

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this part, the researcher showed the result from the thesis about collocation translating problems that has been written by the writer of the thesis, the researcher also showed translation of which and gave a suggestion regarding the mistake of the collocation itself.

Table 4.1. The collocation translating mistake on the undergraduate thesis abstract written by student A			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<i>Instruksi yang efektif dapat berarti sebuah instruksi yang memungkinkan siswa untuk memperoleh tertentu</i>	Effective instruction can be meant an instruction that enable student to acquire specified skills, knowledge,	Lexical (ADJ + Noun)	<ul style="list-style-type: none"> <li>• Effective instruction can be meant an instruction that enable student to acquire</li> </ul>

<i>keterampilan, pengetahuan, sikap dan mahasiswa dapat menik</i>	attitude and student can enjoy.		specific skills, <ul style="list-style-type: none"> <li>• Effective instruction can be meant an instruction that enable student to acquire specific skills, knowledge, attitude and enjoyment</li> </ul>
<i>Sebagian dari mereka membuat indikator sembarangan</i>	...Some of them make indicator arbitrary...	Lexical (Verb + Noun)	...some of them develop indicator arbitrary...

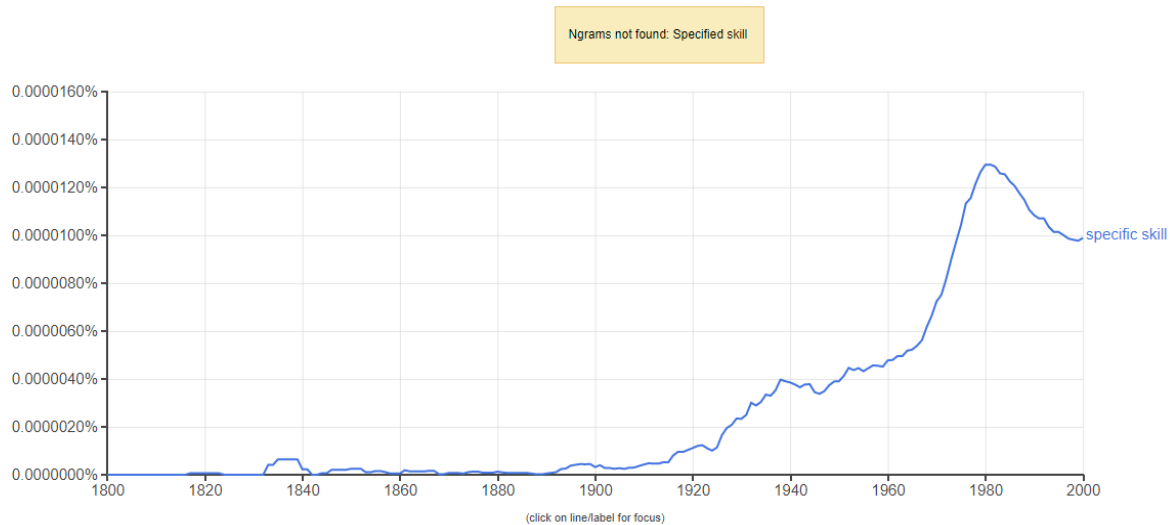
The first table, table 4.1, showed 2 mistakes in one sentence. The first mistake was the writer of prefer to use word “specified” alongside “skills” rather than “specific” which was suggested by the researcher. The

researcher looked the source language to know what the writer really means. The “specified skills” was translated from “*tertentu keterampilan*”. The researcher argued there was typography error in the source language abstract and assumed that the writer really means was “*keterampilan tertentu*”.

The researcher suggested the writer use “Specific” rather than “specified” for some reasons. First, the researcher saw word “specified” was a past participle. Past participle is used to make verb become adjective, it used to express passive voice or structure by reducing adjective clause. The researcher understanding about “*keterampilan tertentu*” was not a passive structure, which was not “*keterampilan yang ditentukan*”. Using “specific”, that was not past participle adjective, is more suitable for this context. Also, there was no passive structure indicator in this phrase. Therefore, the researcher preferred use “specific skills” to “specified skills”.

The second reason is corpus data about both word pairs. This data support the researcher preference use “specific” than “specified”. According to COCA, the researcher found that phrase “specified skills” was only used four times, but “specific skills” was used 272 times. The data clearly showed that “specific skills” was more common to be used than “specified skills”

Even worse, what researcher found on Google Ngram. Figure 4.1



“Specified Skill” vs “Specific Skill” on Google Ngram.

The figure 4.1 showed on Google Ngram the researcher could not find “specified skill” in range 200 years and only found ‘specific skill’. It was the proff that “specific skill” is collocation, but “spesified skill” is not.

The second mistake on table 4.1 was “student can enjoy” as a translation of “*siswa dapat menikmati*”. The researcher looked to the pararel structure of them, which before conjunction “and” was some noun and noun phrase. But, “student can enjoy’ was not a noun phrase. Afterward if the sentence was reconstructed by deleting noun, noun phrases, and conjunction “and”, it would become “Effective instruction can be meant an instruction that enable student to acquire student can enjoy”. The sentence was totally messed. Therefore, the researcher suggested the writer use “enjoyment” or “student enjoyment” regarding the word “acquire”.

Table 4.2. The collocation translating mistake on the undergraduate thesis abstract written by student B			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<i>Bahasa sebagai alat untuk berkomunikasi,</i>	Language as a tool for communication,	Lexical (Noun + Noun)	Language as a communication tool,

Table 4.2 showed data of mistake in translating lexical collocation, “*alat untuk komunikasi*” was translated to “tool for communication”. There is no mistake in meaning and also grammar, but word “for” is a preposition to indicate the use of something. For example:

“This place is for shows/ this is place for shows”

“I make a cake for your birthday”

“On the door, I put a note for privacy”

Like examples above, noun before for have a purpose or use of something that is written after “for”. “Cake for your birthday” means the cake that mention on the sentence is specific cake that has purpose to “your birthday”, or the cake specially use in “your birthday”

Therefore, using “for” to explain something used for, it commonly expressed a specific idea. The researcher came with the idea using for is uncommon to describe general idea in daily life and communication. For example”:

“Driving license” instead of “license for driving”

“Birthday cake” instead of “cake for birthday”

For general idea the researcher decided to use principle of “noun as modifier”. It is when noun, generally, like adjective, gives additional information to the main noun. For example:

“Vegetable Soup” means that is a soup with vegetable or consisting vegetable.

“Concert Ticket” means that is a ticket for concert or ticket witch has something to do with concert.

Then, what the researcher found on Google Ngram was this.

