

**STUDENTS' ISSUES IN TRANSLATING ENGLISH
COLLOCATIONS INTO BAHASA INDONESIA**

Thesis

Submitted by:

REFVI DELYA
Student Reg. No. 2005180003



**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF ISLAMIC STUDIES
UNIVERSITY OF MUHAMMADIYAH ACEH
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Name : REFVI DELYA

Student Reg. No. : 2005180003

Study Program : ENGLISH EDUCATION

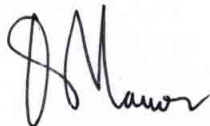
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Approved by:

Supervisors

Main Supervisor,

Co-Supervisor,



Cut Mawar Helmanda, S. Pd.I., M.Pd.
NIDN. 1324078501



Siti Safura, S. Pd.I., M.Ed
NIDN. 1321098701

THE APPROVAL OF THE THESIS EXAMINERS

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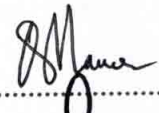
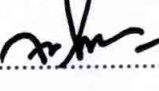
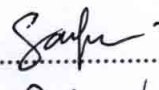
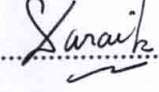
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In
Banda Aceh

The Council of Examiners,

- | | | |
|--|-------------|---|
| 1. <u>Cut Mawar Helmanda, S.Pd.I., M.Pd.</u>
NIDN. 1324078501 | Chairperson | () |
| 2. <u>Rahmatun Nisa, S.Pd.I., M.Pd</u>
NIDN. 0113108601 | Secretary | () |
| 3. <u>Siti Safura, S.Pd.I., M.Ed</u>
NIDN. 1321098701 | Member I | () |
| 4. <u>Sarair, S.Pd., M.TESOL</u>
NIDN. 1319098001 | Member II | () |

Certified by,
The Dean of Faculty of Islamic Studies
University of Muhammadiyah Aceh



Dr. Rosnidarwati, S.Ag., M.A
NIDN. 1314077801

DECLARATION

I declare that the thesis entitled "*Students' Issues in Translating English Collocations into Bahasa Indonesia* " is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risks/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims for other parties about the authenticity of my work.

Banda Aceh, 12 August 2024
Declared by,



REFVI DELYA
Std. Reg. No. 2005180003

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ABSTRACT

Refvi Delya (2024) Students' Issues In Translating English Collocations Into Bahasa Indonesia.

This study aims to know the problems faced by students in translating English Collocation into Bahasa Indonesia and to find out the strategies for helping students in improving while their translating English Collocation into Indonesia. The study was conducted using a mixed method and a questionnaire as the primary research instrument. Furthermore, this study used puposive sampling as a technique in which researcher selected samples based on specific criteria. The respondents were 38, students from 3 University there were : University of Muhammadiyah Aceh, University of Syiah Kuala, and University of Islam Negeri Ar-raniry (UIN). The data was analyzed using percentage for quantitative method, while for the qualitative data was examined descriptively. The study revealed that students faced difficulties in translating English collocations into Bahasa Indonesia, primarily due to a lack of their understanding of collocations, cultural issues, grammar, and vocabulary. The majority of respondents agreed on these issues, indicating that some students still faced difficulties. This study provided insights into strategies that are considered to improve the ability to translate English collocations into Indonesian, these strategies include using a dictionary, using English collocations in teaching, reading books, practicing regularly, watching western movies without subtitles, listening to music, using the internet, learning slang and idioms, and using social media.

Keywords : Translation, English Collocations

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CHAPTER I

INTRODUCTION

A. Background of Study

Translation English collocations into Bahasa Indonesia might be challenging task for students, several studies have been conducted to examine the problems faced by students while translating English collocations into Bahasa Indonesia. Translation is an important part to help someone understand messages and information that are written in the native tongue. Then the function of translation is to serve as a bridge for people to understand the message of the source language, which is then translated into the target language with the same meaning.

Collocation is a collection of two or more words that normally go together. It is a word combination generated when two or more words are frequently used together in an appropriate manner. Collocations may include any type of word, includes verbs, nouns, adverbs, and adjectives. In English, there are no rules for collocations they are simply combinations of words that we can learn and then apply correctly. As cited in (Febriana and Maisarah, 2021) Collocation perception is a linguistic term for a grouping of words that appear more frequently than by chance in a language. Collocation refers to the natural association between English words. Nevertheless, Translating collocation words is a problem for most learners, they feel difficult to predict whether the collocation that they use is natural or not (Agustina, 2023). Native English speakers may find these combinations natural, but students of English must work harder to become

familiar with them as they can be difficult to guess (Febriana and Maisarah, 2021).

According to Newmark (2005, cited in Harahap, 2018), translation is a two-edged instrument with the specific function of proving the learner's understanding of a foreign language. However, According to Jones (cited in Hien, 2021), translation requires more than simply translating words from one language to another. Indeed, translation should be linked to relevant and natural messages in the target language. Translation is one of the linguistic skills children must learn (Nasuha, 2018). It is the process of translating a text from one language to another.

The process of translating a written or spoken work from one language into another while keeping the original communication and message is known as translation. It involves translating text from one language into another so that people of different languages can communicate with each other and access information. Newmark (as cited by Machali 2002: 1), explained that translation is a craft that involves attempting to replace a written message and statement in one language with the same message and statement in another. The gap between translation procedures and translation methods is mentioned by Newmark (1988, as cited in Harahap, 2018) mention that translation procedures are used for sentences and other smaller language units, whereas translation methods related to all texts.

Moreover, (Simanjuntak et al., 2022) mention that translation is the process of translates word from one language to another without affecting the meaning of the

words. The result of words or sounds being translated into the target language is translation. The translator cannot immediately translate a word, sentence, or language into the target language instead, the translator must understand the process of translating the word. Newmark (Simanjuntak et al.,2022) also claims that "translation is the process of translating the meaning of a text into another language in the manner intended by the author of the text." This concept encompasses a broad range without altering the definition of the word. When translating a term into the target language, the translator must comprehend the meaning of the word in the source language so that the word does not alter when it is transformed into the target language. Then, The translator used an equivalency method to make sure readers understand the translation without any changes in meaning (Farsia and Sarair, 2023).

In addition, Fitri (2017) suggests that learning a foreign language is not the same as studying one's native tongue. The learner encountered numerous challenges when studying a foreign language (the target language / TL). Based on this issue, translation is regarded as a critical step in connecting two disparate languages by adding source language into target language. Translation is the process of transferring information from one language to another. Complex systems are used in translating activities to provide grammatical, natural, and suitable translations of the original content. Indonesians lack translation ability, and one of the challenges with translation is that a translator cannot always communicate messages effectively.

Translating English collocations into Bahasa Indonesia can be difficult due to differences in how words are combined in each language. The aim of this research is to identify difficulties in translating Indonesian collocations into English and vice versa, as well as the type of understanding between the two languages. The researchers are interested in finding the specific obstacles students have when translating English collocation words into Indonesian and examine potential solutions to help them improve their translation skills. Furthermore, the fundamental cause of difficulties in translating English collocations into Indonesian is a lack of vocabulary. Difficulty identifying and representing separate words in a composite word, translation knowledge misreading the material and having poor translation abilities.

As a result, the researcher is curious about challenges or obstacles in English to Indonesian translation. This fact motivates the writer to conduct the research titled **Students' Issues In Translating English Collocations Into Bahasa Indonesia.**

B. Research Questions

Based on the previous specified background, the following specifics will be considered into thought in this study:

1. What are the problems faced by students in translating English Collocation Into Bahasa Indonesia?
2. What strategies can be applied for helping students while translating English Collocation into Bahasa Indonesia?

C. Aims of Research

This study's objectives are based on the research question. They are :

1. To know the problems faced by students in translating English Collocation into Bahasa Indonesia.
2. To find out the strategies for helping students in improving while their translating English Collocation into Indonesia.

D. Significance of Study

The researcher expects that findings bring new information and insights to readers, students, lecturers, teachers, and academics in the future. This research can help educators improve education in languages and translation strategies by providing insights into the specific obstacles that students face while translating English collocations into Bahasa Indonesia, The researcher can evaluate students' ability to translate English collocations into Bahasa Indonesia. Also the researcher on students' issues in translating English collocations into Bahasa Indonesia is significant because it can provide valuable insights into the difficulties that students face in translation, identify the causes of the problems, assess the students' ability, investigate their efforts, and contribute to the advancement of science and society.

E. Terminology

The resercher provides definitions for the key concepts in order to make sense of the terminologies used in this work.

1. Translation

According to Pohan (2017), translation is a process based on the premise that it is feasible to extract the meaning of a text from its forms and replicate that meaning in a totally different form in the second language. In this study, Translation is the process of communicating the meaning of a text from one language to another. It involves finding equivalent meaning in the target language so that the message can be understood by the target audience in the same way that the original resercherintended.

2. Collocation

According to Agustina (2023) collocation refers to how a set of words are combined in a language. Collocation is also crucial for delivering effective, acceptable speech and writing as native speakers. In this study, Collocation is the combining of two or more frequently used words in a way that seems natural to native speakers of a language.

