mew* (*verb*) meant *mengeong* (*kata kerja*) in Indonesian and *bees buzz*. Meaning to say, English collocation Noun + Verb was same with Indonesian form.

5) Noun + Noun Collocation

The pattern of this type was Noun + of + Noun, e.g. *a colony of bees, a bouquet of flowers, a bit of advice*.

e.g. “honey bee”	“lebah madu”
“food and drink”	“makanan dan minuman”
“honey moon”	“bulan madu”

The collocations above were clearly defined to translate directly into Noun + Noun collocation in Indonesian. The example is used, as in:

Food and drinks (makanan dan minuman)

Because of the same structure between English and Indonesian, literal translation could be used. Whereas, the form *test result* was Noun + Noun collocation which meant *hasil tes*. So, literal translation of English word order did not work.

6) Adverb + Adjective Collocation

e.g. “extremely hot”	“sangat panas”
“very important”	“sangat penting”
“fully open”	“membuka secara penuh”
“a bit hot”	“sedikit panas”

The Adjective *panas* as known in Indonesian could be followed by Adverb *sangat* like *sangat panas* had relevant meaning with *extremely hot*. Translator should be aware of form *fully open* could be transfer *membuka secara penuh*.

7) Adverb + Verb Collocation

e.g. “strongly recommend”	“sangat dianjurkan”
“clearly defined”	“tergambar jelas”
“strongly disagree”	“sangat tidak setuju”

The pattern of Adverb + Verb Collocation was clearly defined. The form *strongly recommended* could be translated into *sangat dianjurkan*. Meaning to say, Verb followed by Adverb in Indonesian as form *clearly defined* which translated into *tergambar jelas*.

8) Verb + Adverb Collocation

e.g. “place gently”	“meletakkan dengan perlahan”
“whispered softly”	“berbisik dengan lembut”
“speak loudly”	“berbicara dengan keras”

Here, the form Verb + Adverb collocation in English as in: *affect deeply*, *place (verb)* meant *meletakkan* in Indonesian although *meletakkan* meant *lay*, *put*, etc. in English. It was suitable if *gently* followed by Verb (*place*) not *lay gently*. English form *place gently* meant *meletakkan dengan perlahan* in Indonesian.

Based on the American Psychological Association (APA) defined that abstract is “a brief, comprehensive summary of the contents of the article”, needs to be “accurate ... self-contained ... (and) concise and specific”.¹²

Accurate, here, referred to representation of the purpose and content of the study and article involved the information which excluded of the text. Abstract also should consist the specific information related to abbreviations, acronyms, and unique terms which was more clear to be understood for reading named self-contained. Then, concise and specific meant as brief as possible.

An abstract defined differently based on the purpose of academic writing the abstract was written for. According to Gengshen and Yungzhen defined an abstract is “a stand-alone statement that briefly conveys the essential information of paper, article, document, or book; it presents the objective, methods, results, and conclusion of a study. The style of an abstract is concise and non repetitive.”¹³

A formal abstract at least contained a statement of the problem, a statement of the approach to solve the problem, and the principle result.¹⁴

According to Jhon W. Cresswell, an abstract is a summary of the major aspects of a study or article, conveyed in a concise way (for this purpose, often no more than 350 words) and written with specific components that describe the study.¹⁵

¹² Leo, Sutanto, *English for Academic Purpose: Essay Writing*, Yogyakarta: Penerbit Andi, 2007, p. 99-100

¹³ *Ibid.*, p. 100

¹⁴ *Ibid.*, p. 105

¹⁵ Cresswell, W. Jhon, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, San Francisco: Pearson Education, 2012, p. 93

The writer assumed that abstract is essential part of the study and article. Abstract on academic writing was written for certain purpose which was made by the students. The major essential statement of the research consisted of the purpose, objective, method, findings, and conclusion of the research. Abstract was an element of scientific writing in undergraduate thesis which was written to apply the formal rules writing in the education institute.

According to Gengshen and Yungzhen, an abstract should show at least four linguistic features, namely:¹⁶

- a. Limited length: abstracts consist of the limited number of words about 200 words depending on the length of the paper such as 3-5%.
- b. Category: abstract can be classified into three categories (descriptive, informational, and informational indicative). Descriptive abstract is state the general subject matter of the document, informational abstract is abstract highlight the findings and result briefly but quantitatively, and informational indicative abstract is a combine form specific information and the findings and result of document.
- c. Complete content: abstracts should at least contain a statement of the problem, a statement of the approach to solve the problem, and the principal result.
- d. Formalized structure: complete abstract should contain topic sentence, supporting sentence, and concluding sentence.

Translation became an important part of language because of spread information. It was more interesting to explore what the translation is; further opinion came from J.C Catford assumed that translation may be defined as follow: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)¹⁷, (Budianto¹⁸, Nababan¹⁹). The translation

¹⁶ Leo, Sutanto, et.al, *English for.*, p. 104

¹⁷ Catford, J.C, *A Linguistics Theory of Translation*, London: Oxford University Press, 1965, p. 20

¹⁸ Langeng Budianto, and Aan E. Fardhani, *A Practical Guide for Translation Skill*, (Malang: UIN-Maliki Press, 2010), p.5

¹⁹ M. Rudolf Nababan, *Teori Menerjemah Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2008), p.19

process tried to get equivalent sense of words or phrase even sentences in text from one language into the other language.

