

**THE ANALYSIS OF STUDENTS' ABILITY IN APPLYING
MODULATION TECHNIQUE IN TRANSLATING COLLOCATION
ON “THE LOST SYMBOL” NOVEL BY DAN BROWN**

*(A Descriptive Study at 6th Semester Students' of PBI IAIN Bengkulu in The
Academic Year of 2019).*

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana Pendidikan (S.Pd) in
English Education Department of IAIN Bengkulu



By

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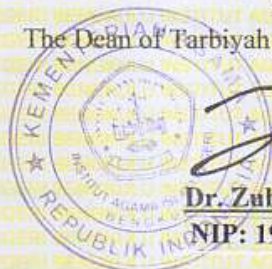
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MOTTO

Agamo serto adat, petueak kecek coa nadeak

lengan awok lok teniuk nadeak

buak poi gik besiing coa pernah tegok ne menangeak

harkat martabat cibeak sapei tun mrene'ak

dyo ba pegong kecek ptueak dirai

neak taneak ratau uak kunei kuaai

SETIAP ORANG PUNYA WAKTUNYA MASING-MASING,

TAPI INGAT WAKTU TIDAK AKAN MENUNGGU MU....!!!

DEDICATION

The researcher would like to dedicate this thesis to:

1. Allah SWT, as the Only One of my God, the researcher would like to say Alhamdulillahirobbil'alamin, who has given me faith, blessing, mercy, and healthy also has given me strength in finishing this thesis.
2. My lovely parent, *Bak* Zulkipli Lubis and *Mak* Nurma. Thank you so much for your give me everything that i want, give me motivation, you give me a live, entire struggle for me to fulfill all my necessities and taught me what the bad things and the good things until I got the experience in the right way. *I love you so much more than you know.*
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“The Analysis of Students’ Ability In Applying Modulation Technique in Translating Collocation on “The Lost Symbol” Novel by Dan Brown (Descriptive Study at 6th Semester Students’ of PBI IAIN Bengkulu in The Academic Year of 2019)”**, it is real my masterpiece. This thesis does not contain material from others, expect for certain parts which I take as a reference by following the procedures and the ethics of science writing prevalent. If these statement prove incorrect, then I am willing to take the academic sanctions in accordance with applicable provisions.

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ABSTRACT

Angga Pratama. Juli, 2019. NIM. 1416232868. The Analysis of Students' Ability in Applying Modulation Technique in Translating Collocation on "The Lost Symbol" Novel By Dan Brown (Descriptive Study at 6th Semester Students' of PBI IAIN Bengkulu in The Academic Year of 2019).

Advisors : 1. Risnawati, M.Pd. 2. Detti Lismayanti, M.Hum.

Keywords : *An Analysis on Students' Ability in Applying modulation Technique, Translation, and Collocation*

There was a fact that some of the 6th semester students in PBI of IAIN Bengkulu still have problems in translation, such as; difficult to guess the meaning, still have little vocabulary, and also still weak in using translation theory for especially modulation technique that is need adaptation and changed point of view on the context not only use literal translation. The objective of this research was to analyze how students' ability in applying modulation technique in translating collocation from the novel "The lost Symbol" by Dan Brown. The research was a content analysis of descriptive qualitative. The population was the 6th semester students of PBI IAIN Bengkulu in academic year 2019 with a total number of students 120 students. Out of this population, 25 students were taken as respondent, there were represented from each class. The data were collected by using translation test which was contained six types of collocation. The data was found that the result of students' average score in collocation that researched as follow: Adjective and noun were 60% (average), Noun and noun were 49% (very poor), Noun and verb were 41.6% (very poor), Verb and expression with preposition were 22,88% (very poor). The finding showed that there that the students' ability is dominant in collocation type of adjective and noun because to translate it just simple and the phrase of word is most familiar in their activities not also in translation subject but other skill language material. In other hand, the students' low ability in translate collocation of Verb and expression with preposition because they could not just use the literal translation but they have to adapt it or changed their point of view and use their cognitive and focus on the context, which make relevant and coherent. However, overall the average of students ability must be improved it with learn more and lecturer must be able to focus on students' weakness in applying translation technique especially on modulation to get the progress by the students' translation well.

ABSTRAK

Angga Pratama. Juli, 2019. NIM. 1416232868. The Analysis of Students' Ability in Applying Modulation Technique in Translating Collocation on "The Lost Symbol" Novel By Dan Brown (Descriptive Study at 6th Semester Students' of PBI IAIN Bengkulu in The Academic Year of 2019).

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Fakta menunjukkan bahwa beberapa siswa semester empat jurusan PBI di IAIN Bengkulu masih memiliki masalah dalam penerjemahan, seperti; sulit untuk menebak arti, masih memiliki sedikit kosakata, dan juga masih lemah dalam menggunakan teori penerjemahan khususnya teknik modulasi yang membutuhkan adaptasi dan merubah sudut pandang pada konteks tidak hanya menggunakan terjemahan literal. Tujuan dari penelitian ini adalah untuk menganalisis kemampuan siswa dalam menerjemahkan kolokasi dari novel "The lost Symbol" oleh Dan Brown. Penelitian ini merupakan analisis isi deskriptif kualitatif. Populasi adalah siswa semester enam PBI IAIN Bengkulu pada tahun akademik 2019 dengan jumlah siswa 120 siswa. Dari populasi ini, 25 siswa diambil sebagai responden yang menjadi perwakilan dari masing-masing kelas. Data dikumpulkan dengan menggunakan tes terjemahan yang berisi enam jenis kolokasi. Berdasarkan data yang diperoleh, hasil skor rata-rata siswa dalam kolokasi "kata sifat dan kata benda" adalah 60% (rata-rata). Kemudian, nilai rata-rata siswa dalam kolokasi "kata benda dan kata benda" adalah 49% (sangat buruk). Kata benda dan kata kerja adalah 41.6% (sangat buruk). Nilai terendah rata-rata siswa terdapat dalam kolokasi "Kata kerja dan ekspresi dengan preposition" yaitu 22.88% (sangat buruk). Hasil penelitian menunjukkan bahwa kemampuan siswa dominan dalam kolokasi jenis kata sifat dan kata benda karena cara menterjemahkannya dominan simple dan frase yang digunakan familiar yang digunakan didalam aktivitas tidak hanya di dalam materi translation tetapi pada pelajaran bahasa Inggris lainnya. Selain itu, kemampuan siswa terendah dalam menerjemahkan kolokasi "kata kerja dan ekspresi dengan kata depan" karena mereka tidak hanya menggunakan terjemahan harfiah tapi mereka harus mengadaptasi dan melihat sudut pandang dan mereka menggunakan kemampuan kognitif dan focus pada kontekstual tidak hanya tektual yang mana membuat terjemahan koheren dan relevan. Dengan demikian, keseluruhan rata-rata kemampuan siswa harus ditingkatkan dengan belajar lebih dan pengajar harus lebih focus kepada kelemahan didalam mengaplikasikan teknik penerjemahan khususnya teknik modulasi agar ada peningkatan penerjemahan siswa yang lebih baik

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CHAPTER I

INTRODUCTION

A. Background

Translating is not an easy work. To make a good translation, translators must be able to understand the author's idea, thought or the message. In order to find out the meaning of the text in the source easier, it is needed to know what translation is. In other words, translation means a process of transferring or rendering message from the source language into the target one without changing the meaning of the message. It means that the equivalent in transferring is necessary. Translation does not only deal with the transfer of words from source language into target language, but also deal with the transfer of message from source language into target language.

Languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the world differently, and languages do not simply name categories; they articulate their own. The conclusion likely to be drawn is that one of the problems of translation is the disparity among languages. The bigger the gap between the source language and the target language, the more difficult it is to transfer the message from one to another. The difference between source language and target language, and the variation in their cultures make the process of translation become a real challenge.

Translation is very important ability of students. This idea support by journal translation that said the translation could be a communicator in the process of transferring information between users of one target language (Bsa) and source language users (Bsu).¹ Of course, they could get a lot of information through translation.

Based on the curriculum of IAIN Bengkulu, especially for TBI departement, the translation should be taught in fourth semester as a required course. They learned theories, techniques, and practice of translation only once courses of translation, such us: translation shift, translation techniques, and etc.the students also must be more comprehensif to understand about transaltion of literature such us translation novel, article and translation of sientics. Then, they also learned about collocation in Semantic subject.

In the process of translation, a students will find some problem in transferring the massege from source language into target language accurately. Students should apply translation tecniques in order to overcome these problems. Translation tecnique as the global procedure that consist of a series of minimal problem-solving steps wich the translator employs in making certain consideration about text.² It is necessry for a student to dicide modulation technique should be applied in transferring the messege in order to produce an accurate, acceptable, and readable translation product.