CHAPTER II

LITERATURE REVIEW

A. Definition of Translation

Translation is essential for helping people understand messages and information written in their native language. Translation serves as a bridge for others to understand the message of the source language. According to (Sapta, Azwandi, & Arasuli, 2020) translation effort has a significant impact on the advancement of knowledge or science, as well as the international interchange of information and culture. Translation is seen as essential for the advancement of any field. according to Larson (as cited in Agustin & Oktavia, 2023) said that the process of transferring meaning from one language to another, semantics is used to transition from one linguistic form to another. Another perception as described by Puspitarini (2001), "every language has its own system, though it may share specific features with language". Based on the above description, translation is the process of translating a text from one language to another that includes replacing a new text in the target language for the original text. Text that has been changed or replaced in one language also can be called translated.

One of the most crucial components of English is translation. Translation is used to improve knowledge and comprehension of a foreign language, most notably English. Translating is challenging for a student studying a foreign language. According to Nasuha (2018), translation is a difficult work since it involves not only changing the source language to the target language but also searching for equivalent meanings or messages in the source language to transfer

into the target language. For a student studying a foreign language, translating might be challenging. Due to a lack of vocabulary, students struggle to translate language correctly. Students studying English are affected by the same problems: a small vocabulary, a poor understanding of linguistic structures, and cultural and linguistic variances (Puspita et al., 2022).

According to Muchtar (as cited in Sinaga, 2022), "(Translating is definitely not easy)." This project is more than just translating words by word, phrases by phrases, clauses by clauses, or sentences by sentences. Translation involves much more. It is the process of translating meaning from the source language (SL) to the target language (TL). According to Newmark (as stated in Harahap, 2018), there is a distinction between translation methods and translation procedures. He claims that, while translation methods apply to entire texts, translation procedures apply to sentences and smaller units of language. If according to Nida and Taber (as stated in Pohan, 2017), Translation is a process of replicating in the receptor language the closest natural counterpart of the source language message, first in terms of meaning and then in terms of style. Translation, in other words, is the transfer of meaning, message, and style from one SLT to the TLT. style is ranked last in terms of importance. The things to reproduce (transfer) are stated here, message.

Translation is one of the fields of linguistics that studies language, culture, and communication. Linguistically, translation is the process by which a translator compares and contrasts different characteristics of two languages in order to find equivalents Karimi (cited in Harahap, 2018), also Harahap (2018) mention that

translation is defined as the understanding of the meaning of a text in one language (the source language) and the development of an equivalent text (the target language or translation) in another language that expresses the same message.

Several research have been conducted to investigate the students' translation issues. Rahma (2013) analyzed common faults in English-to-Indonesian translation. The results demonstrate that the mistake score in the terminology type is higher than the error score in the grammatical and omission error types. It is due to internal factors.

According to Catford (as cited in Pohan, 2017) translation is the replacement of textual material in the source language with textual material in the target language. The translator always tries to obtain target language elements that are commensurate with the source language in order to express the same message in the target text during the translation process. Since each language has its own rules, differences in these rules will result in shifts.

Translation can be seen in a variety of ways, including as a process, an activity, a mode of communication, and a skill. Here is how each of these points a perspective relates to translation:

1. Translation as a Process

The term "translation" can be defined as follows: "Translation is recording of a linguistic text, accompanied by the creation of its new linguistic appearance and stylistic shape," he noted.

2. Translation as a Activity

Translation is an activity that consists of variable re-expression, converting a text in one language into a text in another language, carried out by a translator who creatively chooses variants based on language variability resources, text type, translation tasks, and under the influence of his (her) own personal individuality.

3. Translation as a Communication

Translation can be defined as a method of providing interlingual communication by the generation of a text in the TL (target language) that is meant to completely replace the original content. Translation is a social function that facilitates communication between persons who speak different languages. This function is carried out as a psychophysical activity of a bilingual person aimed at the reflection of reality on the basis of his (her) individual abilities as an interpreter, achieving the transition from one semiotic system to another with the goal of equivalent, i.e. maximally complete, but always partial transmission of a system of meaning, contained in a source message, from one communicant to another.

4. Translation as a Skill

Translation is a skill that involves attempts to replace a written message and/or statement in one language with the same message and/or

statement in another. The proposed classification is not a final form and does not include all possible definition taxonomy criteria. Examining some of the definitions closely may reveal that the majority of them fall into more than one category. Translation, according to the taxonomy presented below, is a process and a consequence of that process, a sort of communication, and a skill.

Translation is an act of communication that attempts to communicate another act of communication (which may have been intended for different purposes and different readers or hearers) across cultural and linguistic boundaries. However, as defined by Newmark (as cited in Sapta, Azwandi, & Arasuli, 2020), Translation is "the rendering of the meaning of a text into another language in the manner in which the author intended the text."

Catford (as cited in Hastuti, Kardena, & Chio, 2020) also mention that translation is a linguistic operation: the process of substituting a text in one language for a text in another. According to them, the result of translation should employ the closest natural equivalent meaning, either in the meaning or modification of a language from the source language to the target language, while the aim of the text stays the same. According to (Susanti, Adam, & Ali, 2021), Translation is the transmission of a thought from one language to another. It is a method of translating written source language material into target language. It also serves as a link for understanding knowledge, science, textual material, and other topics.

A good translator must understand the basic principles of context of the language being translated in order for the translation to deliver the message or news from the source language to the target language. from one tongue to another. The meaning must be consistent and accurate.

B. Translation Strategies

According to Harahap (2018), the term 'strategy' in 'translation strategies' is frequently used synonymously with terms such as procedure, technique, method, tactic, approach, and so on. Their meanings overlap, and translation scholars define them in a variety of ways. Multiple strategies will be required in the translation process due to the variety of text formats. For instance, the translation techniques applied to an instructive document will differ from those applied to a literary work. Additionally, the translation approach utilized for content on the internet will differ from that used for text in printed media. cited in (Sapta, Azwandi, & Arasuli, 2020).

Chesterman (2002) distinguishes among local translation methodologies comprehension strategies (for comprehending and evaluating the source material) and production strategies (for producing the target language). A translation strategy, according to Lörscher (2002), is a technique or a series of actions. This, however, contradicts the dictionary definitions of strategy. According to the Oxford English Dictionary (as cited in Harahap, 2018), strategy is "a plan for successful action based on the rationality and interdependence of the moves of the opposing participants," whereas procedure is "the fact or manner of proceeding with any action, or in any circumstance or situation; a system of proceeding;

proceeding, in reference to its mode or method; conduct, behavior." Strategies entail using methods to address problems, and the procedure used will influence the outcome.

Translation strategies, according to (Susanti et al.,2021) are the translator's potentially intentional approaches for tackling concrete translation challenges within the context of a concrete translation task. The translation strategy is the method employed by the translator to solve the translation challenge, and it has an impact on the translation results. Students can employ a variety of translation procedures when translating a material. However, As explained by (Puspita et al.,2022), translating requires the student to understand the linguistic rules, and even the most experienced student confronts challenges. Even after learning about translation, students are still having problems. When translating a language, students must be able to understand the meaning of words or sentences. That is, whomever intends to translate the text (translator) must comprehend and use proper grammar in order to produce a complete phrase.

C. Type of Translation

There are several types of translation as stated by linguists. According to Newmark, as cited in Koumtoudji (2012), there are two types based on the translation approach used in generating the target text: semantic translation, which seeks to provide appropriate contextual meaning as close to the semantic and syntactic structure of the second language as possible, and communicative translation, which seeks to produce reader effects as close to the meaning of the target text as possible. meaning that is contextually relevant, and communicative

translation that aims to achieve a reader effect that is as similar to the meaning obtained from the reader's original meaning as possible. semantic translation is concerned with the researcher and the source language, whereas communicative translation is concerned with the reader and the destination language.

Furthermore, Catford (2009) categorizes translation according to its scope, level, and degree. There are two types of translation: full translation and partial translation. In full translation, the entire text is entrusted to the translation process, with the source language text material replacing every part of the source language text. The target language text material replaces the source language text material. However, (Nasuha, 2018) said that partial translation leaves portion of the original language material untranslated. They are essentially copying and pasting material into the target language. Total translation and restricted translation are terms used to describe the levels of language involved in translation. The whole translation is the translation in which all levels of the source language text are replaced with content in the target language. Total translation may be the best method for replacing source language grammar and lexis with equivalents in the target language. Restricted translation entails translating only one level of source language textual information into corresponding target language textual material.

D. Process of Translation

According to Nida in Fengling (as cited in Nasuha, 2018), the translation process is divided into three stages: (1) A clear grammar is required to find messages to be translated from the source language into the target language; (2) Transfers are associated with how we can analyze the source language results to be transferred to the target language; and (3) Restructuring is an agreement between the type and style of language and techniques that may apply to the style referred to in the translation.

In summary, after understanding the message and structure of the source language, the following stage is to convert the source language's content, meaning, and message into the target language. This stage involves translating the source language into the target language. The translator must be able to locate word equivalents in both the source and target languages.