Furthermore, Savory said that translation is made by the thought equivalence which is included behind its verbal utterance.²⁰ Translation is an operation performed both on and in language.²¹

Meanwhile, P. Newmark mentioned that a rehearsal for replacing the equivalence message of written from source language into target language is called translation. It is a substitution process in meaning of linguistics.²² The process of translation could be rehearsal to be aware of transferring the source language into the target language for beginner learner. They endeavor to get a written sense with the similarity sense in another language.

Meanwhile, Nida and Taber assumed translation consists in reproducing in the receptor language closest natural equivalent of the source language message, first in term of meaning, and secondly, in term of style.²³ To reproduce closest natural equivalent meaning of the source language into the target language consisted of term in meaning, and in term of style. When conducting the process of translating, there were equivalent meaning and style of translation. Reproducing the equivalent meaning between source language and target language should be closest. It was purposed to make the sameness perception among the audiences.

Roger t. Bell divided definition of translation as first, translating which meant as the process. Here, translation meant the activities rather than the real object (output of translation). Second, a translation meant the product of the process of translating for example the text which had translated. Third, translation meant the concept of abstract included both process and output of transferring message.²⁴ It was also enormously important to understand the definition of translator. Based on Roger, translator is a bilingual mediating agent between monolingual communication participants in two different language communities.²⁵ Translator was an agent

²⁰ Langgeng Budiarto, and Aan E. Fardhani, *A Practical.*, p.5

²¹ Robinson, Douglas, *Becoming a Translator: An Introduction to the Theory and Practice of Translation (Second Edition)*, New York: Routledge, 2003, p. 142

²² Langgeng Budiarto, and Aan E. Fardhani, *A Practical.*, p.5

²³ Nida A. Eugene, and Taber R. Charles, *The Theory and Practice of Translation*, (Leiden, Netherlands: E.J Brill, 1969), p. 12

²⁴ Bell T. Roger, *Translation and Translating: The Theory and Practice*, (London and New York: Longman, 1993), p. 13

²⁵ *Ibid*, p. 15

who had role as a bilingual mediating among participants of monolingual communication in the communities of two different languages. Here translator had crucially important roles in process of translating as a translation subject who had assignment to transferring sense, meaning, and message from source language into target language, from one producer of information to receptor of information.

Roman Jakobson distinguished three types of translation: intralingual translation was called rewording; interlingual translation was called translation proper, intersemiotic translation was called transmutation is an interpretation of verbal signs by means of signs of nonverbal sign system.²⁶

According to Larson, literal translation and idiomatic translation was two types of translation which could describe the characteristic of translation. Literal translation could be defined as a form of translation which followed the form structure and literal meaning of the source language.²⁷

Sometimes, translator made an adaptation in literal translation which was called by modified literal translation. Because of the form-based of the source language which follow the original structure of the source language, sometimes it could not be understood by audience. Therefore, Larson proposed the solution of it. It was named by idiomatic translation. Idiomatic translation was the kinds of translation which produced more natural form in target language both in lexical items and grammatical construction. It meant that the translator did not transfer the source language which followed the original text but he could transfer the lexical items and grammatical construction that acceptable in target language.²⁸

On the other hand, Newmark proposed a concept of semantic translation which was more complex than literal translation. Semantic translation as one of kinds of translation attempted to transfer both in literal (grammar and lexical) and meaning of the original text. Semantic translation kept contextual meaning and syntactical structure of the source language. Then, communicative translation was focused on the background knowledge of the reader. The main aim was the readers could catch original text of source language. Semantic translation called as literal and communicative translation called free translation.

²⁶ Bassnett, Susan, *Translation Studies*, London: Routledge, 2002, p. 23

²⁷ Langgeng Budianto, and Aan E. Fardhani, *A Practical.*, p. 7-11

²⁸ *Ibid.*,

Meanwhile, Nida and Taber proposed that dynamic translation was solution misunderstand caused by literal translation; base assumption of literal translation which maintain original structure it was unacceptable in target language. As a solution, dynamic translation as good translation consisted of five elements namely: First, transferring the sense of meaning. It could reproduce of meaning from the source language. Second, get the equivalence of meaning. Third, the equivalency should be more naturally. Fourth, translator should get the closest equivalence. The last, readership should be gained with construction equivalent meaning of target language. The total effect of the message on the readers of translation was a one of intelligibilities of translation besides grammatically correct translation.²⁹

According to Larson, translation was divided into two types such as form-based translation and meaning based translation. Form – based translation was kind of translation which follow the form of the source language. It was called as literal translation which transferred the words and grammatical structure based on original source language. Whereas, the meaning – based translation made an effort to deliver the sense of meaning or information to the audience from original text to the target language naturally. It was called idiomatic translation.³⁰

Actually, various poor writing works were frequently made. The main cause of lexical collocation mistakes were:³¹

1. Partial understanding or misunderstanding for lexical meaning

Learner would feel confused because of the complexity and ambiguity of the glossaries. When the learner did not know the meaning of *flood* which had meaning *disaster*, they used fault collocation *flood disaster*.