Some procedur in transaltion which are used functionally and dinamically in translation process. There are some tecnique to them that are often

¹ Daru Kuncana, *Analisis Terjemaha Tindak Tutur Direftif. Translating Journal : Translation and Linguistics*. Vol 1, No 1, Surakarta, p.1

² Maharani. *Translation and transalting: theory and practice*, buana cahaya. Jakarta. 2003, p.28

use in translating, literal, borrowing, reduction, addition, transposition, modulation, amplification, description, and adaption. One of from the all of the technique, modulation technique is hard to understand this cause of some reason to support that, Modulation is a variation of the form of the message, obtained by a shift in the point of view. This change can be justified when the close translation results in a grammatically correct text, but it is considered unsuitable, unidiomatic or awkward in the target language. modulation is a variation of the form of the message obtained by a change in the point of view. In other words modulation means restructuring a message of source language text in a target language text in different structure but the meaning is not different. For the example in the modulation technique follow the sentence below³.

Modulation Technique

-SL: I cut my finger

TL: jariku teriris

The sentence *I cut my finger* is translated into *Jariku teriris*. It can be translate by the literal, can be *saya memotong jari saya*. It is an example of shift in the point of view since there is a structural change from active voice into passive voice.

Problems may come while translating a text , usually the student transltng the source language use the *google translate* and *English vocabulary* and they translated word to word they still do not use of combination of words. This is an aspect of language called collocation. The most of students find

³ journal language and literature, Adventina Putranti : 2018 vol 1

difficult to translate a collocation since collocation usually can not be translate into the languages word by word. Futhermore, there are no collocation rules that can be learnt. The students intuitively make the correct collocation base on lifetime's experience of hearing and reading the words in a set of combinations in their own language.

The non-native translator (students) may find it difficult to translate a collocation since collocation usually cannot be translated into the languages word by word. Furthermore, there are no collocation rules that can be learnt. The native speaker intuitively makes the correct collocation based on a lifetime's experience of hearing and reading the words in a set of combinations in their own language. But it difficult for non native speakers to translate a collocation since they have a limited experience and may be frequently collocate words in a way that sounds odd or inappropriate to the native speaker's hearings.

Linguistically, collocation is difined as a combination of words in a language taht happens very often, and more frequently than would happen by chane. In other word, a collocation is an expression consisting of two word or more words that correspond to some conventional way of saying things.⁴ Collocation is the occurrence of two or more words within a short space of each other in a text, the usual measure of proximity is a maximum of four words intervening. Collocations can be dramatic and interesting because

⁴ Bassnett, Susan.. *Translation Studies*. New York: Routledge. 2002, p.57

unexpected, or they can be important in the lexical structure of the language because of being frequently repeated.⁵

In English as a source language (SL) and in Indonesian as a target language (TL). The collocations found in the English (SL) will be analyzed and the translated collocations in Indonesian (TL) will also to be analyzed to find whether the English collocation is match or not in target language from the example⁶.

- Pure borrowing

SL: Flashdisk

TL: *Flashdisk*

- Adaptation

SL: As white as snow

TL: Seputih kapas

In the target language is follow the culture and real situation, in Indonesia there is no snow or glatser, to deliver or transfer the messege from Soure language, Snow was be replace by cotton its same for the collor and almost same pattern.

There are six types of collocation: firstly, adjective and noun. Secondly, noun and verb. Thirdly, noun and noun. Fourth verbs and expression with preposition. Fifth, verb and adverb. And the last is adverbs and adjective. There are so clear that collocation is a pair of words that are used

⁵ Baker, Mona.. *In other words: A Course Book on Translation*. New York: Routledge. 1992. P.23

⁶ Farida rapelita in *Translation Studies, from theory to practice*: 2017

together and has many kind of types that all of that related to the theory of experts above.

Moreover the researcher interviewed the lecturer of translation, the result showed that: first is the translation lecturer said that students have studied the course translation as one of compulsory subject. Of course, they have learned about theories and techniques in translation. After that, he also said that students start to get bored when one hour and then they are still weak in vocabulary and till poor to applied some technique as the Moliana And Albir explained. Most of the students just using the literal technique to transfer/ translated the source language into target language.⁷

Based on the result of interviewed with students also showed that : First is students in the class of TBI 6A, said that translation is very good subject that we could translate using the theories. But the important is vocabularies must be mastered.⁸ Second is the students in TBI 6B class said that we know collocation as combination word, because we still learn little bit about collocation and techniques in translating.⁹ Moreover, the researcher also interviewed students in TBI 6C class who said that they already understand the translation theory, and about collocation we still lack to translate it according to context; we could use addition or reduction and transposition for simple collocation.¹⁰ student in the class of TBI 6D also said the translation subject still confuse to understand, there are some reason to support that, first, the

⁷ Fhebri Prandika translation lecturer interview was on October 10th, 2018 at 09.30 am

⁸ Deby Patricia (student 6th Semester of TBI) interview was on October, 11th, 2018 at 09.30 am

⁹ Dwi Fitri Yani (student 6th Semester of TBI) interview was on October, 11th, 2018 at 10.00 am

¹⁰ Anisa Safitri (student 6th Semester of TBI) interview was on October, 11th, 2018 at 10.00 am

source book of translation still less, (buku terjemahan/ alih bahasa), and most of the student feel the bored in class it can be hard to digest the theories¹¹

According the interview above, the researcher took some students and give them exercise about translation the collocation in sentences. They were five student from different class that translated the collocation sentences from English into Indonesia. Almost of them could not translate it correctly, such as: they translated “fast food” into bahasa “ makanan instan; makanan cepat; makanan yang diantar langsung, but only one student that translated it become “makanan siap saji” as correct one. Almost the student still difficult to use translation techniques or theories and also still difficult to translate collocation that has many kind combination.

Collocation is pair group of words that are often use together.¹² Thus, students will learn various form of collocation in various sentence such as sentences contained in a novel “*The Lost Symbol*” By Dan Brown.

According to explanation above the researcher found that there were students’ problem in translation, especially in technique of translating collocation. In addition, the researcher want to investigated with analysis the students’ translation. Moreover, the researcher used a novel especially the title is “*The Lost Symbol*” By Dan Brown. In here, the writer would analyze the students' techniques in translating the sentences that contains six types of collocation.

¹¹ Inesti Cahya malira (6th Semester of TBI) interview was on October, 11th, at 10.50 am

¹² McCharty, Michael, et.al, *English Collocation in Use*, Cambridge University Press, 2008, p.6

The novel “The Lost Symbol” is written by Dan Brown a well known American writer and bestselling novels, including The Da Vinci Code, which has become one of the best selling novels of all time. His novels are published in 300 pages and 100 chapters, each chapter is variety of pages. Brown also named one of the 100 Most Influential People in the World by TIME Magazine.¹³ The novel itself is about a Harvard symbologist, Robert Langdon whose mentor, Peter Solomon--a prominent Mason and philanthropist--is brutally kidnapped, Langdon realizes his only hope of saving Peter is to accept the mystical invitation he received from someone and follow wherever it leads him. Langdon is instantly plunged into a clandestine world of Masonic secrets, hidden history, and never-before-seen locations--all of which seem to be dragging him toward a single, inconceivable truth until he found peter and the secret reveal.¹⁴

B. Identification of The Problem

Based on the background above, the researcher want to analyze the students’ ability in applying modulation translation technique from English into bahasa of collocation that found in a novel by Dan Brown “ The Lost Symbol”. This study focus on students in 6th semester of PBI (English Department) in IAIN Bengkulu. It is interesting to analyze the students’ ability to know their technique applying in modulation technique in translating , specially focus on collocation.

¹³ Brown, Dan.. *The Lost Symbol*. New York: Doubleday. 2009

¹⁴ Brown, Dan.. *The Lost Symbol*. Yogyakarta: Bentang. 2010

Unfortunately, those are some problems that researcher found : Firstly, students is still difficult to translate collocation because to translate it not only used translation technique of “word to word”. Base on the observation, researcher give the pretest just some sencences as follow¹⁵ :

- SL: Run out of time

TL: menghabiskan waktu

from the source language run out of time almost the students translate into melari kan waktu, run “ berlari” word of out “ keluar” time “ waktu. There some student tray to change the point of view to translate into menghabiskan waktu

- SL: catch a cold

TL: Masuk angina

Some of them translate masuk angin as the enter the wind, word of “catch” translate into “menagkap” but word of “cold” as dingin, it can be menangkap dingin, so the massege from the source language it is not deliver well before we change the point of view .

Secondly, they still do not know the truth combination of collocation. Ideally, they already understand collocation, based on the curriculum of IAIN Bengkulu, especially for TBI departement, the translation should be taught in fourth semester as a required course. They learned the theories, techniques, and practice of translation such us: translation shift, translation techniques, and also they learned the collocation as the theory and practice.

¹⁵ Observation in the class 6th semester student of TBI IAIN on October 11th 2018 11 pm

Thirdly, student bored in learning translation, this is evidenced by the results of observations on students 6th semester.¹⁶ Fourth, the student also still difficult to different the kind of translation techniques. Fifth, students is still difficult to clasify what is the collocation , and the last is students still often use the harfiah technique to translate word, phrase, sentences and also paragraph. But, in other hand there are also some student that could translate collocation use the correct translation.

furthermore, according the explanation above the researcher would analysis the students' translation in collocation of a novel by Dan Brown “The Lost Symbol” to know their techniques of translation.

