

**THE TRANSLATION OF INDONESIAN COLLOCATION INTO ENGLISH:
A CASE STUDY AT UNIVERSITAS MUHAMMADIYAH
LUWUK BANGGAI**

**SITI RACHMI
F022202001**



**ENGLISH LANGUAGE STUDIES
POSTGRADUATE PROGRAM
UNIVERSITAS HASANUDDIN
MAKASSAR
2023**

**THE TRANSLATION OF INDONESIAN COLLOCATION INTO ENGLISH:
A CASE STUDY AT UNIVERSITAS MUHAMMADIYAH LUWUK
BANGGAI**

Thesis

As a partial fulfillment to achieve Master Degree

Program
English Language Studies

Written and Submitted by

SITI RACHMI

to

**ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCE
POSTGRADUATE PROGRAM
UNIVERSITAS HASANUDDIN
MAKASSAR**

2023

THESIS

THE TRANSLATION OF INDONESIAN COLLOCATION INTO ENGLISH:
A CASE STUDY AT
UNIVERSITAS MUHAMMADIYAH LUWUK BANGGAI

Written and Submitted by

SITI RACHMI

Register Number: F022202001

Has been defended in front of the thesis examination committee which was formed in order to complete the study of the Master Program in English Language Studies Faculty of Cultural Sciences Hasanuddin University on August, 14th 2023 and is declared to have met the graduation requirements.

Approved by:

Head of
The Supervisory Committee



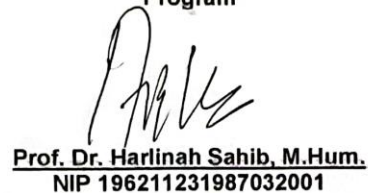
Prof. Dr. Abdul Hakim Yassi, Dipl. TESL. MA.
NIP 195611281989031003

Member of
The Supervisory Committee



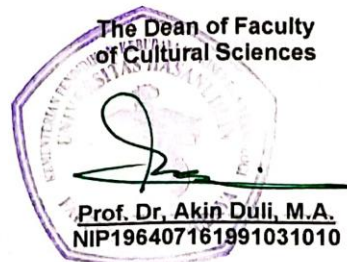
Dr. Sukmawaty, M.Hum.
NIP 196010121987032002

The Head of English Language Studies
Program



Prof. Dr. Harlinah Sahib, M.Hum.
NIP 196211231987032001

The Dean of Faculty
of Cultural Sciences



Prof. Dr. Akin Duli, M.A.
NIP 196407161991031010

STATEMENT OF AUTHENTICITY

The Undersigned :

Name : Siti Rachmi

Student's Number : F022202001

Program : English Language Studies

States truthfully that this thesis is my own work. If it is proved that I plagiarize other works, I am willing to accept the consequences of my dishonesty.

Makassar, 14 August 2023



Siti Rachmi

ACKNOWLEDGEMENT



Alhamdulillah. First and foremost, praise to Allah Subhanahu wa ta'ala. I express my grateful thanks to Allah that the writer can go through many obstacles in order to accomplish my thesis and get Master Degree in English Language Studies of Post Graduate Program at Universitas Hasanuddin. Deepest respect goes to my beloved Prophet Muhammad SAW because he provides great inspiration for me.

Besides, the writer is deeply indebted to some people. Those people are as follows:

1. I would like to express my genuine affection to my parents who always make myself is in their prayer, care, trust, and patience. Thanks to my elder brother, Moh. Ramdhan.
2. My sincere gratitude is presented towards my first and second advisor, Prof. Dr. Abdul Hakim Yassi, Dipl. TESL. MA and Dr. Sukmawaty, M.Hum, for their helpful guidance, advice, and considerable encouragement to create my masterpiece become better, and spending spare time to discuss it.
3. The writer also express deep gratitude to writer's examiners, Prof. Dr. Fathu Rahman, M.Hum, Prof. Dr. Harlinah Sahib, M.Hum, Prof. Dr. M. Amir P., M.Hum, that make valuable suggestions and correction during examination.

4. Special thanks to all lecturers of English Language Studies, Post Graduate Program, who have taught English Linguistics and broaden my knowledge.
5. My appreciation is addressed to my linguistics classmate, Dian Rahmawati Arief, Nur Rahmawati, Nona S. Halima, Sari Wulandari, Mitha Permata Putri, Silvana Hermawan, Resky Vebrianti Utami, Puspita Khairunisa, Kumara Tungga Dewa, Isty Reswari, Nafisa Djamaluddin, and Iffah Al Hikmah.