2. Synonym copying and thesaurus mischoosing

²⁹ *Ibid.*,

³⁰ *Ibid.*,

³¹ Yan, Hansheng, "Study on the Causes and Countermeasures of the Lexical Collocation Mistakes in College English", *English Language Teaching*, (Qingdao: School of Foreign Languages, Qingdao University of Science and Technology), Vol. 3/No. 1, March 2010, p. 162-163

The learner used some lexical collocation without considering the exception of special language situation in formal or informal situation e.g. *return* is more formal than *bring back* or *take back*.

3. Influences of native language

Related to the native language, foreign language learners would associate foreign and native language which would bring collocation mistake because of thinking mode of native language. For example: **eat medicine* instead of *take a medicine*, **look a novel* instead of *read a novel*, **the food was not enough* instead of *there was not enough food*, the word *enough* should be put before Noun. The word *enough* should be put after Adjective, *old enough*.

Based on many previous researches showed that many causes influenced various poor writing of the students' collocations errors which was described as following explanation: ³²

1. Overgeneralization

Overgeneralization was the creation of a deviant structure in place of two regular structures on the basis of students' experience of the target language. The students made unacceptable structure in target language. The lexical item did not bring any obvious meaning which was contrast to them. The sources of making collocations error that the students were not aware of English collocation e.g. **I am worry about* instead of *I am worried about*. The word *worry* could be Verb *worried* (*merasa cemas, mencemaskan*), Noun *worry* (*kesusahan*) and Adjective *worried* (*khawatir*). When the sentences *I am worried* it referred to *worried* as Verb or Adjective. So, it could be translated *Saya cemas akan* or *Saya dicemaskan akan*. Meanwhile, *I am worry* meant *Saya kesusahan*, *worry* as Noun. Therefore, the sentences lead the students faced mistranslation because of concept in general of *worried*.

2. Ignorance of rule restrictions

Ignorance of rule restrictions was a false analogy of the construction when the result of analogy and failed to observe the restrictions existing structure. For instance, **ask you a favor* (verb + object + object).

3. False concepts hypothesized

³² Hashemi, Masoud, et.al, "Collocation a Neglected Aspect in Teaching and Learning EFL", *Procedia Social and Behavioural Sciences*, (Toyserkan: Elsevier), 2011, p. 522-525

False concepts hypothesized were caused by learners' faulty comprehension of distinctions in the target language. For example: **made me grown up mind* instead of *cultivate my mind*, **take more respect* instead of *pay more respect*, **have a great grade* instead of *get a great grade*.

4. The use of synonym

The use of a synonym for lexical item in a collocation e.g. **broaden your eyesight* instead of *broaden your vision*.

5. Interlingual transfer

Learners' first language acquisitions influenced their translating collocation. For example: **angry to* instead of *angry with*.

6. Word coinage

Word coinage meant that the students made up new word to communicate the desired concept e.g. **see sun-up* instead of *see the sunrise*

7. Approximation

Approximation meant the students used an incorrect vocabulary item or structure e.g. **middle exam* instead of *mid-term exam*.

METHOD

The design of this research was qualitative research in the type of case study (embedded research).³³ Case study was a type of ethnographic research study that focused on single unit with the same characteristics. This research had determined the main variables of the study before conducting the research. The aim of this type was to get detailed description and understanding of the case.³⁴ According to Cresswell explained the researcher made interpretation of the data. It included developing a description of an individual or setting, analyzing data from themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.³⁵ The qualitative research showed the phenomena in their natural setting which happened in place conducting the research. Here, the writer conducted the

³³ Sutopo, H.B, *Metodologi Penelitian Kualitatif: Dasar Teori dan Penerapannya dalam Penelitian*, Surakarta: Universitas Sebelas Maret, 2006, p. 39 and 139

³⁴ Ary, Donald, et.al, *Introduction to Research in Education (Eighth Edition)*. New York: Wadsworth Cengage Learning, 2010, p. 29 and 454

³⁵ *Ibid*, p.182

research in STAIN Jurai Siwo Metro as the college of the students could construct the actual experience of the participants in English Education Study Program, so it was suitable to conduct the research.

In this research, the primary source was the students who wrote the undergraduate thesis abstracts which were submitted in the academic year of 2013/2014 M. The students who had done the research, they were asked to write the abstract from their research both in Indonesian and English. So, the writer analyzed ten abstracts as the primary sources document. For gathering the data, English collocations which included in each sentence from ten abstracts would be analyzed. The primary sources were gained from students' artifact of STAIN Jurai Siwo Metro Lampung. Then, the secondary source was from books, articles, English dictionary, lecturer, and journal that were related to the research would be gained.

The writer had chosen the students of the English Education Study Program of STAIN Jurai Siwo Metro Lampung who had written the abstract after conducting the research as the subjects of the research. By the reason, they had correlation with this research. The students who had learned about translation and discourse analysis in previous semester would be aware of collocation. Thus, this research could be conducted as well as possible.