C. Limitation of Problem

To limit the reserch problem findings, the researcher attention focus on the sentences consist of students' ability in applying modulation tecnique in transalting collocation on novel “*The Lost Symbol*” by Dan Brown, by analyzing how they use the modulation technique in translating the novel. and how the equivalen of the translation. The researcher would analysis student's technique in transalting using descriptive-qualitative method.

D. Research Questions

Based on the background of the study, the researcher formulated the problem statement as follow:

1. What type of collocation on “The Lost Symbol”

¹⁶ Sri Noprianti 6th Semester students' of TBI interview was on October, 11th, at 10.50 am

Novel by Dan Brown are translated by the 6th semester students?

2. To know the students' ability in applying modulation technique of 6th semester students in translating the collocation use on "The Lost Symbol" novel by Dan Brown?

3. What the dominant correct collocation in applying modulation technique by the students?

4. What the problems found in applying modulation technique by the students?

E. Objectives Of Study

1. to classify the type of collocation on the novel "The Lost Symbol" by Dan Brown

2. To investigate students' ability in applying modulation technique in translating collocation on "*The Lost Symbol*" novel by Dan Brown.

3. To identify and analyze what the students' dominant correct translation in applying modulation technique in translating the collocation in novel "*The Lost Symbol*" by Dan Brown.

4. To know the problems in applying modulation technique in translating collocation on "*The Lost Symbol*" novel by Dan Brown.

F. Significance of the Study

The writer expects the result of this study give benefit to the reader who want to know more about technique of translating collocation. The knowledge and theoretical understanding about translation techniques and collocation will improve the technical ability for translator progressively. The writer also expect that this study will be useful for further researchers who

interested to do research on similar subject of study as the additional references. The researcher also contributes some benefits for Lecturer, readers and English learners as the following;

1. This study is expected to give knowledge and information to learners and students about the translation technique used in translating of collocation. Researcher hopes that it could help students do their work appropriately.
2. For the language learner especially English students, by knowing the technique in translating English – Indonesian text, they would be able to find the equivalent meaning of collocation not only to translate using *harfiah* technique (literal) but also must according to context.
3. This study is expected will make student interesting in learning translation skill and know the truth combination of collocation
4. For the lecturer especially in translation subject, can also make this research as the benchmark in learning translation subject, and what are problems on student especially in translation techniques.

G. Definition of Key Terms

There are some explanation about the key term that the researcher used in this thesis. There are translating collocation and definition about “*Lost Symbol*” novel.

a. Translation

Translation is the process or result of converting information from one language or language variety into another language. The aim is to reproduce

accurately as possible all grammatical and lexical features of the 'source language' original by finding equivalents in the 'target language'.

b. Translating collocation

Translation is the process or result of converting information from one language or language variety into another language.¹⁷ In the other hand, translation is the process or activity when we want to translate one language to other language to get the information.

Collocation is a pair or group of words that are often used together.¹⁸ Then, a combination of words which often go together naturally in English was called collocation. furthermore, we could conclude that the collocation word is a pair or group or the combination word that often go together. Thus, translating collocation is the activity for converting information from the combination words that often used together from source language to target language (English into bahasa).

c. The Lost Symbol novel

Novel is a genre of fiction, and fiction may be defined as the art or craft of contriving, through the translation word, representations of human life that instruct or divert or both.¹⁹ In this case, the researcher conclude that it is imaginatively with human experience, usually through a connected sequence of

¹⁷ Roger T.Bell, *Translation and Translating: Theory and Practice*, Longman, New York, 1993, p.13

¹⁸ McCharty, Michael, et.al, *English Collocation in Use*, Cambridge University Press, 2008, p.6

¹⁹ Anthony Burgess, *Novel Literature*, retrived on June retrived on June 01th, 2018 at 02.00 pm from <https://www.britannica.com/art/novel>

events involving a group of persons in a specific setting. Then, The novel “*The Lost Symbol*” is written by Dan Brown.

The novel itself is about a Harvard symbologist, Robert Langdon whose mentor, Peter Solomon a prominent Mason and philanthropist is brutally kidnapped, Langdon realizes his only hope of saving Peter is to accept the mystical invitation he received from someone and follow wherever it leads .

CHAPTER II

REVIEW OF LITERATURE

A. Definition of Translation

Translation is the process or result of converting information from one language or language variety into another language. The aim is to reproduce accurately as possible all grammatical and lexical features of the 'source language' original by finding equivalents in the 'target language'.²⁰ It is so clear that the translation is the process or activity when we want to translate one language to other language to get the information.

Translating consist in reproducing in the receptor language the closest natural equivalent of the source language messege, first in terms of meaning and secondly in terma of style. But this relatively simple statement required carefulevaluation of several seemingly contradictory elements.²¹

Moreover, according to Bell's book there are three distinguishable meaning for the word that related to translation : Firstly, *translating*; it is the process to translate or the activity rather than the tangible object. Secondly, *a translation*; it is the product of the process of translation. Thirdly, Translation; it is the abstract concept which encompasses both the process of translating and the product of that process.²² Base on the definition above the researcher conclude that the word of “*translating*” (as a verb) so the meaning is process

²⁰ Roger T.Bell,*Translation and Translating: Theory and Practice*,Longman, New York, 1993, p.13

²¹ Taber, Nida) *The Theory And Practice Of Translation* New York 1982, p.12

²² *ibid*

or activity when we translate language, then the word of “*a translation*” is as an object ,so the meaning is product or the result from people’s translation. The last is the word of “*translation*” as a general theory that still abstract related to the process and product. Translation is phenomenon that has a huge effect on every day in life.²³Exactly, the translation is very useful as an activity or process and also product. We can more fully understand translator’s difference motives and methods by considering their different historical moments.²⁴

There are the definition about translation according to contexts, in Bell’s book that we could envisage three possible theories depending on the focus of the investigation; the process or the product. These would be :²⁵

1. A theory of translation as process; this would require a study of information processing and, within that, such topics as (a) perception, (b) memory and (c) the encoding and decoding of messages, and would draw heavily on psychology and on psycholinguistics.
2. A theory of translation as product; This would require a study of texts not merely by means of the traditional levels of linguistic analysis (syntax and semantics) but also making use of stylistics and recent advances in text-linguistics and discourse analysis.
3. A theory of translation as both process and product; this is theory of translating and translation, this would require the integrated study of both and such a general theory is, presumably, the long-term goal for translation studies.

²³ Hatim, Basil.1999. Translation, An Advanced Resource Book. Routledge: New York.

²⁴ Lawrence Venuti. 1999. Translator’s invisibility, a history of translation. Routledge: New York, p. 93

²⁵ Ibid, p.26

furthermore, the researcher want to see that there are about translation that has many definition and functions, such us : as a process and a product. We have to learn more to understand it, because of that there are many explanation about translation from another theories according to experts.

In another definition , translation as “a craft consisting in the attempt to replace a translation message and/or statement in one language by the same message and/or statement in another language” while Larson describes translation as “transferring the meaning of the source language (SL) into the receptor language”.²⁶

Furthermore, translation is the replacement of textual material in one language, the SL, by equivalent textual material in another language, the TL.²⁷ Cultural words are often transferred to give local color, to attract the reader , to give a sense of intimacy between the text and the reader.²⁸ It is mean that, translation is the comprehension of the meaning of a text and the subsequent production of an equivalent text, likewise called a "translation," that communicates the same message in another language. The text to be translated is called the source language (SL) or source text (ST), and the language that it is to be translated into is called the target language (TL); the final product is sometimes called the target text (TT). The researcher find the point that the translation is the process when we translate the source language(SL) as a first

²⁶ Vanilla, Theories of Translation : Kind of Translation, retrived on June 02th, 2018 at 03.00 pm from <http://transvanilla.blogspot.com/2010/04/kinds-of-translation.html>

²⁷ Widiyatama, *Kajian Teori*, retrived on June 02th, 2018 at 04.00 pm from <https://repository.widyatama.ac.id/xmlui/bitstream/handle/123456789/3968/Bab%202.pdf?>

²⁸ Scott. 1997. *Literature and Integrated Studies: Grade 11 Reading, Writing, and GrammarSkillBook Student Edition*. Glenview: United States

language that will translate to target language (TL) or the final language that we will get the information beside our understanding in our language.

B. Translation Procedure

Translation procedure is how the process of translation. There are some reason to describe how the process of translation works inside the students' mind. Some use only explanation and description of the stages in a sequence and some add schemes or diagrams. One of prominent linguist who engaged in translation field is Nida. He proposes the very basic concept of translation process that many other models follow and adapt.

In Nida's model of translation process, the first step taken by students is to analyze the surface structure (the material/meaning as given in source language) of the language into basic elements of the deep structure. Then, these are continued to be transferred in the translation process (presumably in the students' mind while conducting the process of translation) and the last step is to restructure the material into the target language's surface structure in so that it will fully function in the language.

The second approach is definitely the most challenging one because the students are expected to understand the source text first before starting the translation process while the first approach is less challenging and seems easier however consume much more time compared to the second approach's process because the students must review the translation again right from the beginning.