At the end, I owe my special debt to all people cannot mention one by one who contribute anything during finishing my masterpiece.

Makassar, 14 August 2023

The writer

Siti Rachmi

ABSTRACT

SITI RACHMI. *The Translation of Indonesian Collocation into English: A Case Study at Universitas Muhammadiyah Luwuk Banggai* (supervised by Abdul Hakim Yassi and Sukmawaty)

This research intends to identify Indonesian collocation that are translated inappropriately into English and describe the intervention of Indonesian students' language in translating collocation into English. Qualitative method had been conducted. Some examples of Indonesian collocations were taken from online news related to its common usage. Indonesian and English dictionaries were used to analyze the data for considering meaning transparency and the patterns. This research found that 33 data were translated inappropriately by the students. The number of lexical collocation data got higher than grammatical collocation and was the most problematic. Besides, their translations of collocation represent the intervention of their point of language view. It shows collocation differences in word choice, usage, and patterns, but the meaning looks similar to English collocation.

Keywords: Indonesian and English Collocation, Translation



Makassar, July 13, 2023

ABSTRAK

SITI RACHMI. *Terjemahan Kolokasi Bahasa Indonesia ke dalam Bahasa Inggris: Studi Kasus di Universitas Muhammadiyah Luwuk Banggai* (dibimbing oleh Abdul Hakim Yassi dan Sukmawaty)

Penelitian ini bertujuan mengidentifikasi kolokasi bahasa Indonesia yang diterjemahkan tidak tepat ke dalam bahasa Inggris dan menjelaskan intervensi bahasa mahasiswa Indonesia dalam penerjemahan kolokasi ke dalam bahasa Inggris. Metode kualitatif telah dilakukan. Beberapa contoh kolokasi bahasa Indonesia diambil dari berita daring yang terkait dengan penggunaannya secara umum. Kamus bahasa Indonesia dan kamus bahasa Inggris digunakan untuk menganalisis data dalam mempertimbangkan transparansi makna dan pola kombinasinya. Penelitian ini menemukan bahwa 33 data diterjemahkan tidak tepat oleh mahasiswa. Jumlah data kolokasi leksikal lebih tinggi daripada kolokasi gramatikal dan paling bermasalah. Selain itu, terjemahan kolokasi mereka menggambarkan adanya intervensi dari sudut pandang bahasa mereka sendiri. Hal tersebut menunjukkan perbedaan kolokasi dalam pilihan kata, penggunaan, dan polanya, namun maknanya terlihat sama dengan kolokasi bahasa Inggris.

Kata kunci: Kolokasi bahasa Indonesia dan bahasa Inggris,
Penerjemahan



TABLE OF CONTENTS

	Page
TITLE PAGE	
APPROVAL SHEET	iii
STATEMENT OF AUTHENTICITY	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Statements of Problem	5
1.3 Research Questions	5
1.4 Research Objectives	5
1.5 Scope of the Problem	6
1.6 Significances of the Research	6
CHAPTER II LITERATURE REVIEW	8
2.1 Previous Related Studies	8
2.2 Theoretical Background	11
2.2.1 Semantics	11
2.2.2 Collocation	14
2.2.3 Lexical Collocation	16
2.2.4 Grammatical Collocation	18

2.2.5	Translating Collocation	19
2.3	Conceptual Framework	22
CHAPTER III RESEARCH METHODOLOGY		24
3.1	Research Method	24
3.2	Data Sources	24
3.3	Data Collection Technique	25
3.4	Procedures for Collecting Data	25
3.5	Procedures for Analyzing Data	26
CHAPTER IV FINDINGS AND DISCUSSION		28
4.1	Findings	28
4.2	Discussion	35
CHAPTER V CONCLUSION AND SUGGESTION		57
5.1	Conclusion	57
5.2	Suggestion	57
BIBLIOGRAPHY		59
APPENDICES		

LIST OF TABLES

1. Lexical collocation	28
2. Grammatical collocation	33

CHAPTER I

INTRODUCTION

1.1 Background

Language diversities cover across the world and it provides knowledge about words and meaning-forming. Every language group creates both features regarding to its perception. The term 'language' leads its group to have set of meanings because of language traits, such as arbitrariness and conventional (Bolinger & Sears, 1981; Chaer, 2007). The language group uses word regularly and frequently and the meaning can be understood by the member. In other words, the common and natural use of a language differs from another language.