The students' abstracts as translation products which were submitted in the academic year of 2013/2014 M was the primary source which supported the writer to note the information that was related to the Indonesian collocation translated into English on undergraduate thesis abstracts. The document was gotten by submitting the ten abstracts as public documents. The writer collected ten students' abstracts by comparing the sentences contained Indonesian-English collocation. The technique which was used to analyze the abstract as document was content or document analysis.³⁶ The specific analytical approach is called content analysis.³⁷ It represented data that had given attention to compile. Then, the writer described the Indonesian collocations that were translated into English on undergraduate thesis abstracts of the English Education Study Program of STAIN Jurai Siwo Metro

³⁶ Sutopo, H.B, *Metodologi Penelitian.*, p. 80

³⁷ Ary, Donal, et.al, *Introduction to.*, p. 443

Lampung. So, the writer used in-depth interviewing to know the reasons of the problem in writing and translating Indonesian collocation into English. The data were analyzed by using empirico inductive research which gathered the data when starting the research in the field.³⁸ Based on Donal Ary, there were three phases to represent the data namely³⁹:

1. Familiarizing and Organizing

After choosing the problem which was analyzed, the writer learned and read more about translation, English collocation, students' abstracts, and sources were closely related to the present study. It aimed to be aware of them. Then, the writer organized them for easy retrieval. Collecting data was step where the writer collected ten students' abstracts from students' file in the academic year of 2013/2014 M that have been published.

2. Coding and Reducing

After collecting the data, the next step was coding. The coding process included the identification of categories. In this step, the writer underlined the collocation sentences. Then, the writer classified the English collocation into two categories namely lexical collocation and grammatical collocation. The writer definitely created the graphics to display the categories for easy to be read. The sentences were analyzed by comparing Indonesian-English translated to know the equivalent meaning. After coding process, classify the data into several categories by recognizing the differences and similarities of the data. It was called by reducing process.

3. Interpreting and representing

After reducing the research findings, made sense of the finding with bringing out the meaning. It was an inductive process involved reflecting the statements which concluded the research based on the findings.⁴⁰ The writer interpreted the research finding by into graphs in order to be clearly.

DATA PRESENTATION

TABLE 2: The list of the translating collocation error was written by student A

³⁸ Sutopo, H.B, *Metodologi Penelitian.*, p. 41

³⁹ Ary, Donal, et.al, *Introduction to.*, p. 481-491

⁴⁰ Sutopo, H.B, *Metodologi Penelitian.*, p. 105

Indonesian Collocation	English Collocation	Types of English Collocation	Suggested Correction
1. kemampuan menulis	writing	N + N	writing skill
2. suksesnya dalam	successful in	Adj. + Prep.	successful in sukses dalam
3. sangat penting sekali	one of important aspects	Adv. + Adj. Adj. + N	crucially important important aspects
4. penting	important aspects	Adj. + N	aspek penting
5. pembelajaran Bahasa Inggris	learning English	N + N	English learning belajar Bahasa Inggris
6. belajar Bahasa Inggris	do learning English	N + N	English learning pembelajaran Bahasa Inggris
7. -----	result of pre-survey	N + N	pre-survey results hasil pra-survei
8. pembelajaran Bahasa Inggris	English subject	N + N	English learning
9. dalam bentuk	design in	Prep. + N	in design
10. pengumpulan data	-----	N + N	data collection
11. proses belajar mengajar	-----	N + N	teaching process learning process
12. pengaruh positif	significant influence	Adj. + N	positive influence
13. pengaruh positif	-----	Adj. + N	positive influence
14. mengajarkan Bahasa Inggris	-----	V + N	teaching English
15. data membuktikan	data confirmed	N + V	data showed

Based on the table above, it could be inferred that the collocation error had been happened in translating Indonesian into English. From the first student's abstract contained 21 collocations, there were 15 incorrect collocations. It could be explained that student made an incorrect collocation was caused by interlingual transfer e.g. **suksesnya dalam/successful in* instead of *sukses dalam/successful in*, second language was influenced by first language. The student did not also consider the function of word classes with ignoring word class which would bring overgeneralization e.g. **I am worry* instead of *I am worried*, **learning English* instead of *English learning*. Moreover, the student did not translate many collocations into target language e.g. *pengaruh positif*, *proses belajar mengajar*, *mengajarkan Bahasa Inggris*, and *hasil pra-survei*. Meanwhile, **do learning English* showed ignore the rule restriction (V + V + N). Approximation happened here e.g. **data confirmed* instead of *data showed*, **English subject* translate into *pembelajaran Bahasa Inggris*.

TABLE 3: The list of the translating collocation error was written by student B

Indonesian Collocation	English Collocation	Types of English Collocation	Suggested Correction
1. kemampuan pembicara	language skill	Adj. + N	keterampilan bahasa
2. -----	speaker of language	Adj. + N	native speaker penutur asli
3. alat komunikasi	tool of communication	Adj. + N N + N	communication tool
4. pembelajaran bahasa	learning this language	N + N	language learning
5. pembelajaran Bahasa Inggris	learning English	N + N	English learning
6. data berupa angka	numeral data	Adj. + N	numerical data
7. pengumpulan data	to collect the data	N + N	data collection
8. dalam bentuk	consisting of	V + Prep.	terdiri dari
9. dalam bentuk	by giving them	Prep. + N	in the form of
10. tahun ajaran	academic year	Adj. + N	school year tahun akademik
11. data menunjukkan	data confirmed	N + V	data indicated