Furthermore, translation is more than simply changing the language. According to Baker (as stated in Nasuha, 2018), a skilled translator cannot start translating until he has read the text at least once and grasped the substance of the entire content. After making the source materials understandable, the translator must produce an acceptable translation as text in its own language and culture. The target language norms must be included in the target version's sentence patterns, collocation, and grammar. The collocation patterns and grammatical structures can then only improve the ability to translate data from specific sentences. They must also guarantee that the sentences and paragraphs are readable and coherent.

E. Problems in Translating

Translating can be a difficult work for students, and they may run across problems along the way. Students frequently encounter difficulty when translating because they are unfamiliar with new words, lack background information, are unable to figure out the meaning of terms from context, and have grammatical issues. Furthermore, students may translate without first reading the entire material and frequently represent the text word for word, which can lead to translation errors. Idiomatic expressions can also be difficult to translate since their meaning cannot be expected by the literal definitions of the words they contain. Students can overcome these challenges by strengthening their understanding of the source and target languages, employing suitable translation processes, and seeking input from others. According to Baker and Newmark (as mentioned in Pohan 2017), the concept of equality is challenging in the translation of the study, and several translation procedures have been proposed by various authors in the field of translation to overcome this challenge. A translator will encounter a variety of issues when translating. The first issue is one of linguistics, and the second is one of meaning. According to Nababanon's journal, the first obstacle that a translator faces is the difficulty produced by linguistic problems, which include message meaning.

According to (Pasaribu et al., 2020), translation problems are difficulties that cause us to stop translating in order to think about it. Difficulties in translating that practically everyone has might have a variety of factors, including grammatical, lexical, and cultural issues. Then, according to Silviana (2008),

challenges in translating occur when someone translates the text but does not understand how to employ adverbs, verbs, and nouns, resulting in imperfect sentences. To translate the text correctly, pupils must have a large vocabulary and comprehend grammatical structure.

Grammatical structure is always one of the issues that many learners experience when translating. Hadrus (2017) stated in previous research that there are four general categories of students' difficulties in translation: difficult to understand the meaning of a word that does not appear in a dictionary, difficult to translate idiomatic phrases and collide with culture, difficult to translate long and complex sentences, and difficult to arrange the text in target language.

Therefore, translation-related difficulties can be separated into two categories: language problems and cultural problems. Grammar, varied vocabulary, and the meaning of each word are all part of the linguistic difficulty (Pasaribu et al., 2020). Student problems, as defined by Vaughn (as mentioned in Nasuha, 2018), are students whose academic performance falls well short of their potential due to affective, cognitive, structural, or interpersonal difficulties.

F. Definition of Collocation

Collocation is a group of two or more words that typically go together in a way that sounds natural to native speakers of a language. Collocations are formed through frequent context-dependent use and can be understood by the words that comprise them. O'Dell and McCarthy (2017) mentioned that a collocation is a phrase composed of two or more words that are commonly used together. As defined by Said (2012) and Oxford Collocations Dictionary for Students

(2002:vii), collocation refers to the use of words in a language to create natural-sounding speech and writing. Besides that, collocation refers to a collection of pre-existing words that must be translated as a unit based on the language being used (Handayani, 2019). Collocation is critical in learning a foreign language since it allows native speakers to produce acceptable and reasonable speech and writing.

A good speech and writing contain collocations that are natural for communicating. However, most learners struggle to translate collocation words. Most learners struggle with translating collocations and determining whether they are natural. They also tend to translate the source language collocation literally into the target language, relying on direct translational equivalency (Agustina, 2023). Collocation is the grouping of familiar words that appear to belong together due to their common usage, resulting in a coherent meaning.

In the preceding collocation example :

- 1) Supposed that saying heavy rain rather than big or strong rain conveys the notion that it is raining severely. the terms 'strong rain' and 'big rain' have the same meaning. Also, while both are grammatically valid, the use of big rain or heavy rain will sound strange. Thus, we use heavy rain to improve our English.
- 2) As the example stated by Achmad (2010), the Indonesian word angin kencang translates to "strong wind" in English. Using words like "heavy wind" or "fast wind" is unusual. Heavy wind may be normal for the natural sound of an English native speaker.

- 3) Another example according to Larasati (2013), when I first started studying in the English Department, I was confused by what my friend was saying. My friend said, "*Let's go to window shopping!*" but I had no idea what that meant. I kept wondering until another friend said that "*window shopping*" just means looking at goods in stores without buying anything.
- 4) Catch a Cold: This is a collocation because the words "catch" and "cold" are frequently used together to show that the act of being ill with a cold.
- 5) Heavy smoker (Perokok berat) is a term used in Indonesia to describe heavy smoker. However, if a heavy smoker is translated literally or word for word, the definition is "berat perokok". These kind of collocations confuse students since they do not have the same meaning as Indonesian collocations.

Here are some more examples:

No	Natural English	Unnatural English
1.	Strong wind	Fast wind
2.	Quick shower	Fast shower
3.	Take medicine	Drink medicine
4.	Catch a cold	Recieve a cold
5.	Utterly ridiculous	Very ridiculous
6.	Fully aware	Vastly aware

The unnatural examples are completely understood, but a native English speaker would not say them.

a) Types of Collocation

In the English language, there are several different forms of collocations formed by combining a verb, noun, adjective, and other words. Some of the most prevalent varieties include:

- **adverb + adjective:** completely satisfied
- **adjective + noun:** excruciating pain
- **noun + noun:** a surge of anger
- **noun + verb:** lions roar
- **verb + noun:** commit suicide
- **verb + expression with a preposition by its side:** burst into tears
- **verb + adverb:** wave frantically

The Oxford Collocation Dictionary for Students of English defines collocation as "the way words combine in a language to produce natural-sounding speech and writing," as stated in Achmad (2010). Therefore, Baker characterizes it as the "regular occurrence of specific words together in a particular language. "When discussing collocation, the six definitions employ the following six important phrases:

- 1) Words that frequently go together
- 2) A sequence of words
- 3) a combination of words
- 4) High frequency of word combinations
- 5) Naturally occurring sounds
- 6) Propensity for some words to occur together

According to Benson, Benson, and Ilson (as cited in Agustina, 2023) Grammatical and lexical collocations are the two main categories split the collocations in their lexicon. Lexical and grammatical collocations have been divided into two categories, but since they were included into grammar and lexis, they can be categorized again as collocations. This section will provide a clear explanation of the various collocation kinds.

1. Grammatical Collocations

A phrase that combines a preposition or grammatical structure, like an infinitive or clause, with a dominant word, like a noun, adjective, or verb, is known as a grammatical collocation. The eight main groups of grammatical collocations are taken from Benson, Benson, and Ilson 1997 (as cited in Agustina, 2023)

2. Lexical Collocations

According to Benson, Benson, and Ilson (as cited in Agustina, 2023), Lexical collocations are defined as phrases that typically do not contain prepositions, infinitives, or clauses in grammatical collocations by Benson, Benson, and Ilson (as cited in Agustina, 2023), The lexical collocation kinds did not include any of the previously described types. Adjectives, verbs, adverbs, and nouns are the common lexical collocations in a phrase. The seven main groups of lexical collocations are taken from Benson et al. (1997).

G. Previous Study

There are many research papers on the problems or issues of translating English to Indonesian. The researcher would like to provide other research related to this study.

The first research is the study conducted by Widia Agustina (2023), college graduate from Ar-Raniry State Islamic University Banda Aceh with the title “An Analysis Of Students’ English Department In Translating English Collocation”. This research aims to identify the causes of errors made by students in Translating English Collocation. The design of this study uses mixed methods, there are qualitative and quantitative methods. Also, this study used random sampling as a technique to find suitable participants for this research. Respondents were 30 Students English Department. The research data were collected using questionnaire techniques and semi-structured interviews.

The second research is the study conducted by Anni Mutiara Harahap (2018), college graduate from University of Muhammadiyah Sumatra Utara with the title “The Students’ Problems and Strategies in Translating English Compound Words Into Bahasa Indonesia” The purpose of this study was to observe the causes of the students’ difficulties in translating English compound words into bahasa Indonesia, and find out how to solve the students’ struggles in translating English compound words into bahasa Indonesia. This study used a descriptive quantitative research design. In order to analyze students’ issues and methods for translating English compound words into Bahasa Indonesia.

The Third research is the study conducted by Indri Febriana and Ira Maisarah (2021), Postgraduate of English Education Study Program, Faculty of Teacher Training and Education, University of Bengkulu, Indonesia with the title “An Analysis of Students’ Collocation Translation in EFL Classroom”. This study sought to answer the question, "What is the English collocation found in student descriptive text translation?" This study was designed as descriptive qualitative research, and the study's data was described qualitatively. Documentation is the only instrument used in collecting the data. To analyze the data, the researchers used data reduction, data display, and conclusion drawing/verification.

The last one is study conducted by Dian Nasuha (2018), college graduate from Ar-Raniry State Islamic University Darussalam Banda Aceh with the title “An Analysis on The Students’ Problems in Translating English Compound Words Into Indonesian” Regarding the research findings and discussions gathered by the authors in of third-grade SMA Negeri 3 Banda Aceh. The results of this study found that students had difficulty modifying lexical aspects of words important to the context when translating English compound words into Indonesian. To collect data, this study used a qualitative descriptive technique and a test.