When non-native students are encouraged to enhance his foreign language ability, they would develop dynamic conceptual understanding at infinity (Alharthi, 2014). The students have known a lot about words and meanings from their native language. They will acquire complex range of words and meaning through learning English as foreign language. As one of universities in Banggai, Universitas Muhammadiyah Luwuk established English Department since 2015 and has main purpose to fulfill the needs of modern and global/international industry. It makes English major students competent to face revolution. They make effort in learning a new language beyond his native language. Yet, two languages may have different word, meaning, and patterns in which bear similarity.

The word always closely connects one another. The word combinations always occur frequently as fixed combination dealing with certain meaning

and it is known as collocation (Larson, 1998). Collocation is divided into two major types, such as lexical collocation and grammatical collocation (Benson et al., 1986). Lexical collocation deals with two particular word classes and both word meanings are bound together. This contains six patterns belonging to combination of verb and noun, verb and adverb, adjective and adverb, noun and noun, adjective and noun, and noun and verb. Meanwhile, grammatical collocation includes word classes and grammatical structure. In such construction, it derives from noun, verb, adjective, adverb, preposition, infinitive, and clause.

In translating a language into others, collocation is taken into consideration. Translation process does not merely transfer form and meaning of source language to others, but it is concerned with natural form and acceptance of target language (Safitri & Setiadi, 2020). For example, "They rushed her to hospital where doctors *delivered her baby*". This combination *deliver baby* has a direct bearing on English language. This English lexical collocation becomes *deliver woman* if it is translated into Arab language. English primarily concerns with baby and Arab focuses typically on woman as birth-giver (Baker, 2018). This simply puts how both language groups use collocation in real life. Besides, translation can bring benefit on integrative studies of language and its language group. Students can understand words and meaning with reference to the context enveloping it.

A lot of researchers advance theories about how important and advantages of collocation in EFL students (Shah & Singh, 2020; Sari &

Gulo, 2019). They concluded that collocation encourages non-native students to get a lot better English native like and to broaden language knowledge, such as vocabulary. Since word concerns with its learning contribution, it could be seen within how students combine two words or more. They made a habit of choosing familiar vocabulary and easy to be interpreted by their native language (Shah & Singh, 2020). This research reported that students were certainly lack of lexical collocational ability and produced it variously and freely as their native knowledge. Another research also explored to Indonesian students (Sari & Gulo, 2019). Many students were low ability of grammatical collocation. It was caused by first language factors. Literal translation enables students to produce English collocation inappropriately.

Under how collocation use and its structure accounted for, it is likely to cause translation problem. Students translate collocation literally as their native language and do not consider meaning appropriateness as English native expression (Al-Jaradi, 2015; Demir, 2017). Based on preliminary observation, collocation was translated inappropriately by Indonesian students. The Indonesian sentence was such “*Depresi berat* dapat mempengaruhi kesehatan mental dan emosi seseorang”. It becomes “*Heavy depression* can affect person’s mental and emotional health”. The student translated this combination under form-based translation.

Indonesian collocation *depresi berat* reflects differences from English collocation *deep depression*. Both adjectives between *berat* and *deep* come into play in context of word use and interpretation. In this case, the

differences across language can be reached on answers to secondary meaning (Larson, 1998). English consider *deep depression* as strong feeling of sadness so that it collocates with adjective *deep*. The Indonesian generates *depresi berat* or *heavy depression*. The adjective *berat* carries meaning of something is severe or very serious. In this collocation, *heavy depression* is mental problem in the severe level. The adjective *berat* or *heavy* carries this certain sense if it is collocated with nouns *depression*, *disease*, or *wound*. These combinations are widely used and understandable about each native although they are world apart in reality.

Collocations frame in a context can vary from source language to another target language. Indonesian students consider *deep depression* as strange word combination and the English seems unfamiliar with *heavy depression*. When emphasizing source language makes students accessible directly to retain their society's identity, they are out of respect and do not accept the existence of foreign language and its astonishing diversity (Brown, 2007). Whereas students who acquire foreign language and appreciate shade of meaning in respect to differences and social reality, they will open mind to cross-cultural concept or intercultural communication (Kramsch, 1998). Thus, this research on collocation deals with semantic analysis and translation. It intends to investigate Indonesian collocations that are translated inappropriately into English and describe the intervention of Indonesian students' language in translating collocation into English.

1.2 Statement of Problem

As the research background had been explained, this research deals with certain problems:

1. Every language is encouraged at arbitrariness and conventional. The language usage seems natural and common to each language native.
2. The differences among many languages influence in translating from one language into another. Form-based translation is unavoidable.
3. In case of collocation, Indonesian language is in contrast to English language regarding to meaning and restriction.