Based on the table above, the collocation error had been happened in translating Indonesian into English collocation. From 19 collocations the student encountered 11 incorrect collocations. The student chosen incorrect vocabulary called by approximation e.g. *data menunjukkan* translated into **data confirmed* instead of *data indicated*. The student created deviant structure e.g. *pengumpulan data* translated into **to collect the data* instead of *data collection*, *data berupa angka* translated by **numeral data* instead of *numerical data*, although *numeral* meant *angka* as Noun, meanwhile *numerical* as Adj. It caused by overgeneralization. Then, *kemampuan pembicara* translated into *kemampuan bahasa/language skill*. Word coinage phenomenon happened here e.g. **speaker of language* instead of *native speaker*. Ignore the rule restriction happened e.g. *learning this language* instead of *language learning*, overgeneralization e.g. **learning English* instead of *English learning*, interlingual transfer e.g. **tahun ajaran* instead of *tahun pelajaran*. False concept of hypothesized happend

here e.g. *dalam bentuk* translated into **consisting of* and **by giving them*.

TABLE 4: The list of the translating collocation error was written by student C

Indonesian Collocation	English Collocation	Types of English Collocation	Suggested Correction
1. merubah tingkah laku	a change in behavior	V + N	change in behavior/ attitude
2. membaca seperti	read about	V + Prep.	membaca tentang
3. membawa perubahan	bring about a change	V + N	menghasilkan perubahan
4. -----	personal growth	Adj. + N	perkembangan pribadi
5. -----	degree of	N + Prep.	tingkat/derajat
6. -----	balance of	N + Prep.	keseimbangan
7. -----	part of	N + Prep.	bagian
8. tujuan dari penelitian ini	the objective of this research	N + N	research purpose tujuan penelitian
9. perasaan dan pengalaman	experience feeling	V + N	mengalami perasaan
10. belajar Bahasa Inggris	English learning	N + N	pembelajaran Bahasa Inggris
11. dengan	in the form of	Prep. + N	dalam bentuk
12. pendekatan kuantitatif	descriptive quantitative	Adj. + N	quantitative approach
13. pengumpulan data	to collect the data	N + N V + N	data collection mengumpulkan data
14. data hasil penelitian	result of data analysis	N + N	research result
15. penelitian menunjukkan	research illustrated	N + V	research indicated
16. skor rata-rata	average	Adj. + N	average score

Based on the table above, the student encountered incorrect collocation both in writing and translating. From 20 collocations the student made 16 incorrect collocations. Interlingual transfer happened here, the first language influenced the second language e.g. *membawa perubahan* translated into *bring about a change* although the word *bring about* collocated with *change*, it did not translate into **membawa* but *menghasilkan*. Then, many English collocations did not translate into Indonesian e.g. *personal growth*, *degree of*, *balance of*, and *part of*. Abstract as formal language should be written precisely and concisely. So, the appropriate collocation of *tujuan dari penelitian ini* was *this research purpose*. Overgeneralization happened here e.g. **a change in behavior*

instead of *change in behavior*, approximation e.g. **membaca seperti* instead of *membaca tentang*.

TABLE 5: The list of the translating collocation error was written by student D

Indonesian Collocation	English Collocation	Types of English Collocation	Suggested Correction
1. tahun pelajaran	academic year	Adj. + N	school year
2. tujuan utama	research	Adj. + N	tahun akademik primary aim
3. -----	English department	Adj. + N	jurusan Bahasa Inggris
4. data pra-survey	data pre-survey	N + N	pre-survey data
5. penelitian kuantitatif	quantitative research design	Adj. + N	quantitative research
6. metode tes	test	N + N	test method
7. hasil penelitian	result of data analysis	N + N	research result
8. penelitian menunjukkan	data analysis illustrates	N + V	research indicated
9. pengaruh yang tinggi	high influence	Adj. + N	great influence
10. data menyatakan	data confirms	N + V	data indicates

According to the table above, the translating collocation error appeared. From 16 collocations the student encountered 10 incorrect collocations. The main problem in writing abstract which faced by student was ignorance of the rule restriction. It could be seen in **quantitative research design* (Adj. + N + N) when translated into *penelitian kuantitatif* translate into *quantitative research* (Adj. + N) without *design*. Meanwhile, interlanguage transfer phenomenon had been showed in this problem **data pra-survey* was translated **data pre-survey* in English. The English collocation **data pre-survey* was incorrect collocation both writing and translating. It was translated *pre-survey data*. Approximation happened here e.g. **data confirms* instead of *data indicates*.

TABLE 6: The list of the translating collocation error was written by student E

Indonesian Collocation	English Collocation	Types of English Collocation	Suggested Correction
1. sangat penting	important	Adv. + Adj.	very important
2. faktor dalam	inside factor	Adj. + N	internal factor
3. factor luar	outside factor	Adj. + N	external factor
4. awal usia	early age	Adj. + N	usia dini
5. kelemahan	lack of	N + Prep.	kekurangan/ tidak punya
6. mengumpulkan data	to collecting data	V + N	to collect the data
7. menganalisa data	to analyzing data	V + N	to analyse the data

8.	hasil nilai	average result score	Adj. + N	skor rata-rata
9.	peningkatan nilai	progressing score	V + N	increase the score

According to the table above, the student encountered incorrect collocation both in writing and translating. From 11 collocations the student encountered 9 incorrect collocations. The student encountered overgeneralization because of the creation of the deviant structure in place two regular structure e.g. *mengumpulkan data* translated into *to collecting data* whereas *mengumpulkan data* (V + N) should be translated into *to collect the data*. The student used incorrect collocation to write their desired meaning e.g. *faktor dalam* was translated into **inside factor* instead of *internal factor* or *intrinsic factor*. Although, the word *inside* meant *di dalam* in Indonesian. Ignorance the rule restrictions happened e.g. **average result score* instead of *average score*.

