

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the finding as well as the discussion of the study result on collocation translation found in the English abstract of non-English department students' *skripsis*.

4.1 Data Description

The data of the study are clauses and sentences cover collocation in the twenty *skripsis* abstract of non-English department students, academic year 2016/2017. Those twenty *skripsis* abstract were as published document.

4.2 Findings

This study aims to investigate grammatical and lexical collocation translation errors occurred in the English Abstract of non-English students' *skripsis*. The findings of this study reveal that that both grammatical and lexical collocation translation error occurred in the twenty English Abstracts of non-English department students' *skripsis*. This indicates that students of non-English department have problem in translating word in the natural English combination. In order to answer the research questions of the study, the findings of this study are discussed and described into some parts.

4.2.1 Collocation Translation Errors in English abstract of Non-English Department Students' *Skripsi*.

The first finding, collocation translation errors occurred in twenty English abstract of students' *skripsi*. Based on data analysis in Table 4.1 (see appendix), there were 124 collocation translation errors encountered by students in twenty English Abstract which covered of 76 lexical collocation errors and 48 grammatical collocation errors. This finding is automatically answered the first sub-question of this research.

4.2.2 Types of Collocation Translation Errors in English abstract of Non-English Department Students' *Skripsi*.

The findings of the types of collocation translation errors are shown in and Table 4.2 below.

Table 4.2
Number and percentage of grammatical and lexical Collocation translation errors in students' Abstract

Type	Number of occurrence	Percentage
Grammatical Collocation	48	37 %
Lexical Collocation	76	63%

Grammatical and lexical collocations proposed by Benson et al (1986) are the main types of collocation which were analyzed and investigated in this study. Based on the analysis, there were 48 grammatical collocations of and 76 lexical collocations. According to Figure 4.1, it is clearly showed that lexical collocation

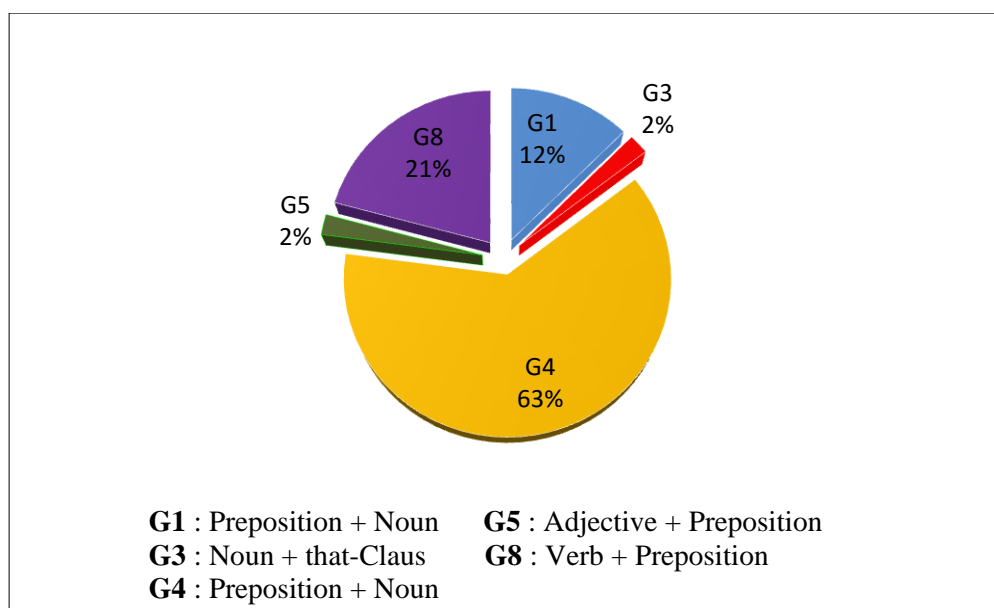
errors was the most frequently encountered by the students. This finding also answered the second sub-question of this study. Lexical collocation translation errors found in almost the students' entire English abstract (see Table 4.1). This indicated that translated lexical collocation was more challenging for non-English student than grammatical collocation. In relation with previous study, this finding was similar with a study by Lubis (2013) which revealed that the lexical collocation translation errors frequently occurred than grammatical collocation.