1.3 Research Questions

This research is guided by following research questions:

1. What are the Indonesian collocations that translated inappropriately into English by the students?
2. How do the Indonesian students' language intervene in translating collocation into English?

1.4 Research Objectives

In line with research questions above, this research sets research objectives as follow:

1. To identify the Indonesian collocations that are translated inappropriately into English by the students.

2. To describe the intervention of Indonesian students' language in translating collocation into English.

1.5 Scope of the Problem

Benson et al. (1986) had created two types of collocation with involving lexical and grammatical features. This research covers both of them and puts both languages context. Three patterns of lexical collocation have risen to top of producing inappropriately, such as verb + noun, noun + noun, and adjective + noun (Harta et al., 2021; Chang, 2018). Pattern of adjective + preposition, preposition + noun, and verb + preposition mostly pose a big problem in grammatical collocation (Sari & Gulo, 2019). English majored students at Universitas Muhammadiyah Luwuk Banggai translate some sentences from Indonesian into English. Semantic approach leads to collocation mechanism that differs considerably from one language to another.

1.6 Significances of the Research

This research provides some crucial contributions theoretically and practically.

Theoretically, this research is expected to take into account extralingual dimension to theoretical collocation viewpoints. The collocation theory by Benson et al. is simply a matter of English native. It can be feasible to explore collocation in different languages through translation. The differences and inappropriateness from students' lack of

collocation competence are still particularly useful to broaden intercultural understanding in terms of collocation around the world, naturalness, and its nuance of meaning.

Practically, this research is expected to bring collocation to lecturers' and students' attention. For lecturers, it warns to be cautious of undermining students' confidence in order to interact English successfully. They can encourage students to develop communicative English competence gradually so that students can have different view about English common collocation. For students, they can show appreciation and respect for foreign language learning. They can also use appropriate collocation in the same way as English natives if they apply scholarship, fulfill academic requirement, and study abroad.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Related Studies

When collocation is regarded to structural dimension, many researches have explored analysis extensively and its linguistic factors. Trang et al. (2020) investigated EFL Vietnamese students concerned with lexical collocation and their translation problem. Many students transferred their source language into English and it influenced its quality and comprehensibility to readers. In this research, students took an online test that would be investigated their translation result and teachers answered interview questions. Five lexical collocations patterns involved combination between adjective and noun, noun and verb, verb and noun, verb and adverb, and noun and noun. Although the students have learned specifically about translation course, it did not correspond to the realities of their lexical collocation usage. Large amount of mis-collocation were translated literally and seem oddly unfamiliar. The teachers who taught translation course proposed that limited vocabulary and their way of using vocabulary, such as word-by-word, create translation problem. Their lexical collocation translations reflect their own language knowledge and culture.

Another research of lexical collocation between Korean learners and native speaker also was conducted because of students' lack collocational competence (Chang, 2018). Some features were necessary and should

be paid attention in academic writing. It made EFL students took much time. They combined words as it is and the combination might become deviant. The researchers determined lexical collocation regarding to English natives as rater and checked in some collocation dictionaries. Frequency criteria and counting scale of acceptability also were used in this research. Six patterns were identified through students' essay. There were combination of noun and noun, adjective and noun, verb and noun, adverb and adjective, adverb and verb, and noun and verb. High percentage captured how students produced word combination acceptably around 70%. Unfortunately, deviant lexical collocation remained unacceptable and inaccurate among adjective + noun, verb + noun, and noun + noun. The researcher conducted interview a stage further to explore and provide in-depth students' difficulties. Their misinterpretation to target language, first language influence, synonym, placing inappropriate combination into context, were central problem facing Korean adult students.

Students also compose their writing with baby words in which were a large number of familiar words and sounded strange to English native (Harta et al., 2021). It was impacted on their selection of lexical collocation. The researchers found that 5 patterns were closely related to erroneous combination. They ensured acceptability with focusing on online corpus and dictionaries. Combination of verb and noun contained the highest errors. Another combination of adjective + noun and adverb + adjective stand in the second and third rank. Through interview, some

sources of error were more informative to support the research results. Lack of collocation knowledge, synonym, approximation, overgeneralization, and their way of thinking about first language usage in writing contributed on this case.

The difficulty of lexical collocation also arose for many Iraq teachers (Ibrahim & Adeeb, 2020). They produced errors while when taught English to EFL students. The lexical collocation error were counted and correlated with error sources. These were affected by negative transfer and false concept. Both sources were the majority among word coinage, synonymy, ignoring rule restriction, approximation, and overgeneralization. Evidence of data analysis encourage English teacher to put more effort in acquiring lexical collocation in order to communicate efficiently. It gets better to learn lexical collocation as fixed combination instead of word-by-word.