C. Translation Equivalences

There are two different types of equivalence; formal and dynamic,²⁹ namely formal equivalence which in the second edition by Nida is referred to as formal correspondence and dynamic equivalence. Formal correspondence focuses attention on the message it self, in both form and content, unlike dynamic equivalence which is based on the principle of equivalent effect.

Formal correspondence consists of a TL item which represents the closest equivalent of a SL word or phrase. Nida make it clear that there are not always formal equivalents between language pairs. They therefore suggest that these formal equivalents should be used wherever possible if the translation aims at achieving formal rather than dynamic equivalence. Words hold different meaning and levels of significant between distinct culture and religion.³⁰ Dynamic equivalence is defined as a translation principle according to which a students seeks to translate the meaning of the original in such a way that the TL wording will trigger the same impact on the audience as the original wording did upon the ST audience. She argue that 'Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful.

²⁹ Ibid, p. 34

³⁰ Eugene, Nida.2001. contexts in translating. Benjamin: New York. P.161

Furthermore, there are four types of translation equivalence ³¹:

- 1) Linguistic equivalence, where there is homogeneity on the linguistic level of both SL and TL texts, i.e. word for word translation.
- 2) Paradigmatic equivalence, where there is equivalence of ‘the elements of a paradigmatic expressive axis’, i.e. elements of grammar, which Popovič sees as being a higher category than lexical equivalence.
- 3) Stylistic (translational) equivalence, where there is ‘functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning’.
- 4) Textual (syntagmatic) equivalence, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape.

D. Types of Translation

Translation is generally divided into two big parts: literal translation and non-literal translation.³² Larson also divided translation into: form-based translation (literal translation) and meaning-based translation (idiomatic translation).³³ Literal translation could be considered as translation type concerning on the “form” whereas idiomatic translation could be considered as translation type concerning on the “meaning”. Furthermore, translation into literal translation and dynamic translation

a. Literal Translation

³¹ Ibid, p.33

³² Maurits D. S. Simatupang, 1999/2000, *Pengantar Teori Terjemahan*, (Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional), p. 39

³³ Mildred L. Larson (translated by Kencanawati Taniran), 1989, *Penerjemahan Berdasar Makna: Pedoman untuk Pemadanan Antarbahasa*, (Jakarta: Arcan), p. 16.

Literal is “being the basic or usual meaning of a word or phrase”. Literal translation in which the SL (Source Language) grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly.³⁴ It means that the literal translation is a type of translation that follows the form or grammar of the source language but it is normalized according to the rules of the TL (Target Language). In this thesis, SL (Source Language) is in English, and TL (Target Language) is in Indonesian. For example:

SL: Her heart is in the right place.

TL: Hatinya berada di tempat yang benar.

b. Dynamic Translation

Dynamic translation is translation that aims to generate dynamic equivalents in a text, (Dynamic translation is a translation aimed to produce dynamic equivalence in a text).³⁵ Dynamic equivalence is a translation which preserves the effect the ST had on its readers and which tries to elicit a similar response from the target reader.³⁶ Essentially, dynamic translation emphasizes the meaning rather than form as literal translation does.

Examples and the explanations below are taken from a book by Maurits D.S. Simatupang:

1. Green leaf : Daun hijau

³⁴ Peter Newmark, 1988, *A Textbook of Translation*, (London: Prentice Hall), p. 45.

³⁵ Maurits D.S Simatupang, *Op. cit.*, p. 41

³⁶ Basil Hatim and Jeremy Munday, 2004, *Translation: An Advanced Resource Book*, (London: Routledge), p. 339.

2. Be my guest : Silakan
3. The river runs : Air sungai mengalir

First phrase, “green leaf”, is not too difficult to be translated into Indonesian. The phrase above is talking about a leaf which has green color. It could be expressed in Indonesian as “daun hijau”, “daun yang bewarna hijau”, or daun itu hijau warnanya”. The translation presents the real meaning of the source language and also presents the acceptable form of the target language. The sentence “be my guest”, on the second example, is translated into Indonesian as “silakan”, not “jadilah tamu saya”. The form of “silakan” is different with “be my guest”, but the meaning of these phrases are equals. The meaning of the third phrase “the river runs” is “air sungai mengalir”. The word “run” is translated in Indonesian as “mengalir”, not “berlari”. It is translated so in order to bring the most natural equivalence in the target language

E. Translation Techniques

The translation technique is an important part of translation theory.³⁷ The translation technique is one of part that could not be space and as an important thing in translatonship.

Furthermore, proposed some procedure in translation which are used functionally and dynamically in translation process. They describe a

³⁷ Pebri Prandika Putra, *Penerjemahan Bahasa Inggris-Indonesia (Teori dan Praktik)*, Pustaka Pelajar, Yogyakarta, , 2017, p.43.

procedures to analyze and classify the translation equivalence.³⁸ But, the researcher will take some techniques according to them that are often used by students as follows:

1) Literal

This technique means translating word for word. For example translating Indonesian sentence *buah tidak akan jatuh dari pohonnya* as *the fruit never fall from its tree* in English.

2) Borrowing

When a word or an expression in another language (SL) is taken directly into another language (TL), the technique is called borrowing. It could be done either purely (without any change) or naturalized (to fit the spelling rules in the TL). The use of English word *printer* in Indonesian text (pure borrowing).

3) Reduction

A technique in which the students suppress the information of SL text when it is translated into TL. E.g., *a Balinese cremation* is translated into *ngaben*.

4) Addition

A technique in which the students add more information of SL text or opposition of reduction. For example : *fast food* which is translated into *makanan siap saji*.

5) Transposition

³⁸ Molina and Alber, "Translation Techniques Revisited: A Dynamic and Functionalist Approach" dalam *Meta: Journal des Traducteurs/Meta: Translators' Journal*. XLVII, No. 4 Hlm. 498-512, retrived on Mei 20th, 2017 at 03.00 pm from <http://id.erudit.org/iderudit/008033ar.pdf>

The change in the grammatical category (structure, unit and category). For example, the English phrase *strong lady* which is translated into *wanita kuat* in Indonesian.

6) Modulasi

Theory of modulation translation procedure proposed by Vinay and Darbelnet is applied. Modulation is a variation of the form of the message obtained by a change in the point of view. In other words, modulation means restructuring a message of source language text in a target language text in different structure but the meaning is not different. The change in point of view, focus or cognitive category in relation to the SL text. It could be either lexical or structural, as exemplified by the translation of the sentence as *you are going to have a child*, instead of *you are going to be a father*.

7) Amplification

Introducing details that are not formulated in the SL: information, explicative paraphrasing, as illustrated by the translation from Indonesian into English by adding *the Muslim month of fasting* to the noun of *Ramadan*.

8) Description

replacing a term or expression with a description of its form or/and function, as exemplified by the translation of the Roman *Bellona* into *the Roman goddess of war*.

9) Adaptation

This technique is applied by replacing the cultural element of SL with one from the target culture. For example, the translation of *foot ball* in English into *sepak bola* in Indonesian language. It is not same in transalting from source language(English) into Malaysia for the Sepak Bola it can be adaptation into *Bola Sepak*.

F. Definition of Collocation

A combination of words which often go together naturally in English was called collocation. Collocation is a pair or group of words that are often used together.³⁹ For example, the adjective fast collocated with cars but not with a glance. Other definitions assumed that collocation is a combination of two or more words that always occur together consistently in different contexts in language⁴⁰. Collocation is typically denned as habitual co occurrence of individual lexical item⁴¹. Absolutely, the combination will be made according to the context that has the rules. The frequency oriented approach looks at statistically significant accurateness two word or more.⁴²

Furthermore, These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound 'wrongl to native speakers of English. Then, there are some collocations are fixed, or very

³⁹ McCharty, Michael, et.al, *English Collocation in Use*, Cambridge: Cambridge University Press, 2008, p. 6

⁴⁰ Rabeh. Fanit, *Problems in Translating Collocations*, Dissertation, 2010, p. 19

⁴¹ Newmark, Peter. 1998. *A Texbook Of translation*. Prentice Hall: New York. P.161

⁴² Dirk siemen. 2007. *Collocation and example*. Journal voll III. Was acces on [Http//.cooncurrencesofspecemnet/publication/1653716](http://cooncurrencesofspecemnet/publication/1653716).

strong, for example take a photo, where no word other than take collocated with photo to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for example keep to/ stick to the rules.

G. Types of Collocation

Categorized several types of collocation as follow:⁴³

1. Adjectives and nouns

Combination between adjective and noun to make one meaning from the merger by one word or more. There are many adjective which can gather with noun, but I will write some adjectives to give you obvious example. Here are the examples of collocation adjective + noun

- He has been a **heavy smoker** and drinker all his adult life.
- She speaks English quite well but with **strong French accent**.
- They have a **hard life** and worked through a hard time. We don't have hard evidence that they had used **hard drugs**.
- The doctor ordered him to take **regular exercise**.
- The Titanic sank on its **maiden voyage**.
- He was writhing on the ground in **excruciating pain**.
- Improving the **health service** is another key issue for government

2. Verbs and Nouns or Nouns and Verbs

⁴³ Michael McCarthy, Felicity O' Dell, *Op. cit.*, p. 12.