4.2.3 Grammatical Collocation errors in English Abstract of non-English Department Students' *Skripsi*.

This study investigated grammatical collocation translation errors based on subtype proposed by Benson et al (1986) as shown in Figure 4.2 below.

Figure 4.2

Grammatical Collocation Translation Error in students' abstract



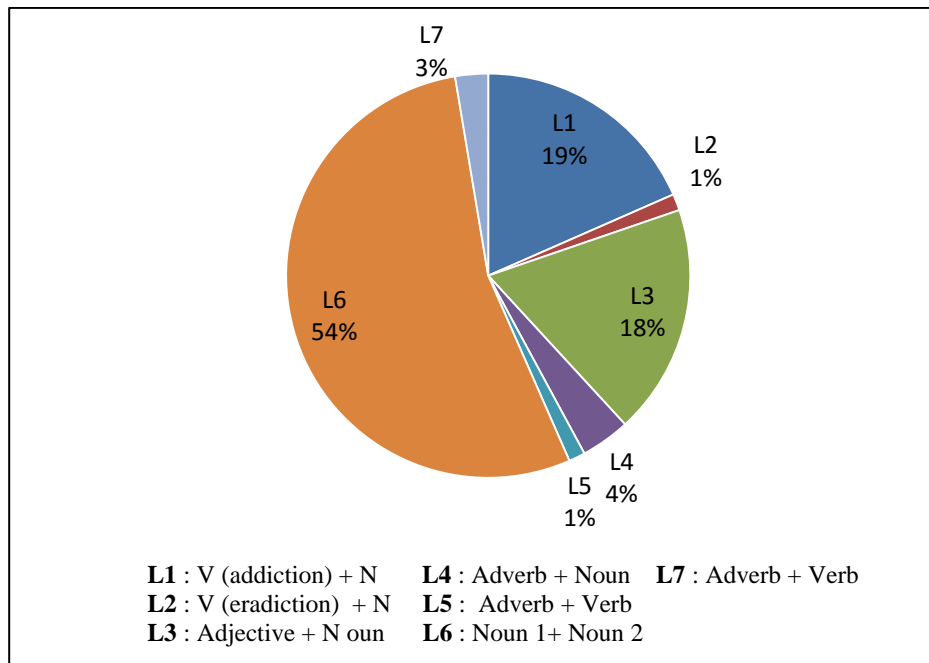
Based on Figure 4.2 above, the occurrence of grammatical collocation errors and its percentage as follows : the noun + preposition (G1) occurred 6 times which was 12%; the noun + that-clause (G3) pattern occurred 1 times which is 2%; the pattern preposition + noun (G4) occurred 30 times which equal to 63%; the adjective + preposition (G5) occurred 1 times which equals 2%; the adjective + to- infinitive (G6) and the verb + preposition (G8) pattern occurred 10 times which equals 21%. In conclusion, the sub type G4 was the highest number and percentage of grammatical collocation.

This finding automatically answered the fourth sub-question that the Preposition + Noun is the subtype of grammatical collocation which frequently occur in the English Abstract of on-English students' *skripsis*. This also indicated that students' of non-English department tend to had a problem in collocation translation related to the preposition and noun combination.

4.2.4 Lexical Collocation Errors in English Abstract of Non-English Department Students' *Skripsis*.

The research finding of lexical collocation translation errors in students English Abstract are shown in Figure 4.3 below.