Moreover, grammatical collocation problem occurred in students' essay at the beginning of first-semester (Sari & Gulo, 2019). Their interference of native language and literal translation make different construction against English language. A qualitative analysis of grammatical collocation errors was conducted by checking two collocation dictionaries, such as Oxford Collocation Dictionary in 2009 and The BBI Combinatory of Dictionary of English in 1997. Evidence of data analysis proved that 35 errors were from combination of noun + preposition, noun + to infinitive, preposition + noun, adjective + preposition, and verb + preposition. Combination of adjective + preposition and verb + preposition reached the top. Combination of preposition and noun also had some

inappropriate collocation. Therefore, first-year students should be made aware of the importance of grammatical collocation so that they will increase their ability gradually.

The previous related researches above have covered unacceptability or erroneous of lexical and grammatical collocation. They tended to analyze collocation in prescriptive view in which how students should use collocation like English natives and consider either correct or incorrect. In contrast, this research leads to combined view between prescriptive view and descriptive view. The students translate collocation from Indonesian into English and inappropriate collocation might exist in their translation result. The inappropriateness could also be taken as evidence of Indonesian students' naturalness, common usage, and differences from English language. This research aims to identify Indonesian collocation which translated inappropriately into English and describe the intervention of Indonesian students' language in translating collocation into English.

2.2 Theoretical Background

2.2.1 Semantics

Generally, human language bears on wider range of word and meaning. Both bases seem clear how language is dynamic and arbitrary (Chaer, 2007). Meaning can develop rapidly although word is more slowly. Meaning-making towards a word can be unlimited. Determining word meaning within sentence enable connection each other and must be understood as a whole. Understanding meaning plays important role in

daily life. In linguistics, this phenomenon leads explicitly to semantics. Semantics captures word meaning to be as heart of language with considering and understanding language in context surrounding other words (Riemer, 2010). It is certainly true that there is no language without meaning and there is no meaning without language. Word, phrase, sentence, are semantic properties contributed to establish communication system and obtain information.

A single word exists together with syntactic structure and semantics. Semantics is comprised of lexical meaning and grammatical meaning (Cruse, 1986). Lexical meaning represents lexeme and word as linguistic unit. Lexeme is also known as lexical root. It is the base structure of forming word. For instance, *worn*, *wear*, *wearing*, and *wore*. These word forms have same lexeme from *run*. Dealing with meaningful sentence, grammatical semantics involved in. Determining role of a word based on its function taken into account. Part of speech helps language students understanding word role within sentence. One word might function as noun, verb, and adjective. For instance, “The room was decorated in *yellow*”, “The paper had *yellowed* with age”, and “She wore a pale *yellow* dress”. These sentences use a word *yellow*, but it has different function in each sentence. The word *yellow* in first sentence implies noun meanwhile it indicates to verb in second sentence. The last sentence demonstrates *yellow* as adjective.

A lexeme bears on either interdependent or dependent context. It is in the form of primary and secondary meaning (Larson, 1998). Primary

meaning shows how most people understand the meaning with general reference. Secondary meaning motivates meaning to consider the context and another word surrounding. The sentences are “He shakes his *head*” and “He is deputy *head* of the National Railway Museum”. The noun *head* covers part of body and is recognized as primary meaning. Another sentence conveys meaning of *head* as leader or the person in charge of organization.

Besides, semantics allows human to expand meaning upon literal meaning and figurative meaning (Cruse, 1986). Literal meaning shares a notion of basic meaning or basic concept. Figurative meaning rises colorful power to word by associating a concept and leads to interpret meaning as imagination (Nugroho, 2020). The noun *puppy* in collocation *puppy love* is described fully as metaphor. Puppy can show affection easily to people or stranger and happen temporarily. In the similar way, teenagers experience love like puppy. Word combination *buy time* exhibits certain association. The verb *buy* is recognized as getting something. Meanwhile noun *time* belongs to its period and abstract noun. Money is not necessary to pay time. This implies that someone buy time to obtain much time by a delay.

In conclusion, language enable human to produce and understand its linguistic usage go through types of meaning. Meaning is derived from systemic framework and begin with determining the type of meaning is. A word meaning functions in part of speech or syntactical category. One word might have different function in sentence. As a result, word meaning fit well in language sentence and easily to be made up.