Combination verbs and nouns with preposition or not to make the meaning merger. For example:

- I always try to do my homework in the morning after making my bed
- Do you think the bank would **forgive a debt**?
- We are going to **have lunch** together, would you like to join??
- Every day, I **take a shower** at 6 o'clock
- The prisoner was hanged for **committing murder**.
- I always try to **do my homework** in the morning, after **making my bed**.
- He has been asked to **give a presentation** about his work

3. Nouns and nouns

- Every parent feels **a sense of pride** when their child does well or wins Something
- I would like to buy two bars of soaps
- There is a glass of water on the table.
- Would you like to have a cup of coffee?
- He will give a bar of chocolate to his girlfriend on Valentine 's Day.
- Her bouquet of flower is the best of all
- Let's give Mr. John a **round of applause**.
- The **ceasefire agreement** came into effect at 11 am.
- I'd like to buy two **bars of soap** please

4. Verbs and expressions with preposition

- I was **filled with** honor when I read the newspaper report of the explosion
- Their behavior was enough to **drive anybody to crime**
- We had to return home because we had **run out of money**
- I am going to **look up the meaning** in the dictionary
- She is going to **dress up for her first date** with him.
- You have to **make up your mind** before doing something.

5. Verbs and Adverbs

- He **placed** the beautiful vase **gently** on the window ledge.
- Mary **whispered softly** in John's ear.
- The boy **speaks politely**, and is very well-behaved.
- The accident happened because he was **driving dangerously**.
- After 2 years in London, he speaks English fluently.
- I waited patiently, but she never came.

6. Adverbs and Adjectives

- They are **happily married**.
- This test is **ridiculously easy**! I didn't even study, but I will get high score.
- Janet is a **highly successful** businesswoman. She owns several restaurants and hotels around the country.
- That is **utterly ridiculous**. She didn't steal your favorite book. She wasn't even in the office yesterday.

- Roger is **strongly opposed** to anything bad for health. He doesn't eat junk food at all.
- Are you okay? I am **deeply concerned** about you. You have been desperate since you lost your job.
- Invading that country was an **utterly stupid** thing to do.
- We entered a **richly decorated** room.
- Are you **fully aware** of the implications of your action?

H. Definition of Novel

Novel is a fictitious prose narrative of book length, typically representing character and action with some degree of realism.⁴⁴ Moreover, according to Anthony the novel is a genre of fiction, and fiction may be defined as the art or craft of contriving, through the translation word, representations of human life that instructor divert or both.⁴⁵ The researcher conclude that it is imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting.

I. Some Related Previous Study

⁴⁴ Oxford Dictionary, retrived on June 01th <https://en.oxforddictionaries.com/definition/novel>

⁴⁵ Anthony Burgess, *Novel Literature*, retrived on June retrived on June 01th, 2018 at 02.00 pm from <https://www.britannica.com/art/novel>

There are several studies related to this research. The first study which has relevance with this research was conducted by Polce Aryanto Bessie (2017) *MODULATION TRANSLATION PROCEDURE IN TRANSLATING ENGLISH CONTENT WORDS*. The result of the analysis indicates that semantic is the main factor in determining modulation translation procedure in translating content words in English into Indonesian. Besides that, the way of applying modulation translation procedure in translating English content words into Indonesian is by considering the point of view or the implicit meaning in two different sentence structures (either in English or Indonesian)⁴⁶. Nur Hasanah (2015) entitled “*The Analysis of English Collocation in novel Percy Jackson & The Olympus: Lightning Thief.*”. The researcher found that in general the quality of students’ translation work is average, however, there must be some corrections. There are less omission made by student which cause the translation Technique used by the student to know the translating accurate.⁴⁷ Second is thesis from Dewanti eka Larasati(2013) entitled *AN ANALYSIS ON THE TRANSLATION OF THE COLLOCATIONS IN NEGERI 5 MENARA*, the researcher found The study also shows that there are similar pattern on the Indonesian collocations which are translated into English. In addition, there are two un translated collocations and almost all the Indonesian collocations are not translated in the form of the complete English collocation in this study. The third study which has relevance with this research was conducted by Arifah Tenny Romdhati¹ ; Mangatur Nababan² ; Riyadi

⁴⁶ Polce Aryanto Bessie (2017) *Modulation Translation Procedure In Translating English Content Words. Journall research* (2018)

Santosa3(2018) *TRANSLATION TECHNIQUES AND THEIR IMPACTS TO THE MODALITY ORIENTATION'S SHIFT IN THE JUNGLE BOOK MOVIE SUBTITLE* content in the jurnal was found out The . . Applying modulation, transposition, discursive creation, and reduction with established equivalence techniques make a shift on the modality orientation and also produce different meaning in the target language.⁴⁸

⁴⁸ Seth Myers, "*A Quantitative Content Analysis of Errors and Inaccuracies in Missouri Newspaper Information Graphichs*", Thesis, University of Missouri-Columbia, 2009

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was a descriptive-qualitative research, and it was presented the data with a content analysis method. Some of the experts had their own point of view about this type of research :

This is the definition qualitative that explained it by the expert as a scientific method because it has fulfilled the rules, such as : concrete/empirical, objective, measurable, rational and systematic. This method is called qualitative. Descriptive method is a method of research that makes the description of the situation of event or occurrence. This study analyzes how the English collocations are translated into Indonesian .⁴⁹

B. Respondent

a. Population

Population is a generalization region consisting of: objects / subjects that have certain qualities and characteristics set by the researchers to be studied and then make the conclusions.⁵⁰ The object of the study was focused on student of english department (PBI) at 6th semester in IAIN Bengkulu. Absolutely, the population is Student of English Department in

⁴⁹ Prof.Dr.Sugiyono.2007. *METODE PENELITIAN PENDIDIKAN (pendekatan kuantitatif, kualitatif, dan R&D)*. Bandung:ALFABETA. P.13

⁵⁰ Sugiyono, *Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)*, ALFABETA, Bandung, 2007, p.117

State Institute for Islamic Studies (IAIN) Bengkulu. The student of PBI are divided four class (A-D).

Table 3.1

Population

| No | Class | Population |
|----|-------|------------|
| 1 | A | 33 |
| 2 | B | 34 |
| 3 | C | 33 |
| 4 | D | 36 |
| 5 | Total | 136 |

b. Respondent

Respondent is part of the number and characteristics that characteristics possessed by that population.⁵¹, Researcher could conclude that the sample is part of population that representative it. The researcher could use the sample with the reason if the population is too much and impossible the researcher could analyze or research all of them.

There are many kind of sample technique that researcher could use. To make this sample more specific the researcher use the simple random sampling. It mean, the research will take sample from the population of student in English department for each student. Absolutely the sample will

⁵¹ Ibid., p.119

representative each class from A class until D class of student. The researcher will take student from attending list that has random number.

To make this sample clearly the researcher use the theory from Arikunto , Sampling for research if the subject is less than 100 people should be taken altogether, if the subject is large or more than 100 people could be taken 20-25% .⁵² Because the population has 4 class that absolutely each class more that 25 people the research will take the samples that using 20% each class.

This is the table about sample :

Table 3.2

Respondent

| No | Class | Population | respondent |
|-----------|--------------|-------------------|-------------------|
| 1 | A | 33 | 6 |
| 2 | B | 34 | 6 |
| 3 | C | 33 | 6 |
| 4 | D | 36 | 7 |
| 5 | Total | 136 | 25 |

⁵² Uny, *Pendekatan Penelitian*, retrived on 7 Mei 2018 at 09.00 pm from <http://eprints.uny.ac.id/9783/3/Bab%203%20-08104244046.pdf>

C. Research Instrument

1. Translation Test

Instrument is one of important point that the researcher used it to know the score or capability of students. Absolutely in this thesis the researcher will use a translation test to translate the collocation words from English into bahasa. The test are sentences from the novel of "*The Lost Symbol*" that containing collocation. In these test there are 6 types of collocation as follow, adjective and noun, noun and verb or verb and noun, noun and noun, verb and preposition, verb and adverb, adverb and adjective. The researcher found 25 items of collocation from each type of collocation that is was represent overall of collocation. Each the type of collocation was take out variation number of the sentence, for adjective and noun there four item test in sentences, noun and adverb there five test item, adverb and adjective there 3 item test, verb and preposition there four items test, and the noun and noun has four items sentences, it which should be translate. Moreover, the researcher consulted the these items to advisor and the translation lecturer. In the translation test, the researcher input on the paper sheet and give the test to all the respondent it was determined, then the students translate the test with the modulation technique as the theories was explained. Moreover, the result of students' writing would be checked with the correct translation(target language) that has been checked by the translation lecturer. For the translation test, it could be seen in appendix 3.1.

2. Table of Student's Translation

The students should translate the source language that are contained six types of collocation into column of target language. Moreover, the result of students' translation would be checked with the correct translation (target language) that has been checked by the translation lecturer (expert) .