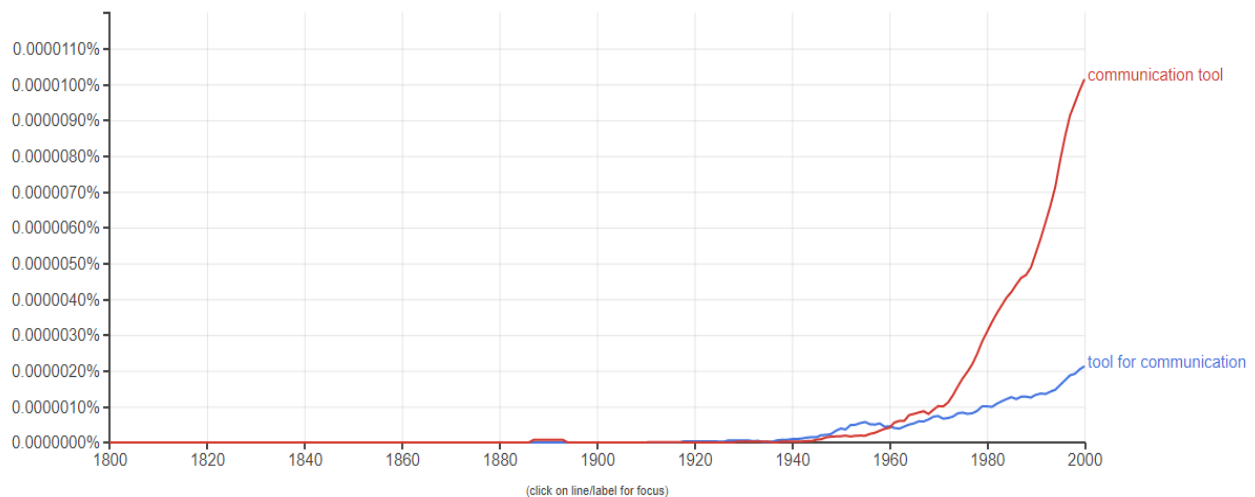


Figure 4.2 “tool for communication” vs “communication tool”

Google Ngram

Based on the figure 4.2 taken from Google Ngram, the researcher red “tool for communication” less use than “communication tool”, that

made “communication tool be collocation, but not “tool for communication”

Therefore, the researcher suggested to use “communication tool” explaining about “language”, because of that the context which the writer explained both “languages” generally.

Table 4.3. The collocation translating mistake on the undergraduate thesis abstract written by student B.a			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<i>Sebuah Kemampuan adalah kompetensi tentang penguasaan ilmu pengetahuan</i>	The ability is the competence about the mastery knowledge	Lexical (Noun + Noun)	<ul style="list-style-type: none"> <li>• The ability is the competence about the mastery of knowledge</li> <li>• The ability is the competence about mastering</li> </ul>

			the knowledge
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On table 4.3 the mistake of lexical collocation was showed by using “the mastery” alongside “knowledge”. The writer translated it from or to “*penguasaan ilmu pengetahuan*”. Using “the mastery” alongside “knowledge” was a mistake, because a word before that phrase was “about”. “About” was a preposition which meant any verb after that should be in gerund form as a noun. For example:

“I really care about sleeping time”

“The talk show is about managing your life”

Therefore, the researcher suggested that the writer change the text from “The ability is the competence about the mastery knowledge” to “The ability is the competence about mastering knowledge”

Using “the mastery” could be right thing if only use preposition “of” after “the mastery”, knowledge “the mastery of knowledge”. The reason why we need to put “of” between those words because both “the mastery” and “knowledge” are a noun, combining two noun needs “of”, a preposition, after the main noun. So, the second noun comes after the proposition just additional information for the first noun. For example:

“The power of love”



“Power” is the main noun, and “love” just additional information that limits the meaning of “power”. “Power” means “*kekuatan*” in Bahasa Indonesia and “Love” is “*cinta*”. The main meaning of “Power” has been limited by the meaning of “love”, therefore the whole meaning is specified to the only power in love.

The explanation of the table 4.3 above is the main noun generally describe as it, additional noun gives specified to limit the meaning of the main idea. Finally, the second suggestion comes from the researcher is that the researcher suggest that the writer change the text from “The ability is the competence about the mastery knowledge” to “The ability is the competence about the mastery of knowledge”.

The other way in correcting the mistake is change from, “the mastery knowledge” to ‘The knowledge mastery’. It is the form of “noun as modifier” when there is a noun gives additional information for another noun. The main noun after changing the phrase is “mastery” and then “mastery what?” what the mastery is a knowledge. But, before changing the phrase the main noun is ‘knowledge’ then mastery as modifier gives specified of “knowledge”, it is “mastery”. In Indonesian means it is “*Pengetahuan Penguasaan*”. But if we look on figur 4.3 of Google Ngram, this phrase had been never used by any writer.