Figure 4.3 Percentage of lexical collocation translation errors



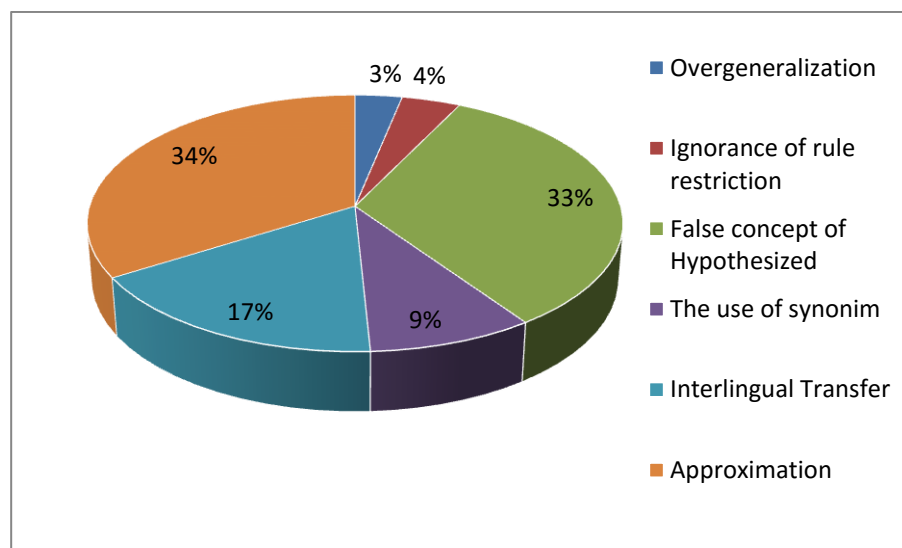
The Figure 4.3 shows that occurrence of lexical collocation errors and its percentage as follow : the verb (addiction) + noun (L1) occurred 14 times which is 18%; the verb (eradication) + noun (L2) occurred once which is 1%; the adjective + noun (L3) pattern occurs 14 times which was 18%; the pattern adverb + adjectives (L4) occurred 3 times which equals 4%; the adverb + verb (L5) occurred 1 times which equal to 1%; the noun1 +noun2 (L6) occurred 41 times which equals 56 % and the Verb + Adverb pattern occurred 2 times which equals 3%. Overall, the subtype L6 with pattern noun1+noun2 was the highest number and percentage of lexical collocation translation error.

The finding automatically answered the fourth sub-question question that noun 1 + noun 2 was the subtype of lexical collocation translation error which frequently occur. This also indicated that students' of non-English department tend to have a problem in collocation translation related to the noun combination.

4.2.5 Sources of Collocation Translation Errors in English Abstract of Non-English Department Students' *Skripsi*.

This study also investigated and made assumption of sources of collocation translation errors. Based on the data analysis, over the twenty abstract, there are six main sources causing collocation translation error, as shown in Figure 4.4 below.

Figure.4.4
Source of Collocation Translation Errors in non-English students' Abstracts



Based on the Table 4.3 and Figure 4.4 above, it could be concluded that the students' problem in translating collocation were Approximation, Ignorance of The Rule Restriction, Overgeneralization, Interlingual Transfer, False Concept of Hypothesis, the use of Synonym, and Approximation. The highest source of causing collocation translation errors in this study was Approximation. There are 42 of 124 collocation translation errors caused by approximation which equal to 34%. It was followed by false concept of hypothesized which equal to 33% and occurred 41 times in twenty students' abstract. Interlingual Transfer or the interference of mother tongue is the third causing collocation translation error with 21 times occurred which equal to 17%. The used of synonym occurred 11 times which equal to 9%. While, Ignorance of rule restriction occurred 5 times this is equal to 3%. Last, Overgeneralization is the lowest source causing collocation translation error which only occurred 4 times and equal to 2%.

4.3 Discussion

After result or finding of the analysis, in this section, this study interprets the data in the findings in order to answer the research questions. Data interpretation and discussion also is provided by supporting examples from the data analysis (see appendix).