In this study, the researcher presented an analysis of the translation of English Collocation into Indonesia, problems in translating English Collocation into Indonesia and strategies in translating, hence this study had similarities with the above studies. All of them discuss translation and English Collocations. However, this study also had a difference with the previous researchers, namely on the translation of English collocations into Bahasa Indonesia, especially in the population and sample conducted in 3 University in Banda Aceh : Unmuha, Unsyiah and UIN Ar-raniry.

CHAPTER III

METHODOLOGY

A. Methodology

1. Research Design

This study use a mixed methods approach, in which quantitative and qualitative data were conducted together, According to Creswell (as cited in Aufari, 2023), mixed methods research combines the strengths of quantitative and qualitative research. This study had done to know the problems faced by students in translating English collocations into Bahasa Indonesia and to find out the strategies for helping students in improving their translation English collocations into Indonesia. Quantitative research involves collecting and analyzing numerical data in order to characterize qualities, discover correlations, and test hypotheses. It is the inverse of qualitative research, which includes collecting and analyzing non-numerical material such as text, video, or audio.

Further, according to Creswell (2012), a research study design is a quantitative study in which scientists survey a sample or the complete community in order to characterize the attitudes, beliefs, actions, or traits of the group. Meanwhile qualitative research is a methodological technique to studying the nature and complexity of human experiences and social processes using comprehensive, non-numerical data. In addition, Fraenkel and Wallen (as stated in Febriana and Maisarah, 2021) define qualitative research as exploring the nature of a connection, activity, or circumstance of interest, such as action, perception, motivation, or behavior.

2. Population and Sample

According to Creswell (2012), Population is a group of people who have similar characteristics. Based on the Sugiyono's (as stated in Harahap, 2018) remark, population is a generalization area that comprises of object/subjects with specific qualities and characteristics that the researcher can learn and then make conclusions about. The population of this research is conducted in 3 University there are : University of Muhammadiyah Aceh, University of Syah Kuala, and University of Islam Negeri Ar-raniry (UIN).

In this study, the researcher uses purposive sampling. As defined by Sugiyono (as referenced in Aufari, 2023), is a sampling approach in which researchers select samples based on specific criteria. The categories considered for the sample in this study were: a) students active in English education or English literature, and b) studying or taking translation courses or class. In this method, the researcher had a thorough understanding of the characteristics to be studied or described, and she picked samples that fulfill these criteria. The total of the sample in this study was 38 students.

3. Research Instrument

This research requires the use of questionnaires. Sugiyono (as cited in Aufari, 2023) states that a questionnaire consists of a series of questions with spaces for answers to help respondents make decisions. However, a "questionnaire" is a research tool that consists of a set of questions designed to collect information from respondents. A questionnaire is a specific tool or instrument for data collection, and building one entails developing reliable and accurate questions to

assist researchers in gathering the essential information. Questionnaires are used to effectively collect data from a large number of respondents. This allows the researcher to collect uniform data that can be measured in an organized way. In this study, the researcher wants to find the problem of students in translating English collocation into indonesia. The total number of the questions was 10 questions related to the research question 1 and 10 questions related to the research question 2. The form of the questionnaire was closed-ended and 1 question open-ended, the result of the questionnaire would be analyzed by assigning a percentage to each answer by G-form and for the open-ended question using descriptive explanations.

4. Data Collection Technique

The researcher use a questionnaire to ask questions aimed at getting students' opinions about the problems in translating English Collocations into Indonesia. Google Forms is the platform used to create the survey. Respondents are requested to complete an online questionnaire by themselves. The researcher created the alternative answer that was chosen by the respondents. The researcher will submit the online questionnaire via Google Form and share it with the respondents over the WhatsApp Messenger group. The data collection approaches are carried out by collecting and analyzing data from the responses of students who completed the questionnaire. Because the researcher obtained a wide range of descriptive information directly from the sources investigated, they employed a questionnaire to collect more particular data.

The following are the data collection steps in this study:

- a. The first thing to do is to send the questionnaire link about collocation and their problem when translating via WhatsApp group.
- b. After receiving the link, students can fill up their own answers to the given questionnaire with their own perceptions.
- c. Then, collecting the students answer and scoring the answer.

5. Data Analysis Technique

Students' answer sheets are used to collect data for analysis. From the researcher examined the answer sheet to identify issues in the application of collocation and how to evaluate the data using the following formula:

1. Analyzing students' translation problems in with their answers on the answer sheet
2. Analyzing students' responses in the questionnaire on the students' strategy in facing their difficulties when translating english into indonesia
3. Analyzing students' responses to questions for qualitative data and provide descriptive information

The data will be briefly presented in the questionnaire results based on the questionnaire analysis results. While, the qualitative data was examined descriptively. The data of the questionnaire would be presented in percentages. In addition by Sudjana (as cited in Agustina, 2023) the questionnaire analysis was performed by using percentase formula, as follow :

Where :

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

P = Percentages

F = Frequency

N = Number of Respondents

100% = Constant Value

CHAPTER IV

RESEARCH AND DISCUSSION

A. Result

In this result section contains a description of the data obtained based on characteristics of quantitative research and qualitative descriptive. The data presented from the result of quantitative data analysis in the form of frequency table and described descriptively. The data collection technique involved the indirect distribution of questionnaires to respondents. Indirect distribution is carried out online using Google Forms via the WhatsApp application.

The researcher shared the questionnaire to be answered by students on 17th May 2024. It consist of 20 questions, 10 questions that related to the first research question and 10 question related to the second research questions. The data has been collected from 38 students from University of Muhammadiyah Aceh, University of Syah Kuala, and University of Islam Negeri Ar-Ranniry. The data obtained through the distribution of questionnaire were presented in table one by one with a following description.

a) Problems in translating English into Indonesia

1. I Do Not Really Understand about Collocation in Translation

In the first discussion, the researcher explained the results of the respondents statement on their understanding about collocation in translation in detail.

Tabel 4. 1 I Do Not Really Understand about Collocation in Translation

Answer	Respondents	Percentage
Strongly agree	0	0 %
Agree	6	15,8 %
Neutral	18	47,4 %
Disagree	13	34,2 %
Strongly disagree	1	2,6 %
Total	38	100 %

There were no respondents (0%) who chose strongly agreed with this statement. this indicated that no one really did not understand about collocation in translation.

A minor amount of respondents (15,8%) also agreed that they did not understand about collocation in translation. This confirms that they really did not understand what collocation is and this make one of the problem in translation.

The majority of respondents (47,4%) chose neutral for this statement, which indicates that some of them still understand and did not understand collocations in translation. This can be caused by various things, such as ignorance or uncertainty in understanding collocations.

A total of (34,2%) respondents chose disagreed with this statement. This shows that some of them understand collocation in translation, which means that

collocation is not an issue or problem in translation. There are (2,6%) respondent strongly agreed about this statement, indicating that the responder feel that knows collocations weel especially in translation. As a result, it is possible to conclude that the majority of respondents both comprehend and do not understand collocations, indicating that this is also part of the problem when translating English collocations into Indonesian.

2. I Do Not Understand the Meaning of Words or Sentences When Translating English Collocation into Indonesia

In this second discussion, the researcher explained the result of the respondents statement about their understanding the meaning of words or sentences when translating English collocation into Indonesia in detail.

Tabel 4. 2 I Do Not Understand the Meaning of Words or Sentences When Translating English Collocation into Indonesia

Answer	Respondents	Percentage
Strongly agree	1	2,6 %
Agree	7	18,4 %
Neutral	11	28,9 %
Disagree	16	42,2 %
Strongly disagree	3	7,9 %
Total	38	100 %

There are (2,6%) respondents chose strongly agreed in this statement. This explains that the respondent cannot understand the sentences or words when translating English collocations into Indonesian, therefore he agrees with the statement.

A relatively small percentage (18,4%) of the respondents agreed with this statement, this result showed that small participants who agree with this. So they agreed since they lack understanding of the words or sentences when they begin to translating collocations, which is one of the issues in translation, especially when it relates to difficult-to-understand collocation sentences.

A total of respondents (28,9%) expressed a neutral stance. This could signify that most respondents agreed or disagreed with the collocation words or sentences offered while translating English into Indonesian. The majority of respondents (42,1%) chose disagreed for this statement, this could indicate that respondents consider that they understand every words or sentences when translating English Into Indonesia.

A small (7.9%) of respondents strongly disagreed with this statement. This indicates that respondents strongly disagree with this statement, implying to that respondents actually know every word and sentence of English collocations in Indonesian. As a result, in this statement respondents are more dominant in disagreeing, because respondents do not feel they have problems understanding words or sentences when translating English into Indonesian.

3. I Do Not Understand When The Lecturer Explained about Collocation in Translation Class

In this section, the researcher explained the result of the respondents statement about their understanding when the lecturer explained about collocation in translation class in detail.