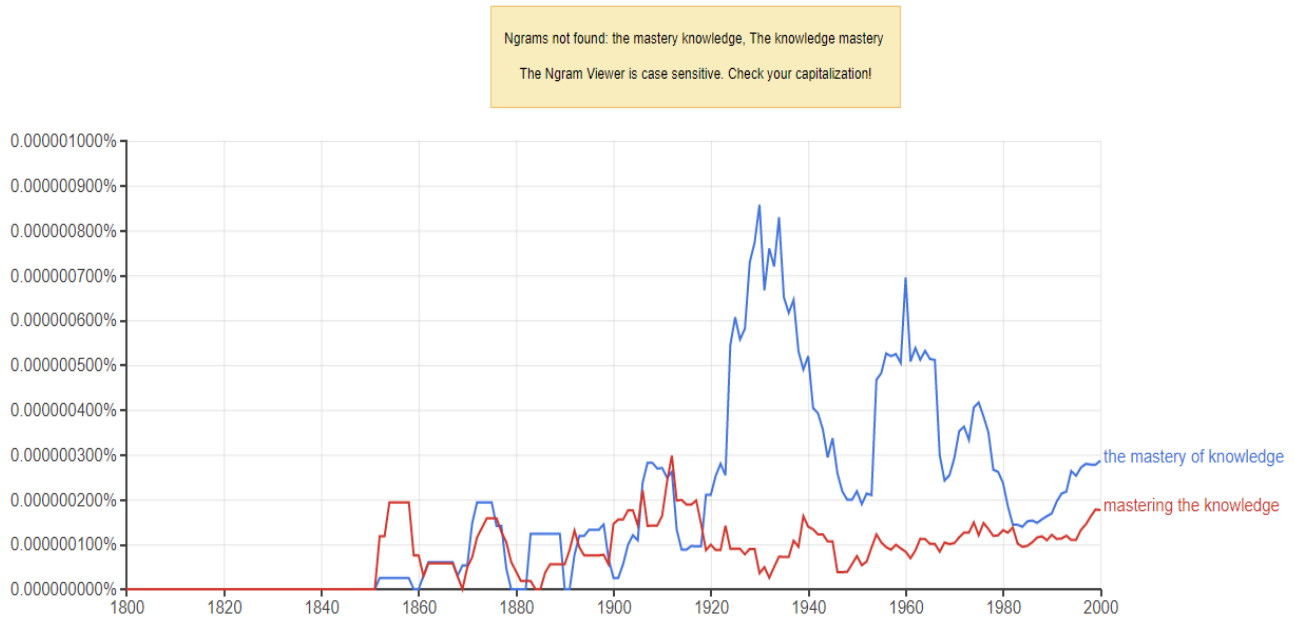


Figure 4.3 Google Ngram about “The mastery knowledge”

Therefore, the researcher could not recommend that the writer change the text from “The ability is the competence about the mastery knowledge”, to “The ability is the competence about the knowledge mastery”. Then, the perfect one was “The ability is the competence about the mastery of knowledge”

Table 4.4. The collocation translating mistake on the undergraduate thesis abstract written by student B.b			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<i>ESP untuk kebidanan</i>	ESP for midwife	Lexical (Noun + Noun)	ESP for midwifery

On the table 4.4 there is a mistake. The writer decided to use “ESP for midwife” as a translation of “ESP *untuk kebidanan*”. In here suggestion the researcher recommended the writer use “ESP for midwifery” instead of “ESP for midwife”

On the table 4.4 there is a mistake, the mistake is the writer using “ESP for midwife” to translate from source language “ESP *untuk kebidanan*”. The rescuer looked this mistake as the mistranslation. The word “midwife” actually means “*bidan*” not “*kebidanan*”. Then, “ESP for midwife” means “ESP *untuk bidan*”. The good replace for “midwife” here that is means “*kebidanan*” is “midwifery”. So, there are too good collocation here “ESP for midwife” which means “ESP *untuk bidan*” and “ESP for midwifery” which means “ESP *untuk kebidanan*”

Then, the researcher look into the huge searching machine, Google, and tried to find some article, book, or content using keyword “ESP for

midwife”, but Google show all article, book, and content with keyword “ESP for midwifery”.



Figure 4.4 “ESP for Midwife” vs “ESP for Midwifery” Google Ngram Viewer

Figure 4.4 means that “ESP for midwifery”, means “ESP *untuk kebidanan*”, is more common to be found and to be used than “ESP for midwife”.

Therefore the researcher suggested that the writer use “ESP for midwifery” instead of “ESP for midwife”

Table 4.5. The collocation translating mistake on the undergraduate thesis abstract written by student C			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
-	This ability is competence of students in the education area	Lexical (ADJ + Noun)	<ul style="list-style-type: none"> <li>• This ability is students' competence in the educational field</li> <li>• This ability is students' competence in the field of education.</li> </ul>

On table 4.5 there is a mistake that is the writer using “the educational area”, this is uncommon to be found on writing. As solution, the researcher suggested that the writer use “educational field” instead of “educational area”

Based on table 4.5 the researcher found that the writer using educational area. It is commonly found use word “field” as the main idea in

context of competence. The word field is also regularly used to explain some of ability or skill that can be achieved or had by someone. Then “area” is used for mentioning something on land or width. So, in meaning those “area” and “field” had different meaning already.

The next thing that the reseacher felt curious was what the best form of this phrase is. The researcher had some possibilities: “the education field”, “the educational field”, and “the field of education”. Then the researcher took Google Ngram to come across the data.

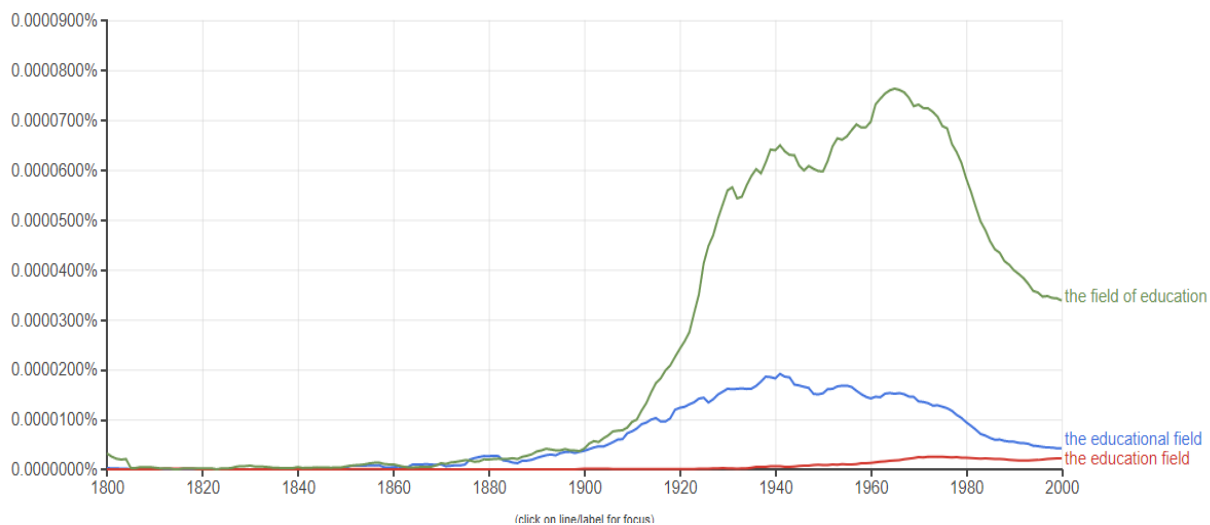


Figure 4.5 Google Ngram about “education field”

The figure 4.5 showed that the better form that “education field” was “wducational field”, but the best form was “the field of education”. Thus, the researcher suggested the writer write “This ability is competence of students

in the field of education” instead of “This ability is competence of students in the education area”.

Table 4.6. The collocation translating mistake on the undergraduate thesis abstract written by student D			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<i>Tujuan dari penelitian ini adalah untuk menemukan hasil belajar</i>	The objective of this research is to find out the result of teaching learning process.	Lexical (Noun + Noun)	The objective of this research is to find out the result of learning.
<i>...Alat yang digunakan untuk mengumpulkan data</i>	...the Insrtument of collecting data....	Lexical (Noun + Noun)	...the insrtument of data collection...