4.3.1 Collocation Translation Errors in English Abstract of Non-English Department Students' *Skripsi*.

Collocation could be defined as natural combination of words in a language. In general, English collocation is divided into grammatical and lexical

collocation. Translating collocation from students' native language into target language was not an easy matter. It was because every language is formulated differently. In this study, both grammatical and lexical collocation errors found in 20 students' English Abstract with frequency of occurrence lexical collocation was higher than grammatical collocation. The low of target language competence was another factors student' often committed collocation errors.

This study identified some problems related to those combination errors. The first was the students' word choice which one word or both was incorrect. For examples, the word *stasiun bumi* is translated into *ground station* instead *earth station*, *metode penelitian* is translated into *research type* instead *research method* and *out of voice* is translated *mengeluarkan suara* instead *produce sound*. The second one was the form of word is incorrect. For examples, the word *pada laboratorium* is translated to *at the laboratory* instead *in laboratory*, the words *tahun ajaran* is translated into *school year* instead *academic year*, and the words *gambar teknik* is translated into *technique drawing* instead *technical drawing*. It also found that some collocation translation is meaningly correct but contextually incorrect. For example, the words *eksperiment satu* is translated into *first experiment*, instead *experiment one*, *kelas X* is translated into *X Class* instead *10th grade* and *goals of this research* instead *research purposes*. The further explanation of lexical and grammatical Collocation and its subttyped occured in this study are shown below.

4.3.2 Grammatical Collocation Translation Errors in English Abstract of non-English Department Students' *Skripsi*.

Grammatical collocation is combination of open class words consist of adjective or a verb plus a preposition or infinitives. Based on data analysis, this study shows that there were 48 grammatical collocation errors in 20 (37%) English Abstract of non-English Department students' *skripsi*. In relation with previous study by Lubis (2013) and RabeH (2010), this study also confirmed that the strong influence of students' mother tongue was dominant for causing errors in grammatical collocation translation. The low mastery of English vocabulary also contributed students to produce wrong collocation translation

Below this is a brief discussion and explanation of grammatical collocation which is divided into 3 parts based on the subtype frequently occurred.

a. G1 Pattern (Noun + Preposition)

G1 is the subtype of Grammatical Collocation translation errors which was the third frequently occurred in students' abstract. This pattern combined Noun with Preposition. G1 translation errors occurred 6 times in students' English abstract. Below this is the example of G1 in students' English abstract from the data analysis (see appendix)

Table 4.4 Common G1 Collocation Translation Errors

No	Indonesian Abstract	English Abstract	Suggested Collocation
1	Terdapat antena pada	Two antennas at	Two antennas in
2	Pengaruh pada	Significant effect to	Significant effect on
3	Pengujian terhadap	Testing on	Test on

The example above shows that students tend to make the fault hypothesis in translating Indonesian preposition which has some equivalent meanings in English. For example, word *pada* (Prep) in English equals to *in, on, at*, but the word *effect* do not collocate with *to* but with *on* and the word *antenna* do not collocate with *at* but with *in*.

b. G4 Pattern (Prep + N)

Based on the data analysis, G4 is the subtype of grammatical collocation translation errors which was the most frequently occurred in students' Abstract. This pattern combines preposition with noun. G4 translation errors occurred 30 times in students' English abstract. Below this is the example of G4 translation errors.

Table 4.5 Common G4 Collocation Translation Errors

No	Indonesian Abstract	English Abstract	Suggested Collocation
1	Dengan tipe	From type	In type
2	Pada uji coba	In usage test	In trial
3	Pada simulasi	On simulation	In simulation
4	Pada stasiun bumi	For ground station	In earth station