**Tabel 4. 3 I Do Not Understand When The Lecturer Explained about
Collocation in Translation Class**

Answer	Respondents	Percentage
Strongly agree	0	0 %
Agree	4	10,5 %
Neutral	13	36,8 %
Disagree	17	44,7 %
Strongly disagree	3	7,9 %
Total	38	100 %

There were no respondents (0%) who chose strongly agreed with this statement. this indicated that no one really did not understand when the lecturer explained about collocation in translation class. A relatively small percentage (10,5%) of the respondents agreed with this statement, due to the possibility that respondents struggled to understand when the lecturer explained the collocation materials in translation class.

A total of respondents (36,8%) expressed a neutral stance. This could signify that most respondents agreed or disagreed with this statement. Some of the lecturers' explanations of collocations in the translation class are difficult to understand, while others understand well when studying. The majority of respondents (44,7%) chose disagreed for this statement, this could indicate that respondents consider that they understand every detail explained by the lecturer about collocation in translation class, thus this statement is not a problem faced by students in translation.

A small (7.9%) of respondents strongly disagreed with this statement, indicates disagreement if they cannot understand the lecturer's explanation of collocation in translation class. As a result about this statement, a majority of students or respondents chose disagree, strongly disagree, or neutral, indicating that they understand and truly understand what the lecturer explains about collocation in translation class, so this statement is not included in the problems students face when translating.

4. I Am Not Familiar With the New Words in Translation

In this section, the researcher explained the result of the respondents statement about their familiar with the new words in translation in detail.

Tabel 4. 4 I Am Not Familiar With the New Words in Translation

Answer	Respondents	Percentage
Strongly agree	1	2,6 %
Agree	9	23,7 %
Neutral	15	39,5 %
Disagree	11	28,9 %
Strongly disagree	2	5,3 %
Total	38	100 %

There are (2,6%) respondents chose strongly agreed with this statement about not familiar with new words in translation, it means that they really are not familiar with new words in translation, which they frequently meet. A relatively small percentage (23,7%) respondents chose agreed for this statement. Indicates they are not familiar with the new words in translation.

The majority of respondents (39,5%) chose neutral in this statement, it means that they drew a balance of agreeing and disagreeing with the statement of not being familiar with new words in translation. This makes them partially aware of new words and not familiar with new words in translation. A total of respondents (28,9%) who chose disagreed with this statement, Some respondents disagreed with this statement because they felt familiar with the new words in the translation.

A small of respondents (5,3%) strongly agreed of this statement, Several respondents argued that the new words in the translation were familiar, thus they strongly disagreed with this statement. As a result, in this statement It is more dominant if the statement is not included in the problems in translation.

5. I Think that Cultural Issues are one of the Problems When Translating English Collocation into Indonesia

In this section, the researcher explained the result of the respondents statement about Cultural issues are one of the problems when translating English Collocations into Indonesia in detail.

Tabel 4. 5 I Think that Cultural Issues are one of the Problems When Translating English Collocation into Indonesia

Answer	Respondents	Percentage
Strongly agree	3	7,9%
Agree	22	57,9%
Neutral	11	28,9 %
Disagree	2	5,3%
Strongly disagree	0	0 %

Total	38	100 %
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A smaller percentage (7,9%) of respondents strongly agreed with this statement, Because we find it challenging to comprehend the national language due to cultural differences, and because translating something into Indonesian might be challenging if we do not understand what it means.

A higher percentage of the respondents (57,9%) agreed with this statement. This implies among the issues that arise particularly when translating, including in the cultural issues when translating English collocations into Indonesian.

A substantial minority (28.9%) of respondents expressed a neutral stance. This implied that a significant percentage of participants did not actively participate or they think that culture is one of the most common issues faced when translating English collocations into Indonesian and vice versa, and that culture is not a problem in translation.

There are (5,3%) of respondents chose disagree with this statement. It means in their opinion cultural problems are not included in translating English Into Indonesia. No respondent (0%) chose strongly agreed in this statement, because of respondents primarily selected agree and neutral, therefore they did not select strongly disagree. In summary, the data showed that the majority of respondents agree that cultural issues one of the problems in tanslating English Collocations into Indonesia, and with a smaller percentage expressing a disagree.

6. I Think That Grammar is Important in Studying Translation

In this section, the researcher explained the result of the respondents statement about Grammar is important in studying translation in detail.

Tabel 4. 6 I Think That Grammar is Important in Studying Translation

Answer	Respondents	Percentage
Strongly agree	10	26,3%
Agree	16	42,1 %
Neutral	7	18,4 %
Disagree	5	13,2 %
Strongly disagree	0	0%
Total	38	100 %

A considerable portion of the respondents (26,3%) strongly agreed that grammar is important in studying translation, because grammar is so must in translation, a lack of grammar will cause problems in translation. Almost half respondents (42,1%) chose agreed in this statement, because of grammar contribute significantly in studying language or in translation. A quite small percentage (18,4%) of the respondents expressed neutral stance. This implies that a small proportion of respondents do not think grammar is important in learning translation, while others are neutral. A very small respondents (13,2%) disagreed in this statement, this explained that respondents think that grammar is neither important nor a problem in learning translation. No respondent (0%) chose strongly agreed in this statement, because of respondents primarily selected strongly agree, agree, neutral, and disagree therefore they did not select strongly disagree.

In summary, the data showed that minority respondents chose agree and strongly agree about the statement. This statement indicates that grammar is both

an important part of learning translation and one of the most difficult aspects of translating.

7. I Think that Vocabulary is one of the Problems in Translating English Collocation into Indonesia

In this section, the researcher explained the result of the respondents statement about is that vocabulary is one of the problems in translating English collocation into Indonesia in detail.

Tabel 4. 7 I Think that Vocabulary is one of the Problems in Translating English Collocation into Indonesia

Answer	Respondents	Percentage
Strongly agree	10	26,3%
Agree	19	50%
Neutral	8	21,1%
Disagree	0	0%
Strongly disagree	1	2,6 %
Total	38	100 %

A significant portion of the respondents (26,3%) strongly agreed with this statement, Vocabulary is one of the most important things to translate, especially in collocations, which leads respondents to strongly agree with the statement. The majority of the respondents (50%) agreed that vocabulary is important in translation so this makes vocabulary one of the problems in translating English collocation into Indonesia.

A middle percentage (21,1%) of respondents expressed a neutral stance. It causes some hesitancy in making a decision, and some consider the statement to

be a translation difficulty, while others disagree. No respondent chose disagreed (0%) in this statement, since the majority of them chose to agree and they think that vocabulary is one of the problems in translating English into Bahasa Indonesia. A small respondents (2,6%) chose strongly disagreed in this statement, it means that a majority choose agree about this. As a result, all the respondents agree about vocabulary is the one of the problems in translating English collocation into Indonesia.

8. I am not Interested in Participating in Ttranslation Class

In this section, the researcher explained the result of the respondents statement about interest in participate in translation class in detail.

Tabel 4. 8 I am not Interested in Participating in Ttranslation Class

Answer	Respondents	Percentage
Strongly agree	0	0%
Agree	3	7,9%
Neutral	7	18,4%
Disagree	19	50%
Strongly disagree	9	23,7%
Total	38	100 %

No respondent chose strongly agreed in this statement (0%) because that some all of the respondents think that participating in translation class is very interesting. A small respondents (7,9%) chose agreed in this statement. This is because some of those who chose to agree did not find the translation lesson interesting.

A comparatively tiny proportion (18,4%) of the respondents expressed neutral stance. This implies that a small proportion of respondents do not think that participate in translation class is interesting for them, while others are neutral, and partially of them agree. A majority of the respondents (50%) disagreed with this statement, this indicates that half of respondents are interested in participating in translation class, therefore this statement is not included into the problems in translating English collocation into Indonesia. A total of the respondents (23,7%) strongly disagreed with this statement, this indicates that small of number of respondents actively participate in translation class. Thus, the data suggests that a significant portion of respondents actively participated in translation class, with a moderate percentage expressing a neutral stance, and the most others disagree or strongly disagree with the statement.

9. I Have Difficulty in Understanding How to Translate English Collocation into Indonesia

In this section, the researcher elaborated the result of the respondents statement about the difficulty in understanding how to translate English collocation into Indonesia in detail.

Tabel 4. 9 I Have Difficulty in Understanding How to Translate English

Collocation into Indonesia

Answer	Respondents	Percentage
Strongly agree	0	0%
Agree	12	31,6%
Neutral	14	36,8%
Disagree	10	26,3%

Strongly disagree	2	5,3%
Total	38	100 %

No respondent (0%) strongly agreed with this statement, so that means all of the respondent have not difficult to understand how to translate English collocation into Indonesia. A total of the respondents (31,6%) agreed with this statement. This explain that there are many students still have difficulty in understanding how to translate English collocation into Indonesia.

The overall amount of respondents (36,8%) expreseed neutral with this statement. This shows that several students are able to translate English collocations into Indonesian while others are not very proficient at it. A small percentage (26,3%) of the respondents disagreed with this statement, because of they do not have difficulty in understanding how to translate English collocation into Indonesia. A small part of the respondents (5,3%) strongly disagree with this statement. This explains why they believe they do not have difficulty understanding how to translate English collocations into Indonesian. As the result, this is the cause of the students' translation issues, which come from their inability to comprehend the process of translating English collocations into Indonesian.