On table 4.6 there is a mistake, that is using gerund alongside “proses”, the writer wrote “The objective of this research is to find out the result of teaching learning process” as the translation of “*Tujuan dari penelitian ini adalah untuk menemukan hasil belajar*”.

The researcher saw that sentence as a mistake because gerund form is used to expressing something that is on process. Gerund is a form of verb but

act like a noun, gerund is a verb ending in –ing which refers to an action on progress or process, For example:

“I do not believe on your going to Jamaica”

“do you mind my asking you/”

The writer used gerund after preposition and it was correct. All of the verb come after proposition must be changed to gerund form. For example;

“Thank you for coming’

“I am intersted in your racing”

What the writer’s mistakes is using word “process” come along gerund. Because gerund also is a noun form of a verb that was ending –ing which refers to an action or process already. Thus putting gerund alongside “process” is some kinds of redundancy. To correct the redundancy of that, the researcher suggested that the writer use gerund only.

The researcher also look at the source language written on the paper that is “*Tujuan dari penelitian ini adalah untuk menemukan hasil belajar*”, thus the using of phrase “teaching learning” is not correct yet, because “teaching learning” means “*belajar meangajar*”. So the researcher suggested that the writer only use “learning’ in order to make the target language correctly having meaning “*belajar*”.



The researcher also tried to search on COCA (Corpus of Collocation America) with keyword “learning process” and get nothing.

Therefore, the researcher also recommended to change the text from “The objective of this research is to find out the result of teaching learning process” become “The objective of this research is to find out the result of learning”

Then, the researcher going to discuss about what the writer had written, “instrument of collecting data”. It was a phrasal verb of “instrument of”, its grammatical collocation Noun + preposition phrase. After “of” the writer wrote “collecting data”, its meant that the main noun was “data” and modifier was “collecting”. So, if the writer wrote like that, it could be reduced “the instrument of collecting data” and became “the instrument of data”, it was totally mess.

What the researcher suggested first was to put the correct main noun after modifier. The researcher suggested the writer write “the instrument of data collecting” instead of “the instrument of collecting data”. So, even though it was reduced to be “the instrument of collecting” it was still understandable.

Then what the researcher curious about is if the “collecting” is common to be used alongside “data”, if “data collecting” was correct. The researcher came with the idea of “data collection”. Because the writer use “collecting” as the gerund form of “collect” as the meaning of “*pengumpulan*” or “a proses to gathering or grouping something”, but actually there was a specific word for that, “collection”. The difinition of “collection” it self was “the action or proses of collecting someone or something”. To prove that argument teh reseacher took the data from Google Ngram.

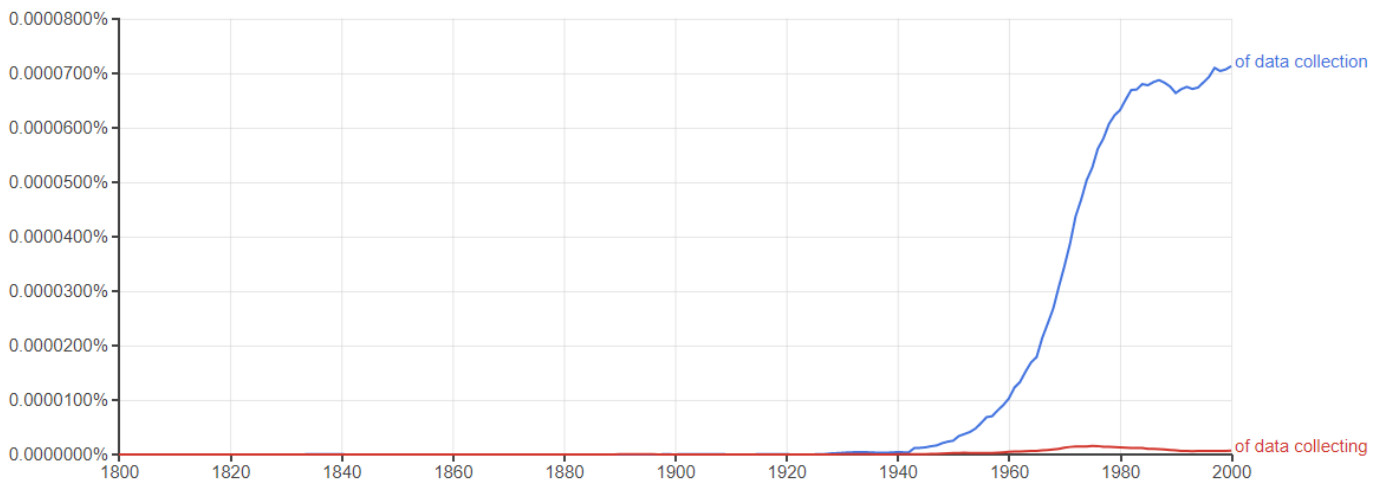


Figure 4.6 “data collecting” vs “data collection”

Figure 4.6 showed that “of data collection” was much more used than “of data collecting”. So, The researcher suggested that the writer use “data collection” instead “data collecting”.

Table 4.7. The collocation translating mistake on the undergraduate thesis abstract written by student E			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<i>Subjek dari penelitian ini adalah mahasiswa semester enam yang telah dipilih secara acak.</i>	The subject is thirty students of sixth semester who has been selected randomly.	Lexical (ADV + AJD)	The subject is thirty students of sixth semester who has been randomly selected.

On the table 4.7 the researcher saw the mistakes that the writer wrote “The subject is thirty students of sixth semester who has been selected randomly” as the translation of “*Subjek dari penelitian ini adalah mahasiswa semester enam yang telah dipilih secara acak*”. The researcher looked that “selected randomly” should be “randomly selected”.

The researcher tried to use COCA (Corpus of Collocation America) and put “selected randomly” then searched. The result was very interesting which is only 74 times. And when the researcher tried to search with keyword “randomly selected” and the researcher found 1276 content. It means “randomly selected” is more commonly used than “selected randomly”

The reason why “randomly selected” is more commonly to used is that the word “selected” is a participle, past participle”. Participle is used to reduce adjective phrase that usually signed by using pronoun. The adjective phase that used past participle is passive adjective phrase, for example;

“The president whom we elected is good”

Become: “the elected president is good”

“The girl whom I like is smart”

Become “the liked girl is smart”

Then, other that as reducing adjective phrase, past participle also use as the form of passive voice itself as the main formula of passive is “to be + past participle” for example:

“The girl is eaten by lion”

“The president was elected by the people”

Then, past participle is act like an adjective, to give additional information, tin English using an adverb, for example:

“The painted house”

Become the newly painted house”

“The student who speak fluently is handsome”

Become “the fluently speaking student is handsome”

Then, adverb as addition information for adjective which is here past participle came before the adjective. So that “randomly selected” is more commonly used than “selected randomly”

To support the researcher’s argument, the researcher put the diagram from Google Ngram.