Based on the data analysis, there were four problems related to G4 translation errors. The first was the used of the wrong choice of word to translate Indonesian preposition into English. As shown in example 1, the words *dengan* and *tipe* were translated into *from* and *type* however, the word *type* was not collocated with *with*. Moreover, the used of *from* to deliver the meaning of *dengan* is incorrect. The second was the used the wrong choice of word to translate the noun in the target language. As shown example number 2, the words *uji coba* in *dengan uji coba* was word-per-word translated into *usage test*, *uji* was translated into *test* and *coba* was translated into *usage* however, *uji coba* in English equals to *trials*. The third was the fault hypothesis in translating Indonesian preposition which has some equivalent meanings in English. For example, word *pada* (Prep) in English equal to *in*, *on*, *at* but the word *simulation* is not collocate with preposition *on* but with *in*. The last was the wrong combination of preposition and noun. As shown in example number.4, the word *pada* (Prep) and *bumi* (Noun) were incorrectly translated into *for* and *ground* instead *in* and *earth*, even though *bumi* also equals to *ground* but in this context, *stasiun bumi* was commonly equivalent with *earth station* instead of *ground station*. These indicated that the students' knowledge of English vocabulary was low so it leads to the literal translation which produces wrong collation.

c. G8 Pattern (V + Prep)

G8 is the subtype of grammatical collocation translation which combines verb with preposition. G8 collocation translation error occurred 8 times in students' English Abstract. The example of common G8 translation errors were shown below.

Table 4.6 Common G8 Collocation Translation Errors

No	Indonesian Abstract	English Abstract	Suggested Collocation
1	Bekerja pada	Operates at	Operates on
2	Dilaksanakan pada	Conducted at	Conducted in
3	Mampu mereduksi	Proven to reduce	Attempt to reduce
4	Dilengkapi dengan	Comes with	Completed by

Based on the examples above, students tend to make the fault hypothesis in combining Indonesian preposition which has some equivalents in English. As show in example 1, the word *pada* in English equals to *in, on, at* but the word *operate* is not collocated with *at* but with *on* and *conduct* is not collocated with *at* but with *in*.

4.3.3 Lexical Collocation Translation errors in English Abstract of Non-English Department Students' *Skripsi*.

Lexical collocation is combination of words consist of verb, noun, adjective, and adverb. Based on data analysis, this study showed that there are 78 (63%) lexical collocation errors in 20 English abstract of non-English department students' *skripsi*. The data analysis indicated that those errors were derived from

several factors. The first students tend to translated Indonesian collocation literally. The second, the low mastery of vocabulary and collocation familiarization also lead to the collocation translation errors. Students might did not know that a certain word only collocated or paired with certain word even their translation literally in correct meaning. They also might not realized that their translation was error and unnatural to English native. The last one, the different language structure between Indonesian and English causes students translation came up with different meaning from what they were indented in their Abstract. These findings are similar with previous studies by Shitu (2015), Lubis (2013) and Lestariana (2017).

Below this is a brief discussion and explanation of lexical collocation which is divided into 7 parts based on the subtype occurred.

a. L1 (V (addiction) +Noun)

L1 is the subtype of lexical collocation which combines verb denoting addiction with Noun. L1 translation error occurred 14 times in students' English Abstract. Below this is the example of common L1 translation errors in students' English Abstract from the data analysis (see appendix).

Table 4.7 Common L1 Collocation Translation Errors

No	Indonesian Abstract	English Abstract	Suggested Collocation
1	Dilakukan pengukuran	Do measurement	Obtain measurement
2	Menggunakan perangkat lunak	By software	Use software
3	Mengalihkan sinyal	Swithing the signal	Converting the signal
4	Mengeluarkan suara	Out of voice	Produce sound

Based on the examples above, there were three problems related to L1 translation errors. The first, students paired the noun with wrong verb which has several meanings in English. For example, the word *do* and *obtained* and *switch* and *convert* have the same meaning in Indonesia, but the word *measurement* did not collocate with *do*, however with *obtain* and the word *signal* cannot be paired with *switch*, however with *convert*. The second one, students also paired the noun with wrong verb in terms of meaning. For example, the word *menggunakan* is faulty translated into *by*. The third, Indonesian noun which has several equivalent meanings in English is paired with wrong verb.

b. L2 (V (eradication) +Noun)

L2 is the subtype of lexical collocation translation errors which combined verb denoting eradication with noun. L2 occurred 1 time in

students' English Abstract. The problem related to L1 translation error was the literal translation, as shown below.