The first step of the research, researcher will finding of collocations that consist of six type of collocation, that are, Adjective and Noun, Noun and Verb or Verb and Noun, Noun + Noun, Verb and Preposition, Verb and Adverb, Adverb and adjective as data will be observe. After that, the data will be given to the student into translation form test. The next step, student will translate the collocation as the source language into bahasa as the target language. When they are accomplish the test, the researcher collecting the data, then researcher would analyze them and clasify of translation technique was immplay by the students and put into the chart to show the data from the student.

The second step is identifying all the data in the chart what kind of translation technique use by the students, after taht, researcher compare and analyze them to get the answer some techniques by the students . The last , researcher report the data analysis by describe researh findings and providing detail discussion of the analysis.

The students would translate the source language that are contained six types of collocation into column of target language. Moreover, the result of students' translation would be checked, what kind of student translation technique use with the correct translation (target language) that has been

checked by the translation lecturer(expert) . But before the expert check the result of the students test, the researcher make the validation before, to classify the correct answer and the right number, will be recheck by the translation lecture as the expert. Moreover, the researcher consulted these items to advisor and the translation lecturer. In addition there are 25 items as the instrument test that are have cover all the types of collocation.. The form of the test is essay test. and the it could be seen in the appendix.

D. Data Collecting Technique

In collecting the data, the students translate English sentences into Indonesia. The researcher used the following steps. First, the researcher would selecting the collocation sentences from the novel and put them in the table of source language and the students should translate it as target language. Then, the researcher selected some 6th semester students in IAIN Bengkulu especially from English Department. Then, distributed the translation test to the students. After that, the researcher calculated and analyzed the data. The last, the researcher made a conclusion.

E. Procedure of Analyzing Data

In analyze the data, the writer follows the steps:
First, researcher Identification of students' translation . Then, the researcher classify of correct translating collocation . Count the students score. And the last steps, the researcher Analyzing the translation technique by student use.

Count the students score by using a formula as follow:

$$P = F \times 100$$

$$\overline{\Sigma F}$$

(Arikunto; 1998: 258)

Explanation:

P : The Percentage

F : Frequency of correction

ΣF : Total number correction

And than clasify the level of students ability

The percentage of students' score from the data calculation was consulted to interval of scale percentage as below (Pedoman IAIN Bengkulu 2006) :

Table 3. 4

The interval of scale percentage of students' score

| Interval | Qualification |
|-----------------|----------------------|
| 80-100 | Excellent |
| 70-79 | Very Good |
| 60-69 | Average |
| 50-59 | Poor |
| <49 | Very Poor |

a. Drawing a conclusion

The last step would be drawing a conclusion based on the analysis.

In this step, the researcher has to make a valid conclusion in the form of a brief description of the students' technique in Translating collocation used in Dan Brown's novel "The lost Symbol" of 6th semester students of PBI IAIN Bengkulu academic year 2018/2019.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of Students' Ability in Translating Collocation

This chapter presents the result and the discussion of students' ability in applying modulation technique in translating collocation. There are six types of collocation from 25 items of translation test.

1. The students' evaluation score in translating collocation

There are the result of students' score in translating collocation that has six types : adjective and noun, verb and noun, noun + noun, verb and expression with preposition, verb and adverb, and adverb and adjective.

1.1 The Students' ability in translating collocation (Adjective and Noun)

The result of translation evaluation described for each students' score to see the student ability in applying modulation technique in translate the sentences of collocation which is the collocation is a pair or a group of words that often used together . Moreover, in this result taught about students' score in translating collocation of adjective and noun. These were the students' score shows in the appendix 4.1.

Based on the result of students' translation evaluation score in collocation of adjective and noun, the students' ability were showed in average score, there was correct form 60% and incorrect 40%. After we

show that students' writing, were still poor score. It could be seen from the students average score was 60%.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct collocation could be seen in the following table below:

Table 4. 1

The distribution score of collocation adjective and noun

| NO | Score Interval | Criteria | Frequency (Student) | Percentage (%) |
|-----------|-----------------------|-----------------|----------------------------|-----------------------|
| 1 | 80-100 | Excellent | 2 | 8 |
| 2 | 70-79 | Very Good | 5 | 12 |
| 3 | 60-69 | Average | 0 | 0 |
| 4 | 50-59 | Poor | 11 | 60 |
| 5 | <49 | Very Poor | 7 | 20 |
| 6 | Total | | 25 | 100 % |

Based on data above, there were the result of the student's classification score: there were 7 students in very poor criteria, 11 students' in poor criteria, 0 students in average criteria, 5 student in very good criteria, and the last there 2 students' in excellent criteria. In addition , the dominant students' classification in criteria of poor. Then the researcher also put the chart of students' classification that can be seen below:

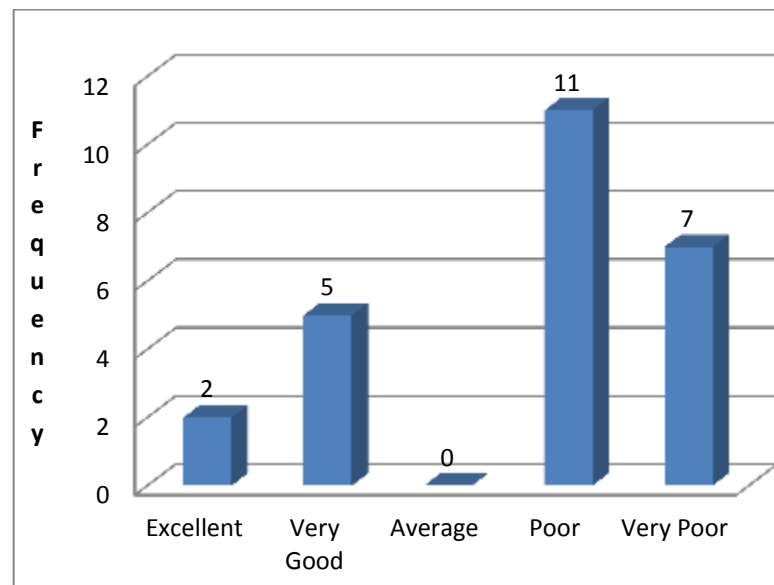


Chart 4.1

The classification of students' score in collocation adjective and noun

1.2 The students' ability in translating collocation (Noun and Verb)

The result of translation evaluation described for each students' score to see the students' ability in applying modulation technique in translating the collocation of noun and verb. The students' score in translating collocation of noun and verb were different . There were students has a good score and some of them also got in bad score. It could be seen in the appendix 4.2.

Based on the result of students' translation evaluation score in collocation adjective and noun, the students' ability were showed in average score of correct and incorrect in translating its collocation, there was correct form 41.6% and incorrect 60.8%. After we show that students'

ability in applying modulation technique in translating this collocation were average. It could be seen from the student average score was 41.6%.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct collocation could be seen in the following table below:

Table 4.2 :

The distribution score of collocation noun and verb

| NO | Score Interval | Criteria | Frequency (Student) | Percentage (%) |
|-----------|---------------------------|-----------------|--------------------------------|---------------------------|
| 1 | 80-100 | Excellent | 3 | 12 |
| 2 | 70-79 | Very Good | 0 | 0 |
| 3 | 60-69 | Average | 6 | 24 |
| 4 | 50-59 | Poor | 0 | 0 |
| 5 | <49 | Very Poor | 16 | 64 |
| 6 | Total | | 25 | 100 % |

Based on data above, there were the result of the student's classification score: there were 16 students in very poor criteria, 0 students' in poor criteria, 6 students in average criteria, 0 student in very good criteria, and the last there 3 students' in excellent criteria. In addition , the dominant students' classification in criteria of poor. Then the researcher also put the chart of students' classification that can be seen below:

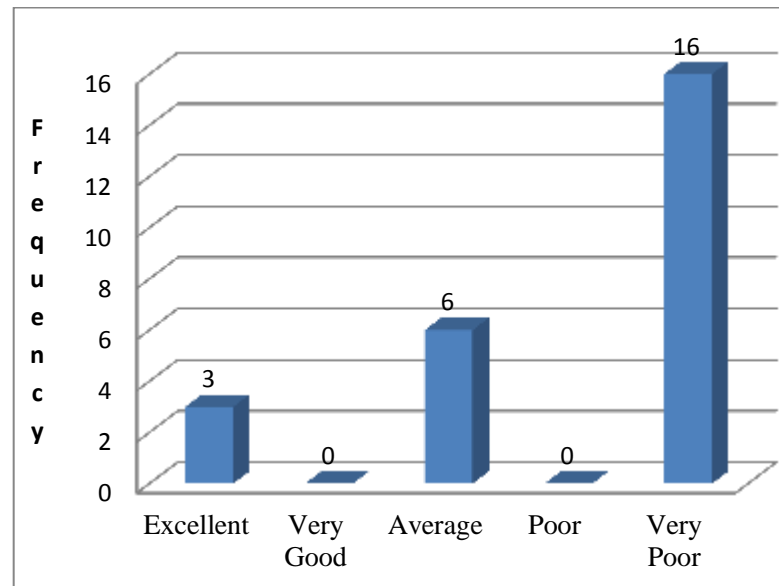


Chart 4.2

The classification of students' score in collocation noun and verb

1.3 The Students' Score in translating collocation (Noun + Noun)

There was the result of translation evaluation that described for each students' score which was correct and incorrect. Their score were variety. Thus, to see the student ability in translate the sentences of collocation of noun and noun, The researcher put it in the table of students' evaluation score that could be seen in the appendix 4.3.