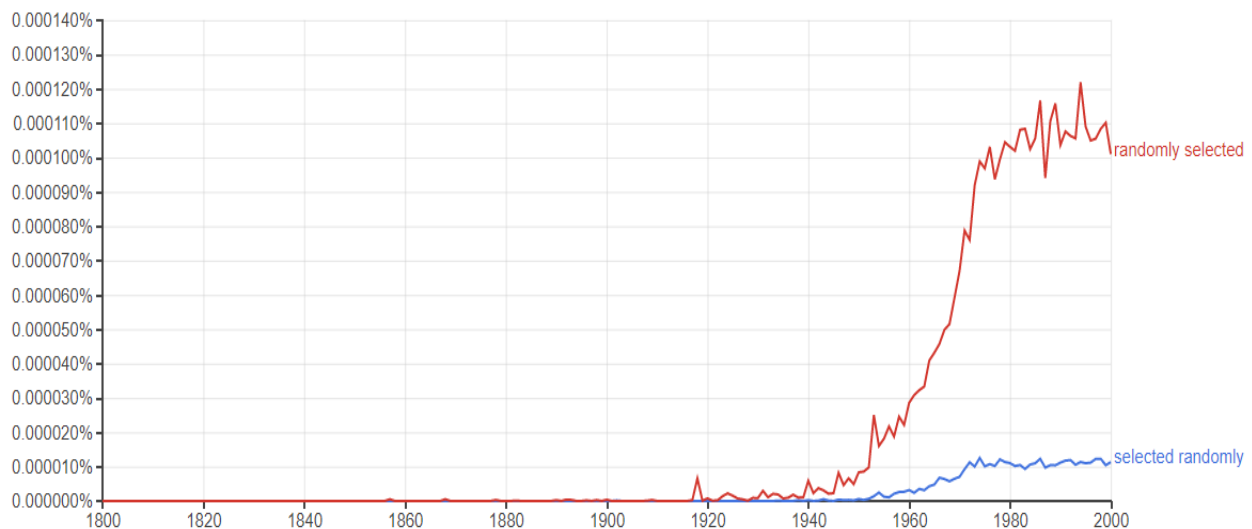


Figure 4.7 Goggle Ngram result about “selected randomly” vs  
“randomly selected”

The figure 4.7 really showed that the significant different between “randomly selected” and “selected randomly”. “selected randomly” was much more used than “randomly selected”.

Therefore, the researcher suggested that the writer change “The subject is thirty students of sixth semester who has been selected randomly”

to become “The subject is thirty students of sixth semester who has been randomly selected.”

Table 4.8. The collocation translating mistake on the undergraduate thesis abstract written by student F			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<i>Beberapa siswa kesulitan menghapal kosakata baru</i>	Some students have difficulties to memorize new vocabulary.	Gramatical (Noun + Preposition)	Some students have difficulties in memorizing new vocabulary.
<i>Peneliti tertarik untuk mengetahui apakah efektif menggunakan buku catatan kosakata.</i>	...the research is interested to know the students' effectiveness of using vocabulary notebook...	Gramatical (Noun + Preposition)	...the research is interested in knowing the students' effectiveness of using vocabulary notebook...
Peneliti menggunakan teknik observasi, tes, dan dokumen.	The researcher uses the techniques of observations, test, and documentary.	Lexical (Noun + Noun)	The researcher uses observastion, test and documentary.

On the table 4.8 the researcher looked on the mistake on “difficulties to memorize”. The writer use “difficulties to memorize’ as the translation of “*kesulitan menghupal*”. The researcher suggested that the researcher use “difficulties in memorizing” instead of “difficulties to memorize”

Based on the table 4.8 the mistake is that the writer is using preposition “to” alongside “difficulties”. The collocation of “difficulties” is not “to” but “in”. It could be the writer use “to’ as to infinitive form of “memorize”, which is “memorize” become “to memorize”, because there are two verbs meet in one phrase and the writer decided to make the second verb become to infinitive.

But the researcher looked from different idea. The researcher saw the main idea of the sentence is “some students have difficulties”, then come additional information as prepositional phrase for “difficulties”, collocation of “difficulty” is “in”, then verb come after preposition should be changed become gerund, verb –ing. For example;

“The writer is interested in leering about this topic”

“The boy focus on studying about biology”

Thus the sentence become “some students have difficulties in memorizing”

Then the researcher tried to find some clue on COCA (Corpus of Contemporary America) about the context. First, the researcher used

keyword “difficulty to” as singular noun, and only found 127 contents. In contrast when using keyword “difficulty in”, the researcher found a huge number, which is 2167. Then, the researcher used plural form of “difficulty” which is “difficulties” alongside “to”, difficulties to”, the researcher only found 144 contents, but when using ‘difficulties in’, the researcher found 1627 contents. Those make the argument that collocation of “difficulty and/or difficulties” is “in”.

Figure 4.8 Google Ngram “difficulties in memorizing”

The data from figure 4.8 showed that “difficulties to memorize” could not be found on Google Ngram, worse than COCA. The data only could show about “difficulties in memorizing”.

Therefore the researcher suggested that the writer change the sentence from “Some students have difficulties to memorize new



vocabulary” to “some students have difficulties in memorizing new vocabulary”.