TABLE 12: The list of the translating collocation error from ten abstracts

No.	Lexical Collocation	Grammatical Collocation
1.	kemampuan menulis/writing	suksesnya dalam/successful in
2.	penting/important aspect	sangat penting sekali/one of important aspect
3.	pembelajaran Bahasa Inggris/learning English	dalam bentuk/design in
4.	belajar bahasa Inggris/do learning English	anggota/member or
5.	---/result of pre-survey	di dalam konteks/on the basis
6.	pembelajaran Bahasa Inggris/English subject	dalam bentuk/consisting of
7.	pengumpulan data/---	dalam bentuk/by giving them
8.	proses belajar mengajar/---	membaca seperti/read about
9.	pengaruh positif/significant influence	kelemahan/lack of
10.	pengaruh positif/---	dengan/in the form of
11.	mengajarkan Bahasa Inggris/---	
12.	data membuktikan/data confirmed	
13.	kemampuan berbicara/language skill	
14.	---/speaker of language	
15.	alat komunikasi/tool of communication	
16.	pembelajaran bahasa/learning this language	

-
17. data berupa angka/numeral data
 18. pengumpulan data/to collect the data
 19. tahun ajaran/academic year
 20. data menunjukkan/data confirmed
 21. merubah tingkah laku/a change in behavior
 22. membawa perubahan/bring about the change
 23. ---/personal growth
 24. ---/degree of
 25. ---/balance of
 26. ---/part of
 27. tujuan dari penelitian ini/the objective of this research
 28. perasaan dan pengalaman/experience feeling
 29. belajar Bahasa Inggris/English learning
 30. pendekatan kuantitatif/descriptive quantitative
 31. data hasil penelitian/result of data analysis
 32. penelitian menunjukkan/research illustrated
 33. skor rata-rata/average
 34. tahun pelajaran/academic year
 35. tujuan utama/research
 36. ---/English department
 37. data pra-survey/data pre-survey
 38. penelitian kuantitatif/quantitative research design
 39. metode tes/test
 40. penelitian menunjukkan/data analysis illustrates
 41. pengaruh yang tinggi/high influence
 42. data menyatakan/data confirms
 43. sangat penting/important
 44. faktor dalam/inside factor
 45. faktor luar/ outside factor
 46. awal usia/early age
 47. mengumpulkan data/to collecting data
 48. menganalisa data/to analyzing data
 49. hasil nilai/average result score
 50. peningkatan nilai/progressing score
 51. ---/English language instructional
 52. ---/resources of information
 53. pembelajaran Bahasa Inggris/EFL teaching and learning
 54. ---/foreign language
 55. media pembelajaran/EFL teaching and learning
 56. ---/qualitative research
 57. pembelajaran Bahasa Inggris/EFL instructional
 58. hasil penelitian/finding of the research
 59. pembelajaran Bahasa Inggris/---
 60. kemampuan berbahasa/English skill
-

61.	---/widely recognized
62.	tujuan/primary goal
63.	penelitian/qualitative research
64.	metode kualitatif/---
65.	tujuan utama/research was aimed
66.	tahun ajaran/academic of year
67.	kurang percaya diri/less self-confidence
68.	motivasi yang tinggi/--
69.	---/finding the interesting learning
70.	metode penelitian/method in present research
71.	menyimak/listening comprehension
72.	sekolah dasar/elementary level
73.	teknik pengumpulan data/---
74.	---/academic year
75.	---/learning process
76.	peningkatan yang paling signifikan/the most significant increasing
77.	hasil post-test/test result
78.	hasil test/---
79.	kemampuan membaca/reading comprehension
80.	sesuatu yang baru/new information
81.	sangat luar biasa/---

The table above showed that there were 91 incorrect collocations. The incorrect collocation consisted of 89,01% lexical collocation and 10,99% grammatical collocation.

In this case, the writer described the research finding of types of incorrect collocation on undergraduate thesis abstracts. Based on ten abstract which were analyzed, the writer had known that the student encountered incorrect collocation when translating it into English. It could be seen in the chart below:

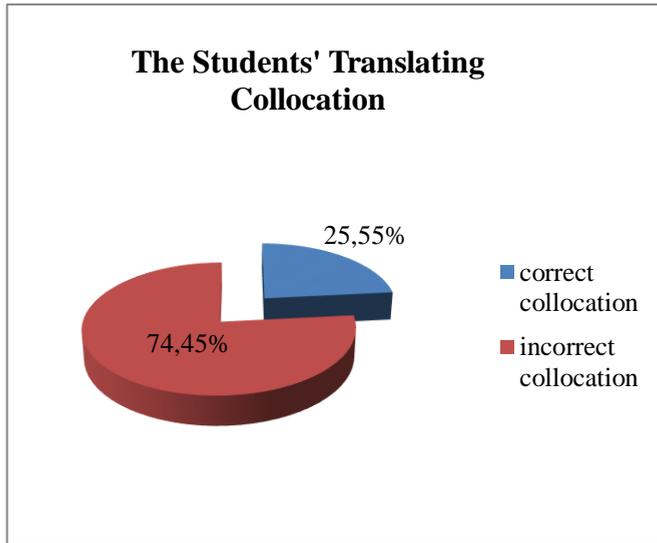


Figure 2: The students' translating collocation

The figure above showed that the output of translating collocation consisted of 25,55% correct collocation and 74,45% incorrect collocation. Then, the writer tried to classify the incorrect collocation into two types namely lexical collocation and grammatical collocation in the figure below:

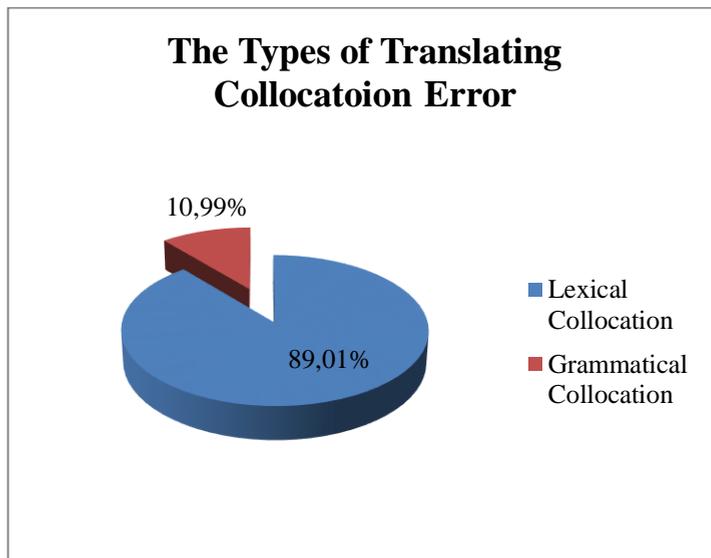


Figure 3: The types of translating collocation error

Based on the figure above could be inferred that there were 91 incorrect collocation consisted of lexical collocation 89,01% and grammatical collocation 10,99%. They were frequently produced by the student when translating collocation into English. The lexical collocation was frequently produced than grammatical collocation by the students of the English Education Study Program of STAIN Jurai Siwo Metro Lampung in the academic year of 2013/2014 M. According to the analysis of research data in documentation that the students' problems in translating collocation were showed in the graph below:

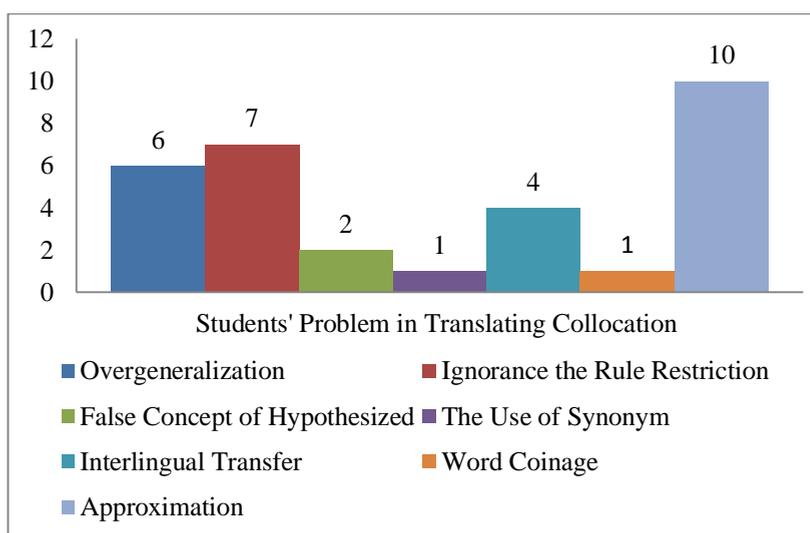


Figure 4: The Students' Problem in Translating Collocation

Based on the table above, it could be inferred that the students' problem in translating collocation which frequently faced on undergraduate thesis abstract of the English Education Study Program of STAIN Jurai Siwo Metro Lampung were approximation, ignorance of the rule restriction, overgeneralization, interlingual transfer, false concept of hypothesized, the use of synonym, and word coinage.

CONCLUSION AND SUGGESTION

A. Conclusion

In line with the discussion in the previous chapter, it could be concluded that the collocation was translated into English collocation on undergraduate thesis abstract of the English Education Study Program of STAIN Jurai Siwo Metro Lampung in the academic year of 2013/2014 M divided into correct collocation consisted of 25,55% and incorrect collocation consisted of 74,45%. There were incorrect collocations were classified into lexical collocation consisted of 89,01% and grammatical collocation consisted of 10,99%.

The process of translating collocation on undergraduate thesis abstract faced some problems namely approximation, ignorance of the rule restriction, overgeneralization, interlingual transfer, false concept of hypothesized, the use of synonym, word coinage and the meaning of word. It was caused by lack of translation comprehension in language culture and lack of English collocation competence. The solutions which could be used to solve the students' translating collocation problems on undergraduate thesis abstract were the students should give more chance to learn about collocation and translation, the students should use the appropriately media in learning collocation, and the lecture should give feedback for their writing,

B. Suggestion

After analyzing the translating collocation problems on undergraduate thesis abstract of the English Education Study Program of STAIN Jurai Siwo Metro Lampung, the writer suggested that the students should be aware of collocation by learn more about English collocation for natural writing like native speaker. The lecturers should decide the appropriate method to teach collocation and often evaluated the students' translating performance and gave them feedback. The researcher who wanted to conduct the research with the similar case could use this research as comparing references.