Based on the result of students' translation evaluation score in collocation noun and noun, the students' ability were showed in average score of correct and incorrect, there was correct form 49% and incorrect 51%. After we show that students' ability in in applying modulation technique in translating this collocation were very poor for this type of collocation. It could be seen from the students average score was 49%.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct collocation could be seen in the following table below:

Table 4.3 :
The distribution score of collocation noun and noun

| NO | Score Interval | Criteria | Frequency (Student) | Percentage (%) |
|-----------|-----------------------|-----------------|----------------------------|-----------------------|
| 1 | 80-100 | Excellent | 1 | 4 |
| 2 | 70-79 | Very Good | 8 | 32 |
| 3 | 60-69 | Average | 0 | 0 |
| 4 | 50-59 | Poor | 5 | 20 |
| 5 | <49 | Very Poor | 11 | 44 |
| 6 | Total | | 25 | 100 % |

Based on data above, there were the result of the student's classification score: there were 11 students in very poor criteria, 5 students' in poor criteria, 0 students in average criteria, 8 student in very good criteria, and the last there 1 students' in excellent criteria. In addition , the dominant students' classification in criteria of poor. Then the researcher also put the chart of students' classification that can be seen below:

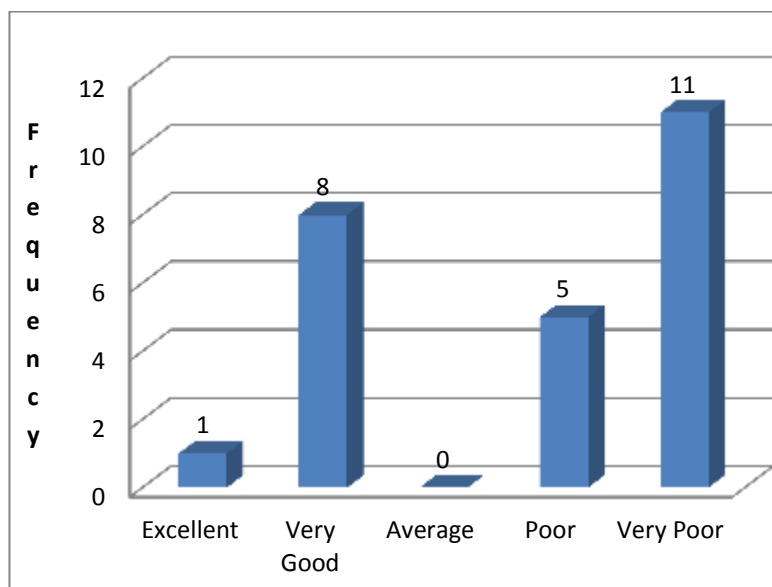


Chart 4.3

The classification of students' score in collocation noun and noun

1.4 The Students' Score in translating collocation (Verb and Expression with Preposition)

The result of translation evaluation described for each students' score to see the student ability in in applying modulation technique in translating the sentences that containing collocation of verb and expression with preposition, there were students could translate correctly and also in correctly. The researcher shows the students' score in the table of translation evaluation score in collocation verb and expression with preposition. it could be seen in the appendix 4.4.

Based on the result of students' translation evaluation score in collocation verb and expression with preposition, the students' ability were showed in average score of correct and incorrect, there was correct form

22.88% and incorrect 77.12%. After we show that students' ability in using this collocation were very poor for this type of collocation. It could be seen from the students' average score was 22.88 %.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct collocation could be seen in the following table below:

Table 4.4:
The distribution score of collocation verb and expression with preposition

| NO | Score Interval | Criteria | Frequency (Student) | Percentage (%) |
|-----------|-----------------------|-----------------|----------------------------|-----------------------|
| 1 | 80-100 | Excellent | 0 | 0 |
| 2 | 70-79 | Very Good | 0 | 0 |
| 3 | 60-69 | Average | 3 | 12 |
| 4 | 50-59 | Poor | 8 | 32 |
| 5 | <49 | Very Poor | 14 | 56 |
| 6 | Total | | 25 | 100 % |

Based on data above, there were the result of the student's classification score: there were 14 students in very poor criteria, 8 students' in poor criteria, 3 students in average criteria, 0 student in very good criteria, and the last there 0 students' in excellent criteria. In addition , the dominant students' classification in criteria of poor. Then the researcher also put the chart of students' classification that can be seen below:

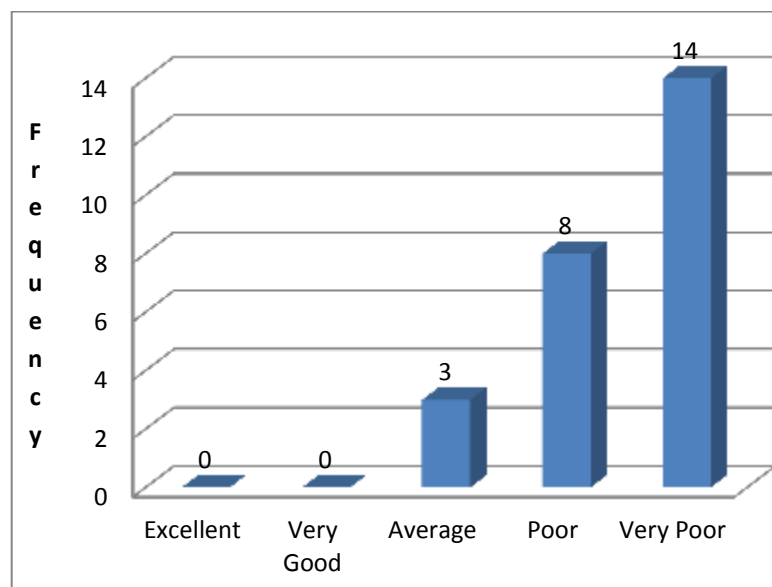


Chart 4.4

The classification of students' score in collocation verb and expression with preposition

1.5 The Students' Score in translating collocation (Verb and Adverb)

The result of translation evaluation described for each students' score to see the student ability in in applying modulation technique in translating collocation verb and adverb, there were students could translate correctly and also in correctly. The researcher shows the students' score in the table of translation evaluation score . it could be seen in the appendix 4.5.

Based on the result of students' translation evaluation score in collocation verb and expression with preposition, the students' ability could

be seen in the average score of correct and incorrect, there was correct form 36% and incorrect 64%. After we showed that students' ability in using this collocation were average for this type of collocation. It could be seen from the students' average score was 36%.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct collocation could be seen in the following table below:

Table 4.5 :

The distribution score of collocation verb and adverb

| NO | Score Interval | Criteria | Frequency (Student) | Percentage (%) |
|-----------|-----------------------|-----------------|----------------------------|-----------------------|
| 1 | 80-100 | Excellent | 0 | 0 |
| 2 | 70-79 | Very Good | 3 | 12 |
| 3 | 60-69 | Average | 2 | 8 |
| 4 | 50-59 | Poor | 12 | 48 |
| 5 | <49 | Very Poor | 8 | 32 |
| 6 | | | 25 | 100 % |

Based on data above, there were the result of the student's classification score: there were 8 students in very poor criteria, 12 students' in poor criteria, 2 students in average criteria, 3 student in very good criteria, and the last there 0 students' in excellent criteria. In addition , the dominant students' classification in criteria of poor. Then the researcher also put the chart of students' classification that can be seen below:

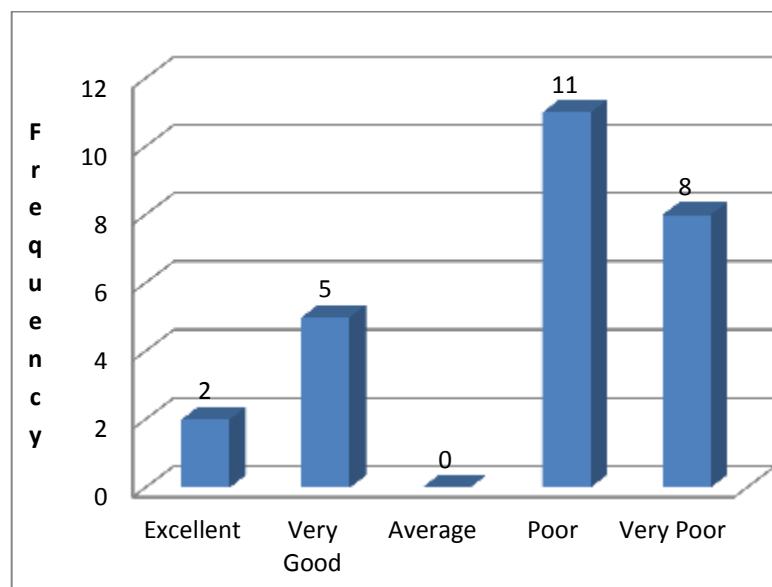


Chart 4.5

The classification of student's score of collocation verb and adverb

1.6 The Students' Score in translating collocation (Adverb and Adjective)

The result of translation evaluation described for each students' score to see the student ability in in applying modulation technique in translating the collocation of adverb and adjective. The students' score in translating this collocation were different . There were students have a good score and some of them also in bad score. It could be seen in the appendix 4.6.