Table 4.9. The collocation translating mistake on the undergraduate thesis abstract written by student F.a			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<p><i>Hasil penelitian ini menyatakan bahwa penguasaan kosakata di kelas eksperimen yang diajarkan dengan menggunakan buku catatan kosakata dimasukkan</i></p>	<p>The research states that the student’ mastery in vocabulary for experiment class which though by using vocabulary notebook is very effective</p>	<p>Gramatical (Noun + Preposition)</p>	<ul style="list-style-type: none"> <li>• The research states that the student’ vocabulary mastery for experiment class which though by using vocabulary notebook is very effective.</li> <li>• The research states that the student’</li> </ul>

<p><i>kedalam</i></p> <p><i>kategori</i></p> <p><i>sangat</i></p> <p><i>efektif.</i></p>			<p>mastery over</p> <p>vocabulary for</p> <p>experiment</p> <p>class which</p> <p>though by</p> <p>using</p> <p>vocabulary</p> <p>notebook is</p> <p>very effective.</p>
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On table 4.9 the researcher believed “mastery in vocabulary” in “the research states that the student’ mastery in vocabulary for experiment class... “For the translation of “*Hasil penelitian ini menyatakan bahwa penguasaan kosakata di kelas eksperimen...*” is not collocation and gave the suggestion to the writer prefer to use “vocabulary mastery”. Thus the sentence will become “the research states that the student’ vocabulary mastery for experiment class....is very effective” or “the research states that the student’ mastery over vocabulary for experiment class....is very effective”

Based on the table 4.9 the writer used “mastery in vocabulary” and the researcher thought that was not a collocation. The researcher commonly found that “mastery” was using noun as modifier instead, for example:

“An Analysis on the student’ vocabulary mastery a descriptive study on the MTs” (a title of a thesis on UNTAN)

“Lesson Study to Improve Student English Grammar Mastery Using Jigsaw Technique to The Third Semester Student of IKIP Siliwangi” (a title of Indonesian EFL Journal)

Another argument was that the researcher also suggested the writer used “mastery of” or “mastery over” instead of “mastery in”, the researcher searched on COCA to support his argument. First the researcher used “mastery in vocabulary” as a keyword and found nothing. Then the researcher use only “mastery in” and the researcher found only 86 as a result. Then the researcher tried to find a right collocation of ‘mastery’ then the researcher typed “mastery of” and found a huge number, 1494 as the result. The researcher also tried some other preposition, and the result of “mastery on” only 25 and “mastery at” only 12. The researcher also did search on Oxford Collocation Dictionary to find what the fit collocation of “mastery”, then the researcher found word “over”, the researcher used “mastery over” on coca as a keyword and found 136 result, bigger than “mastery in”, mastery on and “mastery at”.



Figure 4.9 Google Ngram “vocabulary mastery”

Figure 4.9 showed the data more strict, the data appear that “mastery in vocabulary” and “mastery over vocabulary” could not be found. The only one term that was used was “vocabulary mastery”.

Therefore, based on some argumentation that was mentioned above, the researcher suggested that the writer change the text from “The research states that the student’ mastery in vocabulary for experiment class which though by using vocabulary notebook is very effective” to “The research states that the student’ vocabulary mastery for experiment class which though by using vocabulary notebook is very effective.”

Table 4.10. The collocation translating mistake on the undergraduate thesis abstract written by student F.b

SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
<p><i>Oleh karena itu, peneliti tertarik untuk mengetahui apakah efektif mrngunakan buku catatan kosakata dalam pembelajaran Bahasa Inggris kelas tujuh MTsN 9 Hulu</i></p>	<p>Therefore, the researcher is interested to know the students' effectiveness of using vocabulary notebook in teaching and learning English of the seventh grade at MTsN 9 Hulu Sungai</p>	<p>Gramatical (Noun + Prep)</p>	<p>Therefore, the researcher is interested in knowing the students' effectiveness of using vocabulary notebook in teaching and learning English of the seventh grade at MTsN 9 Hulu Sungai</p>

<i>Sungai</i>	Selatan		Selatan
<i>Selatan tahun</i>	Academic		Academic
<i>akademik</i>	year		year
<i>2016/2017.</i>	2016/2017.		2016/2017.

On the table 4.10 there was a mistake seen by the researcher. The mistake is that the writer wrote “Therefore, the researcher is interested to know the students’ effectiveness of using vocabulary notebook...” as a translation of “*Oleh karena itu, peneliti tertarik untuk mengetahui apakah evektif mrngunakan buku catatan kosakata*”. And the researcher suggested that the writer use “interested in knowing” instead of “interested to know”.

The researcher argued that “interested to know” is not a collocation and “interested in knowing” is a collocation. The researcher has several arguments. One the first, the researcher using Oxford collocation dictionary searched “interested” as a keyword, than preposition following “interested” an adjective was “in”, for example;

“She ‘always been interested in other people”

On the second, the researcher tried to put both “interested to” and “interested in” in COCA (Corpus of Contemporary America). The result for “interested to” was a big number, which is 621. Then the result of “interested in” is such a huge number, that “interested in” has been used 31.065 times. So, it means that “interested in” is much more commonly used than “interested to”

The researcher then using Google Ngram searched about “Interested to” and “Interested in” and here the result.

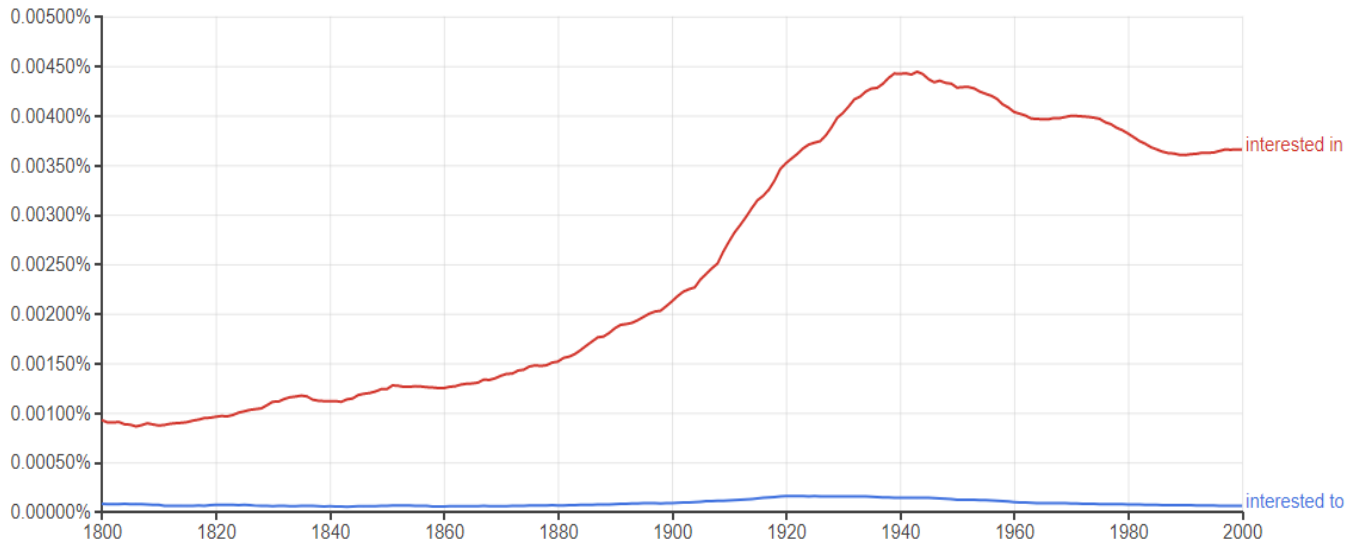


Figure 4.10 Google Ngram data about “Interested in”

The figure 4.10 showed a huge gaps between “interested in” and “interested to”, it meant “interested in” was more commonly used by writer than “interested to”.