2.2.2 Collocation

Students produce and/or translate words to the best of their knowledge. They combine word choice freely and assume that their word combinations already have conveyed meaning clearly. A large of English words establishes collocation as complex and restricted combination. Collocation is a set of lexical phrase that tends to build close relationship because they often occur together and carry exact meaning semantically (Bartsch & Evert, 2014; Halliday & Hasan, 1976; Cruse, 1986). It covers syntagmatic relation, frequency, and phraseology approach.

Syntagmatic brings starting point of lexical combination to traditional approach and had been derived from Firth's theory as father of collocation. It extends the range of lexical relation and its meaning with considering syntactic structure (Firth, 1964; Widdowson, 2007). Viewing phraseology approach facet raises fundamental concern about collocation. Word combination is as well as known phraseology combination (Cowie, 1998; 1981). Composition of word combination could be set up for free combination and collocation. Interpreting meaning of free combination is understandable, yet people grasp it literally. For example, lexeme *eat* is collocated with many noun, such *cake, bread, pasta*, and so on.

Collocation is strictly limited to its transparency (Howarth, 1996). Semantic transparency makes collocation possible to differ from idiom. It guides the way students understand predictable meaning of its constituents (Bell, 2013). Some word combinations *blow a trumpet, blow a fuse, blow your own trumpet*, and *blow the gaff* exemplify semantic

transparency. The combination *blow a trumpet* is about free collocation because both composite are more transparent and guessable. The combination *blow a fuse* includes restricted collocation due to the verb *blow* as secondary sense. Restricted collocation would be likely in specific or technical meaning, such collocation *shrug shoulder*, figurative meaning, secondary meaning, and delexical verb. The expression *blow your own trumpet* is assumed to be figurative idiom and *blow the gaff* is in account of pure idioms. Students think out of the box to grasp idiom meaning. In this sense, literal interpretation does not working on idiom.

Commutability is primarily seen as restriction to integrate headword and collocates (Barfield, 2006). When student combine adjective *deep* and noun *depression*, other students can understand clearly meaning of *depression* and focus on secondary meaning behind *deep*. This word combination may not allow to be substituted with another. Collocation depends on four degree of restriction, such as unrestricted, semi-restricted, familiar, and restricted (Carter, 1998). Unrestricted collocation keeps open to be collocated unlimited word, such as *eat cake/bread/shrimp*. Collocation becomes semi-restricted if limited word can accompany the headword. Verbs *undertake*, *conduct*, and *do* collocate with noun *research*. Familiar collocation has one of its constituents in sense of figurative use. Restricted collocation includes more fixed expression and cannot be substituted with other. Collocation *black market* is familiar collocation whereas *shrug shoulder* is restricted collocation.

Collocation alludes to frequency approach. This criterion considers acceptability judgment through corpus. Students can access directly about combination statistical and know how word combinations are set up in many writing and spoken forms (Altun, 2021). For instance, *black market* appears more than approximately 171 sentences. There are “...when the market recovered from the black Monday crash...” and “...but there is widespread black market”. Corpus provides span around the word combination. Uncertainty about syntactic relationship becomes difficult to be sure of collocation in corpus (Nesselhauf, 2005).

Collocation has been regarded to students' word knowledge. They usually produce word as single unit and sometimes do not treat formulaic composition favorably (Snoder, 2019). Yet several phrases are the same as their L1 forms and it overlaps to target language. Unlimited stock of figurative meaning and secondary meaning vary quite remarkably across language and brings collocational knowledge into attention. This can be cultural identity to differ each and every society and nation, and more likely to expand wide range of collocation and its meaning through taking different real world view (Davletbaeva et al., 2015; Cowie, 1998).

2.2.3 Lexical Collocation

Students acquire a greater number of lexical collocations. They often produce it than grammatical collocation. Lexical collocation is not only stated because people acquire in daily life. It seems impossible to comprehend meaning and capture information without vocabulary, and a

piece of information can be obtained without grammar (Elyas & Alfaki, 2014). Knowledge of words brings out the best in the growth of language. Lexical collocation is word combination that formulated open word classes into certain patterns, including verb, noun, adjective, verb, and adverb (Benson et al., 1986). There are six patterns, including pattern for verb + noun (*make mistake*), adjective + noun (*strong wind*), noun + verb (*The dog barks*), noun + noun (*a flock of birds*), adverb + adjective (*fully aware*), and verb + adverb (*appreciate sincerely*).

Word *deep* carries several meaning in dictionary entry. If students produce *deep water* and *deep depression*, its transparency takes into account differences between free collocation and restricted collocation. Combination between adjective *deep* and noun *water* is predictable. The noun *water* includes *deep* because it has surface that extend long way down to bottom. The depth of water can be measured. Its commutability allows some substitution and the meaning remains unchanged (Howarth, 1996). Combination *deep hole*, *deep ocean*, and *deep river* are free collocation in case of *deep water*. Word combination *deep depression* constitutes restricted collocation. The adjective *deep* underlies secondary meaning regarding to strong feeling whereas the noun *depression* is in primary meaning as mental state.