10. I Feel Difficult to Arrange the Text into Target Language When Translating

In this section, the researcher elaborated the result of the respondents statement about their difficult to arrange the text into target language when translating in detail.

Tabel 4. 10 I Feel Difficult to Arrange the Text into Target Language When Translating

Answer	Respondents	Percentage
Strongly agree	0	0%
Agree	15	39,5%
Neutral	13	34,2%
Disagree	9	23,7%
Strongly disagree	1	2,6%
Total	38	100 %

No respondents (0%) strongly agreed in this statement, feel that difficult to arrange the text into target language in translating. A majority of respondents (39,5%) agreed in this statement, this could that they know that they find difficult to arrange the text into target language when do translating.

A total of respondents (34,2%) expressed neutral in this statement, Because some respondents find it difficult to arrange the text into the target language while translating, while others do not. A minority of respondents (23,7%) disagreed in this statement, this could indicate that respondents when translating, they can effectively arrange the text in the target language.

There are (2,6%) respondent strongly disagreed in this statement, this could that have confident to do that. As a result, this demonstrates that this statement is a one of the translation problems because, according to the questionnaire results, the majority of respondents choose agree and some of them choose neutral.

b) Strategies in translating English into Indonesia

1. I often Use the Dictionary during Translation Class

In this section, the researcher described the result of the respondents statement about the use of the dictionary during translation class in detail.

Tabel 4. 11 I often Use the Dictionary during Translation Class

Answer	Respondents	Percentage
Strongly agree	2	5,3%
Agree	20	52,6%
Neutral	13	34,2%
Disagree	3	7,9%
Strongly disagree	0	0%
Total	38	100 %

A small respondents (5,3%) strongly agreed that they often use the dictionary during translation class, this indicates the regular that dictionaries are used in translation classes. The majority of respondents (52,6%) agreed that dictionary is very useful in translation class, so respondents often use the dictionary during translation class.

There are (34,2%) of percentage expressed neutral stance. This implies that some of respondents do not use dictionary much during translation class. As many (7,9%) respondents disagreed in this statement, that they do not use dictionary during the translation class. From the data above, it could conclude that the data displayed a significant majority of respondents actively use the dictionary during

the translation class. This statement explains that using the dictionary is one of the strategies that students can use in translation class.

2. I often Use English Collocation as a Technique in Translation

In this section, the researcher elaborated the result of the respondents statement about their the use of English collocation as a technique in translation in detail.

Tabel 4. 12 I often Use English Collocation as a Technique in Translation

Answer	Respondents	Percentage
Strongly agree	1	2,6%
Agree	13	34,2%
Neutral	18	47,4%
Disagree	6	15,8%
Strongly disagree	0	0%
Total	38	100

Just a small number of the respondents (2,6%) chose strongly agreed that the small percentage who chose strongly agree did this because they frequently use English collocations as translation strategies. A larger of the respondents (34,2%) agreed that about their using English collocation as a technique in translation, it means that they often use English collocation as a technique in translation.

The majority of the respondents (47,4%) expressed neutral in this statement. Most respondents chose neutral because there are those who use collocations and also not often, maybe even rarely. A relatively small portion of respondents (15,8%) disagreed with this statement, a small proportion of respondents chose

disagree because they rarely use collocations as a technique in translation. No respondent chose (0%) strongly disagreed with this statement. This indicates that respondents are dominant choose agree and strongly agree. Thus, the data showed that a significant majority of respondents agree that if the English collocation can be the one of the strategies in translation.

3. I Think that Reading Books and Articles can be the Strategy in Translation English Collocation into Indonesia

In this section, the researcher described the result of the respondents statement about their thinking that reading books and articles can be the strategy in translation English collocation into Indonesia in detail.

Tabel 4. 13 I Think that Reading Books and Articles can be the Strategy in Translation English Collocation into Indonesia

Answer	Respondents	Percentage
Strongly agree	13	34,2%
Agree	16	42,1%
Neutral	8	21,1%
Disagree	1	2,6%
Strongly disagree	0	0%
Total	38	100

A larger of the respondents (34,2%) strongly agreed with this statement that reading books and articles is useful in translation studies and becomes a one of the strategy in translation. A majority of the respondents (42,1%) agreed that reading book or article may be beneficial in translating English collocations to Indonesian

and can be the strategy in translation. A moderate percentage (21,1%) expressed neutral with this statement. Because reading books and articles can help in translation, particularly when translating English collocations into Indonesian. And some think it has no effect in that sense.

A small percentage (2,6%) disagreed with this because they think that did not contribute to a translation strategy and is ineffective. No respondent (0%) in this statement strongly disagreed who think that reading books or articles can be the strategy in translation. Thus, the data suggests that a significant majority of respondents think that reading books and articles can be the strategy or include in translation English collocation into Indonesia.

4. I Think Practicing Translation Regularly will Improve our English Collocation Skill

In this section, the researcher explained the result of the respondents statement about their thinking about practicing translation regularly will improve their English collocation skill in detail.

Tabel 4. 14 I Think Practicing Translation Regularly will Improve our English Collocation Skill

Answer	Respondents	Percentage
Strongly agree	16	42,1%
Agree	17	44,7%
Neutral	5	13,2%
Disagree	0	0%
Strongly disagree	0	0%
Total	38	100 %

A significant portion of the respondents (42.1%) strongly agreed that practicing translation regularly will improving their skill in translation. Almost half of the respondents (44,7%) agreed about this statement, as long as regular practice will improve our skill in translation. A small percentage (13,2%) respondents neutal with this statement, because a majority of respondents prefer to agree and strongly agree with this statement.

No respondent (0%) chose disagreed and strongly disagreed with this statement that if practicing translation regularly will improve our English collocation skill. In summary, the data showed that a majority of respondents agree that practicing translation regularly will improving our skill in translation.

5. I Think Watching Western Movie without Subtitles can be the Strategy in Translation English Collocation into Indonesia

In this section, the researcher explained the result of the respondents statement about their thinking that watching western movie without subtitles can be the strategy in translatingEnglish collocation into Indonesia in detail.

Tabel 4. 15 I Think Watching Western Movie without Subtitles can be the Strategy in Translation English Collocation into Indonesia

Answer	Respondents	Percentage
Strongly agree	13	34,2%
Agree	16	42,1%
Neutral	8	21,1%
Disagree	1	2,6%

Strongly disagree	0	0%
Total	38	100 %

A total of the respondents (34,2%) selected strongly agreed with this statement, they think that watching western movies without subtitles can help them increase their translation skills and also serve as a technique for translating English into Indonesian. The majority of respondents (42,1%) agreed that watching western movies without subtitles can be an effective approach for English to Indonesian translation and improve translation skills.

A moderate number of respondents (21,1%) expressed neutral with this statement. This showed that some respondent agree, and disagree with this. A small percentage (2,6%) disagree that watching western movie without subtitles can be the strategy in translation. No respondent (0%) strongly agreed with this statement because the respondent dominant in choosing strongly agree and agree. In this result, watching westren movie without subtitles can be the strategy in translation English collocation into Indonesia.

6. I Think that Listening to Music can be one of the Strategy in Translating

In this section, the researcher explained the result of the respondents statement about their thinking that listening to music can be one of the strategy in translating in detail.

Tabel 4. 16 I Think that Listening to Music can be one of the Strategy in Translating

Answer	Respondents	Percentage
Strongly agree	14	36,8%
Agree	15	39,5%
Neutral	7	18,4%
Disagree	2	5,3%
Strongly disagree	0	0%
Total	38	100 %

A larger of (36,8%) respondents strongly agreed with this statement, they feel that listening to music can help them listen more clearly and can also be used as a translation strategy. A majority of (39,5%) respondents agreed that listening to music is useful and can be strategy in translation studies.

A small percentage (18,4%) of respondents expressed neutral because of this means that the majority of respondents are unsure about if music can be used as a strategy in their translation. A small part of respondents (5,3%) disagreed about this statement, because they think that music cannot be used as a translation strategy. No respondent (0%) strongly agreed that listening music can be the strategy in translating. From the data above, it could be concluded that significant majority of respondents feel that if listening to music can be the strategy in translation especially in translating English collocation Into Indonesia.

7. I Think that Using the Internet/Google Translate Helps me in Translating English Collocation into Indonesia

In this section, the researcher explained the result of the respondents statement about their thinking that using the internet/google translate helps me in translating English collocation into Indonesia in detail.

Tabel 4. 17 I Think that Using the Internet/Google Translate Helps me in Translating English Collocation into Indonesia

Answer	Respondents	Percentage
Strongly agree	14	36,8%
Agree	17	44,7%
Neutral	7	18,4%
Disagree	0	0%
Strongly disagree	0	0%
Total	38	100 %

A total of (36,8%) respondents selected strongly agreed with this statement. Respondents selected strongly agree because they are most likely to use the internet or Google translate in English collocations into Indonesian. A majority of (44,7%) respondents agreed that using the internet or google translate can help them to find out the trouble and can be the strategies in translating English Collocation into Indonesia.