BIBLIOGRAPHY

- Aho, V. Alfred, et.al, *The Theory of Parsing, Translation, and Compiling*, London: Printec-Hall, 1972.
- Ary, Donald, et.al, *Introduction to Research in Education (Eighth Edition)*, New York: Wadsworth Cengage Learning, 2010.

- Bassnet, Susan, *Translation Studies (Third Edition)*, London: Routledge, 2002.
- Barfield, Andy, *Researching Collocations in Another Language: Multiple Interpretations*, New York: Palgrave Macmillan, 2009.
- Bell, T. Roger, *Translation and Translating: The Theory and Practice*, London and New York: Longman, 1993.
- Benson, Morton, et.al, *The BBI Combinatory Dictionary of English: Your Guide to Collocations and Grammar (Third Edition)*, Amsterdam/Philadelphia: Jhon Benjamins Publishing Company, 2010.
- Budianto, Langgeng, and Fardhani, E. Aan, *Practical Guide for Translation Skill*, Malang: UIN-Maliki Press, 2010.
- Catford, J.C, *A Linguistics Theory of Translation*, London: Oxford University Press, 1965.
- Cresswell, W. Jhon, *Research Design: Qualitative, Quantitative, and Mixed Methods Approach (Second Edition)*, New Delhi: Sage Publications, 2003.
- , *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*, San Francisco: Pearson Education, 2012.
- Darvishi, Sohrab, "The Investigation of Collocational Errors in University Students Writing Majoring in English", *International Conference on Education, Research and Innovation IPDER*, (Toyserkan Branch: IACSIT Press, Singapore), Vol. 18/2011.
- English Club, "Collocation" in <http://www.englishclub.com/vocabulary/collocation-advanced.html>, downloaded on June 28, 2014.
- Eugene, A. Nida, and Charles, R. Taber, *The Theory and Practice of Translation*, Leiden, Netherlands: E.J Brill, 1969.
- Halliday, M. A. K, et.al, *Cohesion in English*, London: Longman, 1976.

- Hashemi, Sohrab, et.al, "Collocation a Neglected Aspect in Teaching and Learning EFL", *Procedia Social and Behavioral Sciences*, (Toyserkan: Elsavier), 2011.
- Leo, Sutanto, et.al, *English for Academic Purpose: Essay Writing*, Jakarta: Penerbit Andi, 2007.
- Lewis, Michael, *Teaching Collocation: Further Development in the Lexical Approach*, London: Thomson Heinle Language Teaching Publications, 2000.
- Lubis, Syahron, "Collocation as Source of Translation Unacceptability: Indonesian Students' Experience", Canadian Center of Science and Education: *International Journal of English Linguistics* and University of Sumatra, No. 5/Vol. 3, downloaded on September 23, 2013.
- McCharly, Michael, et.al, *English Collocation in Use*, Cambridge: Cambridge University Press, 2008.
- Moleong, J. Lexy, *Metodologi Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya, 2012.
- Nababan, "Penerjemahan dan Budaya", in www.proz.com/translation-articles/article/2074/1/penerjemahan-dan-budaya downloaded at August 19, 2015.
- Nababan, M. Rudolf, *Teori Menerjemah Bahasa Inggris*, Yogyakarta: Pustaka Pelajar, 2008.
- Nesselhauf, Nadja, *Collocation in a Learner Corpus*, Amsterdam: Jhon Benjamins Publishing, 2005.
- Newmark, Peter, *A Textbook of Translation*, New York: Pearson Education Limited, 1988.
- O'Dell, Felicity, et.al, *English Collocation in Use: Advance*, Cambridge: Cambridge University Press, 2008.
- Rabeh, Fanit, "Problems in Translating Collocation", *Dissertation*, 2010.
- Rizki, Putri Agung, "An Analysis on Indonesian Translated Collocation in Rick Riordan's Percy Jackson and the

- Olympians 'The Battle of the Labyrinth', *Thesis*, Jakarta, 2011.
- Robinson, Douglas, *Becoming a Translator: An Introduction to the Theory and Practice of Translation (Second Edition)*, New York: Routledge, 2003.
- Sugiono, *Statistika untuk Penelitian*, Bandung: Alfabeta, 2008.
- Sutopo, H.B, *Metodologi Penelitian Kualitatif: Dasar Teori dan Penerapannya dalam Penelitian*, Surakarta: Universitas Sebelas Maret, 2006.
- Triastuti, Anita, "Cross-Linguistic Influence on English Written Production", *Thesis*, 2006.
- Wikipedia, "Collocation", in <http://en.wikipedia.org/wiki/Collocation>, downloaded on June 28, 2014.
- Yan, Hansheng, "Study on the Causes and Countermeasures of the Lexical Collocation Mistakes in College English", *English Language Teaching*, (Qingdao: School of Foreign Language, Qingdao University of Science and Technology), Vol. 3/No. 1, March 2010.