Collocation *deep depression* and *severe depression* is identified specifically as English language. This is described as *depresi berat* in Indonesian language. The adjective *berat* refers to severe and can be

collocated with some noun, such as *wound* and *disease*. Both languages have different word combination to convey similar meaning.

2.2.4 Grammatical Collocation

Since lexical takes account of collocation, grammatical structure also bring focus on into it (Benson et al., 1986). Grammatical collocation integrates open word classes, preposition and grammatical structure. Eight patterns deal with noun + preposition (Mary has close *relationship with* Emily's family), noun + to infinitive (I received an *invitation to* visit my friend in Japan), noun + that clause (It is a *fact that* dogs have an acute sense of smell), adjective + preposition (Emily is *angry at/with* Mary), adjective + to infinitive (It was *necessary to* buy new skirt), preposition + noun (They meet *on Sunday*), adjective + that clause (I am *happy that* you can come), and English verb patterns (We *decide to* sell Mary's car). Besides, this type of collocation is much more closed set and sometimes puts arbitrariness on its choice (Howarth, 1998).

Two sentences are compared, such as "Chelsea Islan is *married to* Rob Clinton" and "Chelsea Islan will *get married to* Rob Clinton next month". In English, first sentence *married* as adjective combined with preposition *to* reflect their relationship. Second sentence *get married to* is identified as lexical collocation and grammatical collocation. This *get married* contains pattern of lexical collocation, such as combination of verb and adjective. Grammatical collocation *married to* includes adjective and preposition. The English rarely use verb *marry* because it is outdated.

Indonesian offers verb *marry* that usually followed by preposition *dengan* or *with*. The sentence is in such “Chelsea Islan *menikah dengan* Rob Clinton”.

2.2.5 Translating Collocation

All over the world, learning lexical knowledge is almost inevitable as students attempt to communicate with foreign language. Their word choices make an impact on translating process from students’ native language into English. This term ‘*translation*’ have been treated conventionally and purely as equivalence form. It serves a bridge between two languages which replace a text in exact meaning at the relevant context (Machali, 2009). Reconstructing meaning is more complicated than just translating lexical and syntactic structure from source language into target language. Either good or bad translation also lies in the way of corresponding naturalness (Newmark, 1988).

Each foreign native student translates collocation into either English or Indonesian language. Two kinds of translation emphasis on which context is taken hold (Larson, 1998). There are form-based translation and meaning-based translation. Students may translate “*Cinta monyet* bersemi diantara mereka berdua” as “*Monkey love* blossoms between the two of them”. In case of lexical collocation *monkey love*, form-based translation bears resemblance to literal translation. They bring word order of target language and lexical meaning underlying source language. Besides, meaning-based translation makes this phrase distinct in natural expression