Table 4.8 L2 collocation translation errors

Indonesian Abstract	Eanglish Abstract	English Collocation
Memungkinkan terjadinya gangguan	Allow interference	Cause interference

c. L3 (Adjective +Noun)

L3 is the subtype of lexical collocation translation which combines Adjective with Noun. L3 translation error occurred 14 times in students' English Below this is the example of L3 translation errors from the data analysis (see appendix).

Table 4.8 Common L3 collocation translation errors

No	Indonesian Abstract	English Abstract	Suggested Collocation
1	Data tidak tetap	The data is not fixed	Unreliable data
2	Kemampuan awal	Entry behaviour	Initial ability
3	cakupan yang lebar	Wide scope	Wide range
4	Sinyal kecil	Small signal	Weak signal

Based on the examples above, there were three problems related to L3 translation errors. The first was the literal translation of Indonesian Adjective. As shown in example number 1, the words *tidak tetap* (adjective) in *data tidak tetap* was literally translated to *not fixed*, *tidak* (not) and *tetap* (fix). However in the context of research *not fix data*

was not exist and grammatically wrong so the words *data tidak tetap* refer to *unreliable data*. Another example was in the number 4, the words *sinyal kecil* is literally translated into *small signal* even though *kecil* is correctly equivalent with *small* and *sinyal* with *signal* however it was unusual to combine *signal* and *small* otherwise the suggested meaning to translate *sinyal kecil* related to the context was *weak signal*. The second problem was the incorrect combination of adjective and noun in term of context. As shown in example in number 3, the word *cakupan* in Indonesia equal to *scope* but as we can see in original text (see appendix) *mamiliki cakupan bandwidth yang lebar*, *cakupan* also related to *bandwidth*. Moreover the equivalent meaning of *cakupan* related to *bandwidth* was *range* and *lebar* was correctly translated into *wide*, so suggested meaning of *cakupan yang lebar* was *wide range*. The third was the lack knowledge of target language. As shown in example in number 2, the words *kemampuan awal* was translated into *entry behaviour* however, the term *entry behavior* related to students was uncommon in English. The last problem was the incorrect translation of Indonesian adjective which hasd several equivalent words in English.

d. L4 (Adverb + Adjective)

L4 is the subtype of lexical collocation which combines adverb with adjective. L4 translation error occurred three times in students' English Abstract as shown below.

Table 4.9 Common L4 Collocation Translation Errors

No	Indonesian Abstract	English Abstract	Suggested Collocation
1	Sangat layak	very good	Perfectly feasible
2	Cukup layak	Eligible enough	Quite feasible
3	Keadaan statik	State of static	Completely static

Based on the examples above, the problem relates to L4 translation errors was the students' low mastery of English vocabulary and collocation.

e. L5 (Adverb +Verb)

L5 is the subtype of lexical collocation translation errors which combined preposition with noun. L5 translation error occurred one time in students' English Abstract. The problem related to L5 translation error was the literal translation, as shown below.

Table 4.10 L5 Collocation Translation Error

No	Indonesian Abstract	English Abstract	Suggested collocation
1	Berdistribusi Normal	Normal distributed	Normally distributed

f. L6 (Noun1 + Noun2)

Based on the data analysis, L6 is the subtype of lexical collocation which combined noun with noun. L6 translation error occurred 41 times in

students' English Abstract. The example of common L6 translation errors are shown in the Table 4.11 below.