Therefore, based on some analysis and argumentations above the researcher recommended that the writer use “interested in” not “interested to”, as collocation.

Table 4.11. The collocation translating mistake on the undergraduate thesis abstract written by student G			
SOURCE LANGUAGE	TARGET LANGUAGE	MISTAKE	SUGGESTED
-	...the people and behavior that can be they observed.	Gramatical (ADJ + Preposition)	...the people and behavior that can be observed by them.

On the table 4.11 the researcher saw a mistake which is the writer had written “...the people and behavior that can be they observed” and the researcher got no translation of which. The researcher broke down the clause that is written by the writer.

“The people and behavior” as the subject, it was two singular nouns and became a subject that is plural.

“Can” here was modal as an auxiliary positioning in main verb that could only be followed by Verb.

“Be” was a verb 0 form of “to be”, “to be” could only be followed by noun or noun phrase, objective pronoun, and adjective (included present and past participle)



“They” was a subjective pronoun that should not be following modals.

“Observed” here was assumed by the researcher as Second form of Verb, past, that could be following subjective pronoun.

The researcher looked the mistake that unstructured used by the writer. The writer wrote subjective pronoun after “to be”, it is really forbidden and grammatically unstructured.

Therefore the researcher suggested that the writer write “...the people and behavior that can be observed by them.” Instead of “...the people and behavior that can be they observed”.

Then, the reseacher going to discuss about the problem in collocation translating. The researcher had already mentioned on the theoretical review that Lestariana on her journal mentioned some of collocation mistakes, those were; 1) Partial understanding or misunderstanding for lexical meaning, 2) Synonym copying and thesaurus misschosing 3) Influences of native languages. Which the Influences of native speaker consist of several kinds.

The researcher explained problems based on its kinds and mentioned where the problems was appear on the finding.

### **1. Partial understanding or misunderstanding for lexical meaning**

Sometime people do not know about ambiguity meaning of the world. When the people do not know that “flood” had meaning “disaster”, they use collocation “flood disaster”

In this researcher the researcher found it in the discussion on table 4.6 there is a mistake, that is using gerund alongside “proses”, the writer wrote “The objective of this research is to find out the result of teaching learning process” as the translation of “*Tujuan dari penelitian ini adalah untuk menemukan hasil belajar*”.

The researcher saw that sentence as a mistake because gerund form is used to expressing something that is on process. Gerund is a form of verb but act like a noun, gerund is a verb ending in –ing which refers to an action on progress or process

This kind of problem was happened because of the writer partial understanding or misunderstanding for lexical meaning.

## **2. Synonym copying and thesaurus misschosing**

Some collocation used by people without considering the exception of special language situation, if it is formal or informal e.g. “return” is more formal than “bring back” or “take back”.

In this researcher the researcher found it in the discussion on table 4.4 there is a mistake, which is the writer using “the educational area”, this is uncommon to be found on writing. As solution, the researcher suggested that the writer use “educational field” instead of “educational area”

Based on table 4.4 the researcher found that the writer using educational area. It is commonly found use word “field” as the main idea in context of competence. The word field is also regularly used to explain some of ability or skill that can be achieved or had by someone.

In this research the mistake on table 4.4 was happened because the writer did misschosing of synonym or thesaurus, either “field” or “area” has almost the same meaning. But actually what word is used for following education as an occupation, skill or ability is “field” not “area”.

### **3. Influences of native languages**

There are 7 kind of influences of native languages, follow as

#### **1. Overgeneralization**

Lexical item in English sometime bring a contrast meaning even with a very little difference. (Lestariana, 2017)

“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.”

The first table, table 4.1, showed 2 mistakes in one sentence. The first mistake was the writer of prefer to use word “specified” alongside “skills” rather than “specific” which was suggested by the researcher. The researcher looked the source

language to know what the writer really means. The “specified skills” was translated from “*tertentu keterampilan*”. The researcher argued there was typography error in the source language abstract and assumed that the writer really means was “*keterampilan tertentu*”.

The researcher suggested the writer use “Specific” rather than “specified” for some reasons. First, the researcher saw word “specified” was a past participle. Past participle is used to make verb become adjective, it used to express passive voice or structure. The researcher understanding about “*keterampilan tertentu*” was not a passive structure, which was not “*keterampilan yang ditentukan*”. Using “specific”, that was not past participle adjective, is more suitable for this context. Also, there was no passive structure indicator in this phrase. Therefore, the researcher preferred use “specific skills” to “specified skills”.

The researcher also found the same mistakes on the table 4.4 there is a mistake. The writer decide to use “ESP for midwife” as a translation of “*ESP untuk kebidanan*”. In here suggested the researcher recommended the writer use “ESP for midwifery” instead of “ESP for midwife”

On the table 4.4 there is a mistake, the mistake is the writer using “ESP for midwife” to translate from source language “*ESP*

*untuk kebidanan*". The researcher looked this mistake as the mistranslation. The word "midwife" actually means "*bidan*" not "kebidanan". Then, "ESP for midwife" means "*ESP untuk bidan*". The good replace for "midwife" here that is means "*kebidanan*" is "midwifery".

In this research the researcher categorized this mistake as an effect of the overgeneralization problem of the writer. Even "specified" and "specific" almost has the same meaning, both of the means "*tertentu*", and "midwife" and "midwifery" almost have the same meaning, and they are in the same word class each other, the researcher suggested that the writer be more careful to choose and use the word.

b. Ignorance for language restrictions

When people failed to observe the structure from restriction structure. For instance, "ask you a favor" (verb + object + object)

The researcher found that on the table 4.11 the researcher saw a mistake which is the writer had written "...the people and behavior that can be they observed" and the researcher got no translation of that. The researcher broke down the the clause that is written by the writer.

As “to be” could not be followed by subjective pronoun. Therefore, the researcher categorized the mistake on this categorized.

c. False of concepts hypothesized

It caused by people misunderstanding the difference between SL and TL. 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”.

On the table 4.3 that the researcher found the writer used “the mastery knowledge” as translation of “*penguasaan pengetahuan*”. The researcher suggested that writer use “the knowledge mastery” whit “mastery” as a main noun and “knowledge” as the noun as modifier of “mastery”.