A small of (18,4%) respondents expressed neutral with this statement, it means that some respondents rarely used internet or google translate to translating English collocation into Indonesia. No respondent (0%) chose disagreed and strongly disagreed for this statement because of the dominat of respondent choose

strongly agree and disagree. Thus, the data showed that many respondents choose agree and strongly agree for this statement that is why using the internet or Google Translate can have an impact on translation, particularly translating English collocations into Indonesian.

8. I Think Learning English Collocation in Translation can be the strategy in Teaching-learning Process

In this section, the researcher explained the result of the respondents statement about their thinking that learning English collocation in translation can be the strategy in teaching-learning process in detail.

Tabel 4. 18 I Think Learning English Collocation in Translation can be the strategy in Teaching-learning Process

Answer	Respondents	Percentage
Strongly agree	8	21,1%
Agree	23	60,5%
Neutral	7	18,4%
Disagree	0	0%
Strongly disagree	0	0%
Total	38	100

A significant portion of respondents (21,1%) chose strongly agreed with this statement. Because of the collocation exist in teaching-learning process. This shows that a small majority of respondents use collocation as a strategy in teaching-learning process. A larger percentage (60,5%) of respondents agreed that learning English collocation can be the strategy in teaching-learning process.

A small percentage of (18,4%) expressed neutral stance. This implied that a notable portion of respondents this suggests that the majority of respondents agree that learning English collocations through translation can be a useful technique in the teaching-learning process. No respondent (0%) chose disagreed and strongly disagreed in this statement. This indicates that there were no strong negative opinions regarding in this statement. From the data above, It can be concluded that collocation learning is also important in translation and is also one of the strategies in the teaching-learning process.

9. I Think Learning Idioms or Slang can be the Strategy in Translating English Collocation into Indonesia

In this section, the researcher elaborated the result of the respondents statement about their thinking learning idioms or slang can be the strategy in translating English collocation into Indonesia in detail.

Tabel 4. 19 I Think Learning Idioms or Slang can be the Strategy in Translating English Collocation into Indonesia

Answer	Respondents	Percentage
Strongly agree	8	21,1%
Agree	21	55,2%
Neutral	8	21,1%
Disagree	1	2,6%
Strongly disagree	0	0%
Total	38	100%

An overall percentage (21.1%) of respondents chose strongly agreed that because understanding idioms or slang can provide knowledge of new terms that

are close in meaning to translating English collocations into Indonesian. A majority (55,2%) of respondents agreed with this statement. Many respondents think that learning idioms or slang is an efficient strategy for translating English collocations into Indonesian.

An equal percentage (21,1%) of respondents expressed neutral. This implies that some of the respondents did not agree with the statement above. A smaller (2,6%) of respondents disagreed that learning idiom or slang can be the strategy in translating English into Indonesia. No respondent (0%) strongly agreed that learning idiom or slang can be the strategy in translating English into Indonesia. In summary, One strategy for translating English collocations into Indonesian could be to become familiar with idioms or slang.

10. I Think Learning Through Social Media is the one of Strategy in Translating

In this section, the researcher explained the result of the respondents statement about their thinking that learning through social media is the one of strategy in translating in detail.

Tabel 4. 20 I Think Learning Through Social Media is the one of Strategy in Translating

Answer	Respondents	Percentage
Strongly agree	13	34,2%
Agree	19	50%
Neutral	5	13,2%
Disagree	1	2,6%

Strongly disagree	0	0%
Total	38	100 %

A whole of (34,2%) respondents chose strongly agreed with this statement, Some respondents who chose this option learned a lot about translating from social media, This suggests that a considerable number of respondents perceive a significant positive impact from social media about translation. A majority of (50%) respondents chose agreed with this statement, this indicates that a substantial portion of the respondents perceive a positive impact on learning translating through social media.

A minor percentage of (13,2%) respondents chose neutral with this statement. This implies that a notable portion of respondents did not strongly lean towards either learning translation through social media. A modest proportion of (2,6%) respondents chose disagreed with this statement that learning through social media is the strategy in translating.

No respondent (0%) chose strongly agreed with this statement. This indicates that there were no negative opinions about the statement. In summary, the data implies that a significant majority of respondents feel that learning through social media can be the strategy in translating and with a moderate percentage expressing a strongly agree and smaller percentage expressing disagreed or negative stance on improvement.

c) Additional question

One open-ended question as additional question to obtain more information about the method that teacher use in translating. The question as follow:

Q1. “What strategies do you apply when translating English collocations into Indonesian?”

The students answer that the strategies that helping them are using DeepL translation application to translate English collocations into Indonesian, then they watch TikTok videos to learn pronunciation and meaning of new words. Following that, they also use U Dictionary application and YouTube to find translators with good accents and expertise in their field. These strategies help them understand and pronounce new words effectively. Then, to translate English collocations into Indonesian, identify the collocation type, they use direct equivalents when possible, focus on semantic translation if not, consider context, adapt culturally, and avoid literal translations. immediately ,consult reliable sources for less common collocations and use AI and a dictionary application for accuracy and naturalness. An effective collocation strategy involves understanding the purpose and intent of a goal and translating it accurately. Translating English to Indonesian collocations requires a deep understanding of both languages. The strategy involves understanding the meaning of collocation in context, finding natural, commonly used equivalents, ensuring collocation is used according to the desired language variety, and using collocation dictionaries or custom references.

B. Discussion

Based on the result of 38 respondents responses to questions related to students issues in translating English collocation Into Bahasa Indonesia, some general conclusions can be reached. The first data is related to the problems faced by students in translating English Collocation Into Bahasa Indonesia. Based on the result, most of the respondents answered strongly agreed and agreed including the dominant number of neutrals as can be seen in questionnaire numbers 1,5,6,7,9, and 10. For instatnce, in statement number 6, “I think that grammar is important in studying translation” in which (42,1%) respondents chose agree. Also, statement number 7 “I think that vocabulary is one of the problem in translating English collocaton into Indonesia” in which (50%) chose agree. The researcher chose each of these instances because they provide the largest percentage value in compared to the other questions. It can be concluded that the students face problems when translating English collocations into Indonesian, which are about their understanding of collocations, cultural issues, grammar, and vocabulary. This clarifies that some students are still having difficulties in collocation.

In the second data, the result is related to the research question about the strategies that can be applied for helping students while translating English Collocation into Bahasa Indonesia. Based on the results of the questionnaire, most of the respondents chose agree on some statements as seen by questionnaire numbers 1 through 10. These strategies is considered can help students in improving their ability in translating English collocation into Indonesia, they are: using a dictionary during translation class, using English collocations as a

technique in translation, using English collocaton in teaching-learning process, reading books or articles, practicing translation regularly, watching western movies without subtitles, listening to music, using the internet/google translate, learning more about slang and idioms, and also learning through social media.

Based on the results of the open-ended questionnaire, the respondents revealed that the strategies that helping them in translating English included using DeepL translation application, using Dictionary, learning pronunciation and meaning from TikTok and YouTube videos (social media), using AI or references and recognizing collocation types, using direct equivalents, focusing on semantic translation, taking context into consideration, adapting to culture, and avoiding literal translation.

Based on this result, the researcher look that the students face some problems in translating, such as the ability to translate correctly, to use words and phrases in the right context, to understand grammar rules, and to memorize vocabulary. So, the result of this study is similar with the research have done by Agustina (2023) which indicate that the students have problem in translating due to the lack of vocabulary and grammar. For improving this problem, the various strategies can be applied for encouraging students' understanding in translating.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

A. Conclusions

After answering questions “what are the problems faced by students in translating English collocation Into Bahasa Indonesia and what strategies can be applied for helping students while translating English collocation into Bahasa Indonesia”, the researcher identified the following result:

1. Students face translation difficulties when translating English collocations into Bahasa Indonesian due to various factors, including lack of comprehension, grammar, vocabulary, the ability for accurate translation, appropriate word and phrase use and cultural issues.
2. The ability of students' English collocation into Bahasa Indonesia can be improved by using collocation strategies, like using dictionaries, teaching with English collocations, reading books, practicing regularly, watching subtitled western movies, listening to music, using the internet, learning about slang and idioms, and using social media are a few examples.

B. Suggestion

In this section, the researcher provided specific suggestions to students, teachers, and further researchers who want to continue this research.

1. The Students

It is suggested for students to use English collocations throughout both English and Indonesian translation learning, as well as in both languages in order to improve their English learning results. By doing this, students will develop a new language and increase their understanding by using new vocabulary or grammar to improve their English skills in translation.

2. The Teachers

It is suggested that English teachers should be aware of problems that students frequently face in translation, and should also be able to offer suggestions that may help students improve their English skills or strategies that can make it easier for them to understand the issues in translation, both inside and outside the classroom.

3. Future researchers

It is recommended to future researchers that explore the translation of English collocations into Bahasa Indonesian, focus on effective approaches and analyze collocations from various text types like novels, news articles, and everyday conversations. They should also understand the problems and strategies involved in translating English collocations into Indonesian for students.