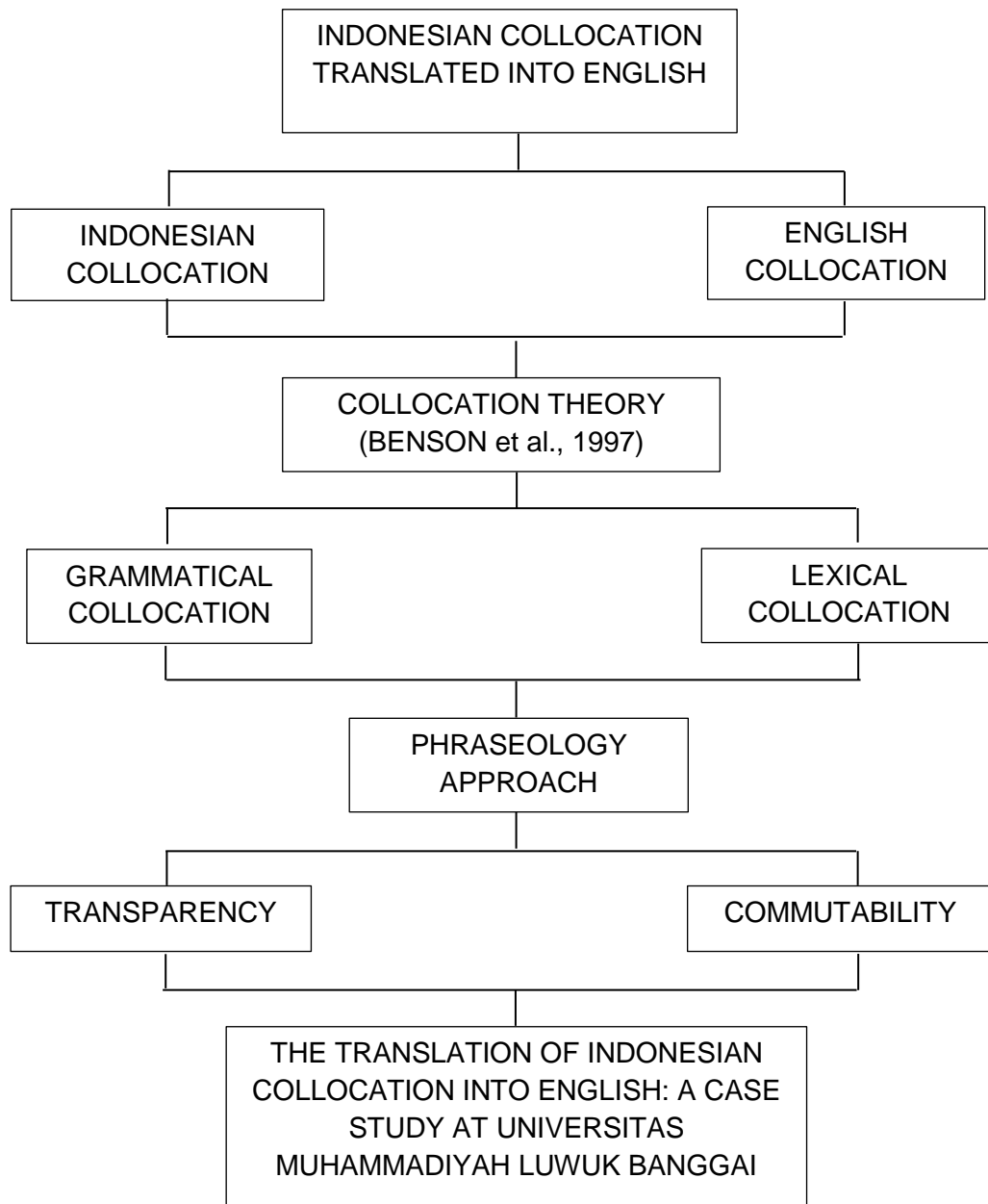
and varies lexical patterns by source and target language. It is perceived differently by The English. Phrase *puppy love* appears the same contextual meaning in different word combination. If students try to preserve *monkey love*, the translation seems unnatural English. *Puppy love* is well-reconstructed as good translation.

Figurative meanings and secondary meanings vary according to each language. Both meanings are necessary for analyzing collocation and its sense in translation, students can take some steps (Larson, 1998). They collect possible collocates to accompany the word. It can be looked up into dictionaries and many texts. In Indonesian, the secondary meaning of adjective *berat* frequently occurs with *depresi*, *luka*, *trauma*, and *penyakit*. Four collocates are sorted into generic classes, especially medical term. Then, labeling or analyzing the sense of adjective *berat* related to those collocates. It refers to something is severe or very serious. The students should understand the meaning of collocation *depresi berat* to determine appropriate English collocation and re-construct its meaning so that the collocation can fit into target language and give natural English expression.

On the empirical evidences from many research findings, it points to the interference as the most significant factor in which predisposes students to productive skill (Shah & Singh, 2020; Chang, 2018; Harta et al., 2021). When students merely concern their own combination model of word knowledge, they do not extend range of natural usage beyond their native language. As EFL students, they should consider equivalent

translation in the word, grammar, and meaning context (Safitri & Setiadi, 2020). The distinction between source language and target language is mostly affected by these important features. Such *cinta monyet* or *monkey love* seems like better for Indonesian. The English may realize it as inappropriate and it would be hard to understand. They prefer *puppy love* to *monkey love*. Different collocation impacts on expressing society's view to portray an event (Baker, 2018).

2.3 Conceptual Framework



This conceptual framework above illustrates that Indonesian collocation and English collocation are very different from each other in way of translation. The Indonesian students use collocation based on their own habitual usage that seem familiar and common to them. As collocation theory by Benson et al., it is crammed full of lexical collocation and grammatical collocation. Phraseology approach is taken into consideration. This indicates to meaning transparency and commutability. There's no denying fact that students' native language can influence in their translation into another language. Therefore, this research identifies Indonesian collocations that are translated inappropriately into English and describe the intervention of Indonesian students' language in translating collocation into English.