The researcher looked this phenomenon as false of concepts hypothesized by the writer. The writer got influence by SL and put the main noun first (mastery) followed by noun as modifier (knowledge). But actually in English as TL, noun as modifier is written before the main noun.

d. 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”.

The researcher is concluded this problem was the same as the Synonym copying and thesaurus misschosing problem above. Just the perception made the same mistake have two problems in this case. “Area” literary have the same meaning with “field”

e. Interlingual transfer

The Example of it is using “angry to” instead “angry with”. In this research, the researcher found the mistake that was caused by this problem on the table 4.8 the researcher looked on the mistake on “difficulties to memorize”. The writer used “difficulties to memorize’ as the translation of “*kesulitan menghapa*l”. The researcher suggested that the researcher use “difficulties in memorizing” instead of “difficulties to memorize”

Moreover, the researcher found more on the table 4.10 there was a mistake seen by the researcher. The mistake is that the writer wrote “Therefore, the researcher is interested to know the students’ effectiveness of using vocabulary notebook...” as a translation of “*Oleh karena itu, peneliti tertarik untuk mengetahui apakah evektif mrngunakan buku catatan kosakata*”. And the researcher suggested that the writer use “interested in knowing” instead of “interested to know”.

The researcher looked at the problem of the writer as interlingual transfer that the writer literally translated that “difficulties

to” as translation of “*kesulitan untuk ...*” and “interested to ...” as translation of “*tertarik kepada*”. The writer ignored the collocation of “difficulties” and “interested”. The researcher suggested that the writer do not ignore and pay more attention to the collocation.

Then also on the table 4.7 the researcher saw the mistakes that the writer wrote “The subject is thirty students of sixth semester who has been selected randomly” as the translation of “*Subjek dari penelitian ini adalah mahasiswa semester enam yang telah dipilih secara acak*”. The researcher looked that “selected randomly” should be “randomly selected”. This case was a little bit different not make a mistake by word that is used but how the writer put the words. But still, this because the writer got influence by SL that the translation was “*dipilih (selected) secara acak (randomly)*”.

f. Word coinage

It means making new word to express the concept. e.g. “see sun-up” instead of “see the sunrise”. That was the researcher did not find this categorize. It is means that the thesis writer in English Department UIN Antasari Banjarmasin was able to get a right vocabulary. They did not make their own new word. Considering



the technologies made the writer be able to find the meaning of word faster and better.

g. Approximation

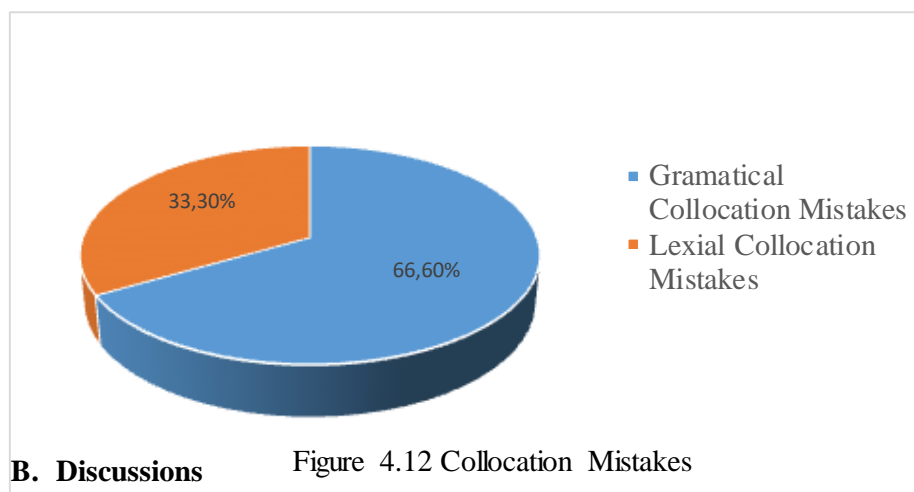
Approximation meant the people making an incorrect item or structure “middle exam” instead of “mid-term exam”. In this case the researcher found on table 4.9 the researcher believed “mastery in vocabulary” in “the research states that the student’ mastery in vocabulary for experiment class... “For the translation of “*Hasil penelitian ini menyatakan bahwa penguasaan kosakata di kelas eksperimen...*” is not collocation and gave the suggestion to the writer prefer to use “vocabulary mastery”. Thus, the sentence would become “the research states that the student’ vocabulary mastery for experiment class....is very effective”

The most same case was happened on the table 4.2. On the table 4.2 there should be used “communication tool” instead of “tool of communication”

The researcher found that the writer had tried to express the meaning, but the writer did not know the correct item and approximate the words and make the item or structure by him/herself. Therefore, the researcher categorized this mistake on approximation problem.

In this part of the thesis, the researcher told what collocation translating mistake and problem categorizes were found on the discussion. Firstly, the researcher going to talk about the mistake. The researcher found the mistake commonly found in those thesis abstract of English Department UIN Antasari Banjarmasin was lexical collocation mistake with the number 10 items and then grammatical collocation mistake with the number 5 items. It means the 66.6% of the mistake found was lexical collocation and only 33.3% was grammatical collocation.

Lexical collocation is the collocation that is not including preposition and that clause as the formula, it only consists of noun, verb, adjective and adverb. Grammatical includes that clause and preposition.



In this part, the researcher would focused to discuss the research and compare with the previous research, entitled “An Analysis of Translating Collocation Problem on Undergraduate Thesis Abstract of The English Education Study Program”, it was wrote by Endang Lestari Anna from UIN Metro Lampung, this

research found the different finding. One of them is the main mistake of translating collocation. The other one is the problem that researcher had found was also different.

The previous researcher had found that the Indonesian collocation that was translated into English collocation on undergraduate thesis abstract showed the mistake of collocation 74,45% and the correct form of collocation 25,55%. There were two categorizes of the mistake of collocation which were lexical collocation 89,01% and grammatical collocation 10,99%. Moreover, the problems that the previous researcher found in the student in translating collocation were caused by approximation, ignorance of the rule restriction only.

Moreover, in this research the researcher found 15 mistakes that 33,3% of them were lexical collocation mistakes and 66,6% were gramatical collocations mistakes. Then, the problem in translating collocation which are 1) Partial understanding or misunderstanding for lexical meaning; 2) Synonymy copying and thesaurus mischoosing; 3) Influence of Native language. It divided into influence of native included overgeneralization, ignorance of rule restriction, false concepts hypothesized, the use of synonym, interlingual transfer, and approximation.