Table 4.11 Common L6 Collocation Translation Errors

No	Indonesian Abstract	English Abstract	Suggested Collocation
1	Pengambilan data	Collecting data	Data collection
2	Kelas 10	Xclass	10 th Grade
3	Ahli media	media specialist	Media expert
4	Hasil belajar	Learnng result	Learning outcomes
5	60 siswa kelas 10	60 students 10 th grade	60 student of 10 th grade
6	Gambar teknik	Technique drawing	Technical drawing
7	Bentuk resonator	Form resonator	Shape of resonator
8	Gangguan komunikasi	Interference communication	communication Interference

Based on the example above, the collocation translation errors of L6 occur in one of the nouns, or both of the nouns. This study investigate there are some problems related to L6 translation errors, there are the incorrect placement words combination, the use of incorrect vocabulary, and the incorrect combination of words which has several meanings in target language. As shown in table above the words *ahli*, *bentuk* and *hasil* are correctly translated into *specialist*, *shape* and *result* but the word *media* is not collocated with *specialist* but *experts*, word *resonator* is collocated with *form* and the word *learning* is not collocated with *result*

but *outcome*. The different language structure of Indonesian and English is also cause collocation translation error, as shown in table above *60 siswa kelas 10* is translated into *60 students 10th grade*, however in English this stucture has different meaning *60 students 10th grade* is understood as *kelas 10 60 siswa* which means, the total students of 10th grade is 60, that is different from what students intendend, 60 students whose are 10th graders.

g. L7 (Verb + Adverb)

L7 is the subtype of lexical collocation which combines verb with adverb. L7 translation error occurs two times. The problem related to L7 translation error is the literal translation, as shown below

Table 4.12 L7 Collocation Translation Errors

No	Indonesian Abstract	English Abstract	Suggested collocation
1	Mengilustrasikan secara interaktif	Illustrate in an interactive	illustrate Interactively
2	Mengilustrasikan secara menarik	Illustrate in an engaging	illustrate Interestingly

4.3.4 Sources of Collocation Translation error in English abstract of non-English department students' *skripsis*.

This study concludes that there were six sources of collocation translation errors in students' Abstract; they are approximation, ignorance

of the rule restriction, overgeneralization, interlingual transfer, false concept of hypothesis and the use of synonym. The example of sources of collocation translation errors are shown in the table below.

Table 4.13 Collocation Translation Errors in Students' Abstract

No	Indonesian Abstract	English Abstract	Suggested collocation
1	Menggunakan perangkat	By software	Use software
2	Pengumpulan data	Data retrieval	Data collection
3	Elektronika dasar	Electronics basic	basic Electronics
4	Gangguan komunikasi	Interference communication	communication Interference
5	Beroperasi pada	Operates at	Operates on
6	Untuk digunakan pada	For use in	To used in
7	Pada laboratorium	At laboratorium	In laboratorium
8	Kelas X	X class	10 th grade
9	Siswa kelas XI	XI grade	XI grade graders
10	Gambar teknik	Technique drawing	Technical drawing

Approximation was the use of incorrect vocabulary item or structure by students. The low mastery of English vocabulary and collocation, often lead students to incorrect structure of collocation, as shown in example 4 and 5 and the use of wrong vocabulary as shown in example 1, 2 and 3. Interlingual transfer was the students' mother tongue influenced their collocation translation. The students native language were resulting to the direct translation from Indonesian to English, therefore it caused erroneous

combination. The differences structure of Indonesia and English made students think based on their native language first before translating collocation. In this study, many lexical collocation translation errors were derived from interlingual transfer, as shown in example 9, 10 and 11. False concept of hypothesized is caused by students' faulty comprehension of distinctions in the target language. In this study grammatical collocation translation errors mostly caused by False concept of hypothesized, it happened especially in Indonesian prepositions which had several equivalent words in English for example *kepada* and *di*. Students' might did not know that not all of those preposition were suit to combined with any noun or verb as shown in example 6,7 and 8.

In relation to the previous studies by Shitu (2015), Lestariana (2017), Lubis (2013) and Rabeh (2010), this study also confirmed that all those sources of collocation translation errors were derived from the strong influence of students' mother tongue, the lack knowledge of collocation and vocabulary of target language, and the difference structure between source language and target language.