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Questionnaire On Students Issues In Translating English Collocations
Into Bahasa Indonesia

Part A: Information of Participant

Name :

Email:

Univesity :

Program of study:

Semester:

Part B: The question

A. Problems In Translating English Into Indonesia

1. I don't really understand about Collocation in translation
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree

2. I don't understand the meaning of words or sentences when translating English collocation into Indonesia
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree

3. I don't understand when the lecturer explained about collocation in translation class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

4. I am not familiar with the new words in translation

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

5. I think that cultural issues are one of the problems when translating English collocation into Indonesia

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

6. I think that grammar is important in studying translation

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

7. I think that Vocabulary is one of the problems in translating English Collocation into Indonesia

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

8. I am not Interested in participating in translation class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

9. I have difficulty in understanding how to translate English Collocation into Indonesia

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

10. I feel difficult to arrange the text into target language when translating

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

B. Strategies in Translating English into Indonesia

1. I often use the dictionary during translation class
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
2. I often use English collocation as a technique in translation
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
3. I think that reading books and articles can be the strategy in translation English collocation into Indonesia
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
4. I think practicing translation regularly will improve our English Collocation skill
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree

- Strongly Disagree

5. I think watching western movie without subtitles can be the strategy in translation

English collocation into Indonesia

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6. I think that listening to music can be one of the strategy in translating

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. I think that using the internet/google translate helps me in translating English

collocation into Indonesia

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. I think learning English Collocation in translation can be the strategy in teaching-learning process

- Strongly agree
- Agree

- Neutral
- Disagree
- Strongly Disagree

9. I think learning idioms or slang can be the strategy in translating English collocation into Indonesia

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. I think learning through social media is the one of strategy in translating

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

C. Additional question

One open-ended question as additional question to obtain more information about the method that teacher use in translating. The question as follow:

Q1. “What strategies do you apply when translating English collocations into Indonesian?”



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- Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal **15 Desember 2023**

MEMUTUSKAN :

- Menetapkan : 1. Menunjuk saudara :
- Cut Mawar Helmanda, S.Pd.I., M.Pd.**
Sebagai Pembimbing I.
 - Siti Safura, S.Pd.I., M.Ed.**
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : **Refvi Delya**
N P M : 2005180003
J U R U S A N : Tadris Bahasa Inggris
J U D U L : Students' Issues in Translating English Collocations
into Bahasa Indonesia

- Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku;
- Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
- Segala sesuatu akan dirobah dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.

Ditetapkan di : Banda Aceh.

Pada Tanggal : **22 Desember 2023**

D e k a n,

4

Dr. Rosnidarwati, S.Ag., MA.

Tembusan :

- Rektor Universitas Muhammadiyah Aceh.
- Koordinator Kopertais Wilayah V Aceh.
- Mahasiswa Yang bersangkutan.
- Arsip.-



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(Akreditasi B)

Email Prodi: tenprodi.fai@unmuha.ac.id Banda Aceh 23245

Nomor : 02 /TEN-FAI/V/2024
Lampiran : --
Hal : Telah Mengambil Data Penelitian

Banda Aceh, 27 Mei 2024

Kepada Yth :
Ibu Dekan Fakultas Agama Islam
Universitas Muhammadiyah Aceh

Di-
Tempat

Assalamu'alaikum Wr.Wb.

Berdasarkan surat bernomor 305/UM.M5/Q/FAI/2024 tanggal 17 Mei 2024 perihal tersebut Permohonan Izin Mengumpulkan Data, dengan ini kami memberitahukan bahwa:

Nama	:	Refvi Delya
NPM	:	2005180003
Fakultas	:	Agama Islam
Jurusan	:	Tadris Bahasa Inggris
Semester	:	VIII (Delapan)
Judul Skripsi	:	"Students' Issues in Translating English Collocations into Bahasa Indonesia"

Benar yang namanya tersebut di atas telah mengambil data di jurusan Tadris Bahasa Inggris Fakultas Agama Islam Universitas Muhammadiyah Aceh, pada tanggal 18 Mei 2024 dalam rangka penyusunan skripsi sebagai syarat untuk menyelesaikan studinya.

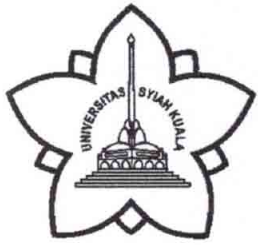
Demikianlah surat ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Wassalam,

Ketua Jurusan Bahasa Inggris
Fakultas Agama Islam
Universitas Muhammadiyah Aceh



Rahmatun Nisa, S.Pd.I, M.Pd.



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Jalan Tgk. Hasan Krueng Kalee, Darussalam – Banda Aceh 23111

Website : <https://english.fkip.usk.ac.id> Email : bahasainggris_sl@usk.ac.id

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Nomor:343/UN11.1.6./PK.03.08/2024

Koordinator Prodi S1 Pendidikan Bahasa Inggris, FKIP Universitas Syiah Kuala dengan ini menerangkan bahwa:

Nama : Refvi Delya
NPM : 2005180003
Jurusan/strata : Tadris Bahasa Inggris

Benar yang namanya di atas telah melakukan penelitian di Jurusan Pendidikan Bahasa Inggris FKIP Universitas Syiah Kuala dalam rangka pengambilan data Skripsi dengan judul : ***Students' Issues in Translating English Collocation into Bahasa Indonesia.***

Demikian surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Mei 2024
Koordinator Prodi S1 Pendidikan
Bahasa Inggris,

Dr. Dian Fajrina, S.Pd., M.Ed.
NIP. 198012062005012002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-254/Un.08/PBI/Kp.01.2/5/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Refvi Delya
NIM : 2005180003
Fak/Prodi : Tarbiyah dan Keguruan/ Tadris Bahasa Inggris UNMUHA Aceh
Alamat : Punge Ujong kecamatan Meuraxa Kota Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Students issues in Translating English Collocation Into Bahasa Indonesia"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 27 Mei 2024
Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana



FAKULTAS AGAMA ISLAM
UNIVERSITAS MUHAMMADIYAH ACEH
PRODI TADRIS BAHASA INGGRIS

(Akreditasi B)

Email Prodi: tenprodi.fai@unmuha.ac.id Banda Aceh 23245

Nomor : 02 /TEN-FAI/V/2024
Lampiran : --
Hal : Telah Mengambil Data Penelitian

Banda Aceh, 27 Mei 2024

Kepada Yth :
Ibu Dekan Fakultas Agama Islam
Universitas Muhammadiyah Aceh

Di-
Tempat

Assalamu'alaikum Wr.Wb.

Berdasarkan surat bernomor 305/UM.M5/Q/FAI/2024 tanggal 17 Mei 2024 perihal tersebut Permohonan Izin Mengumpulkan Data, dengan ini kami memberitahukan bahwa:

Nama	:	Refvi Delya
NPM	:	2005180003
Fakultas	:	Agama Islam
Jurusan	:	Tadris Bahasa Inggris
Semester	:	VIII (Delapan)
Judul Skripsi	:	"Students' Issues in Translating English Collocations into Bahasa Indonesia"

Benar yang namanya tersebut di atas telah mengambil data di jurusan Tadris Bahasa Inggris Fakultas Agama Islam Universitas Muhammadiyah Aceh, pada tanggal 18 Mei 2024 dalam rangka penyusunan skripsi sebagai syarat untuk menyelesaikan studinya.

Demikianlah surat ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Wassalam,

Ketua Jurusan Bahasa Inggris
Fakultas Agama Islam
Universitas Muhammadiyah Aceh



Rahmatun Nisa, S.Pd.I., M.Pd.



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SYIAH KUALA
JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Tgk. Hasan Krueng Kalee, Darussalam – Banda Aceh 23111
Website : <https://english.fkip.usk.ac.id> Email : bahasainggris_sl@usk.ac.id

SURAT KETERANGAN
Nomor:343/UN11.1.6./PK.03.08/2024

Koordinator Prodi S1 Pendidikan Bahasa Inggris, FKIP Universitas Syiah Kuala dengan ini menerangkan bahwa:

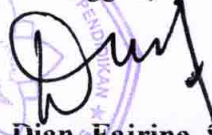
Nama : Refvi Delya
NPM : 2005180003
Jurusan/strata : Tadris Bahasa Inggris

Benar yang namanya di atas telah melakukan penelitian di Jurusan Pendidikan Bahasa Inggris FKIP Universitas Syiah Kuala dalam rangka pengambilan data Skripsi dengan judul : *Students' Issues in Translating English Collocation into Bahasa Indonesia*.

Demikian surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Mei 2024
Koordinator Prodi S1 Pendidikan
Bahasa Inggris,




Dr. Dian Fajrina, S.Pd., M.Ed.
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SURAT KETERANGAN

Nomor: B-254/Un.08/PBI/Kp.01.2/5/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Refvi Delya
NIM : 2005180003
Fak/Prodi : Tarbiyah dan Keguruan/ Tadris Bahasa Inggris UNMUHA Aceh
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"Students issues in Translating English Collocation Into Bahasa Indonesia"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 27 Mei 2024

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana
Syarifah Dahliana