Based on the result of students' translation evaluation score in collocation adverb and adjective, the students' ability could be seen in the average score of correct and incorrect, there was correct form 22.88% and

incorrect 77.12%. After we show that students' ability in using this collocation were very poor for this type of collocation. It could be seen from the students' average score was 22.88%.

For more information about distribution of the students score the researcher put it in the classification of percentage for correct collocation could be seen in the following table below:

Table 4.6 :
The distribution score of collocation adverb and adjective

| NO | Score Interval | Criteria | Frequency (Student) | Percentage (%) |
|-----------|-----------------------|-----------------|----------------------------|-----------------------|
| 1 | 80-100 | Excellent | 0 | 0 |
| 2 | 70-79 | Very Good | 0 | 0 |
| 3 | 60-69 | Average | 3 | 12 |
| 4 | 50-59 | Poor | 0 | 0 |
| 5 | <49 | Very Poor | 22 | 88 |
| 6 | | | 25 | 100 % |

Based on data above, there were the result of the student's classification score: there were 22 students in very poor criteria, 0 students' in poor criteria, 3 students in average criteria, 0 student in very good criteria, and the last there 0 students' in excellent criteria. In addition , the dominant students' classification in criteria of poor. Then the researcher also put the chart of students' classification that can be seen below:

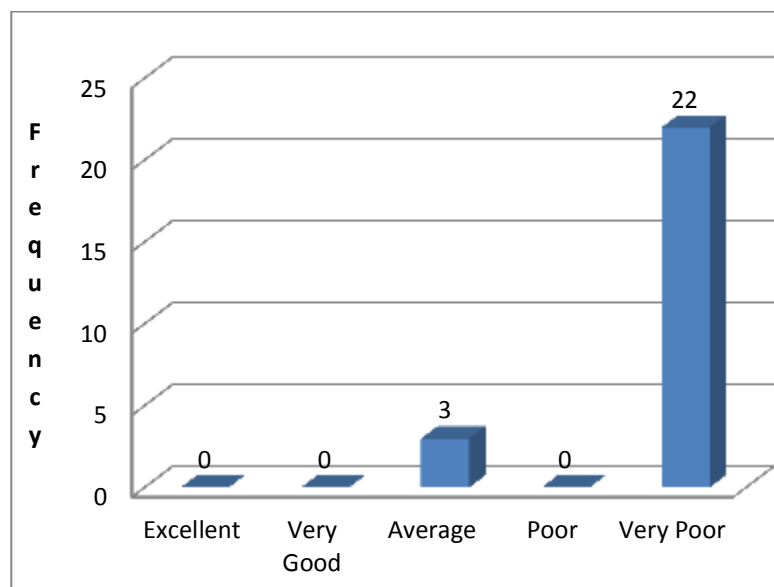


Chart 4.6

The classification of students' score in collocation adverb and adjective

Moreover, the researcher also made a table about dominant list collocation that was translated correctly by students. The researcher also put the average score of students, in addition we could see that the students' ability in translating collocation. Clearly, it could be seen as below:

Table 4.7

The dominant list of correct collocation

| No | List of collocation | Average score (%) | Criteria |
|----|--------------------------------------|-------------------|-----------|
| 1 | Adjective and noun | 60% | Poor |
| 2 | Noun + noun | 49% | Very poor |
| 3 | Noun and verb | 41,6% | Very poor |
| 4 | Verb and expression with preposition | 39% | Very poor |
| 5 | Verb and adverb | 36% | Very poor |
| 6 | Adverb and adjective | 22,88% | Very poor |

Based on the data above, the researcher found that students' average score for each collocation; first was the students' average score in collocation "Adjective and noun" were 60% (average). The second was the students' average score in collocation "Noun + noun" were 49% (very poor). The third was the student average score in collocation "Noun and verb" were 41.6% (very poor). The fourth was the student average score in collocation "Verb and expression with preposition" were 39% (very poor). Then, there was the student average score in collocation "Verb and adverb" were 36% (very poor). The last was the student average score in collocation "Adverb and adjective" were 22,88 % (Very poor). Thus, the researcher concluded that the students' ability is dominant in collocation type of adjective and noun because the dominant type to translate it just simple and the phrase of word is most familiar in their activities not also in

translation subject but other skill language material.. In other hand, the students' low ability in translate collocation of adverb and adjective because they could not just use the literal translation but they have to adapt it or changed their cognitive and focus on the context, which make relevant and coherent. Moreover, to see the total score for each students could be seen in the appendix. Then the researcher also put the chart of The dominant list of correct collocation

that can be seen below:

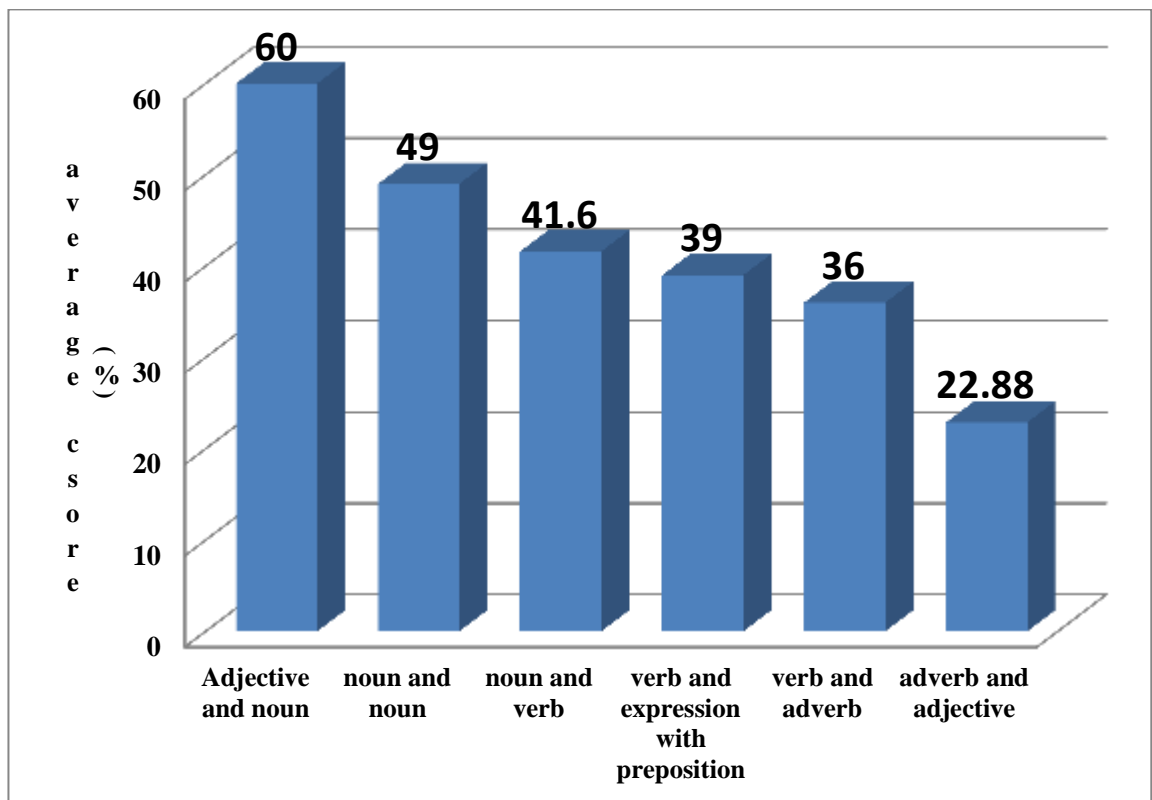


Chart 4.7

The dominant list of correct collocation

2. An Analysis on Students' Translation in Collocation

Based on the result of students' score for each collocation, the researcher also analyzed the result of students' translation for all types in collocation. There are six types of collocation according to Michael McCarty and Felicity O'Dell in their book of *English Collocations in Use*. Furthermore, the researcher analyzed each types collocation of students' translation on "*The Lost Symbol*" novel by Dan Brown:

2.1 Adjective and Noun

Adjective and Noun is one of collocation which is the combination of words that used together, which is both of adjective and noun. These are the example or adjective : right, serious, strong, weak, blue, high, and etc. Then, these are the example or Noun : arm, feeling, republic, breath, line, eyes, way, heart, war, and etc. Moreover the researcher used adjective and noun as the collocation, such us ; new republic, sharp breath, and etc for number adjective noun of collocation, that the students have translated into bahasa or target language. furthermore, there were some student could translate correctly and also incorrect. It could be seen on the students' translation below:

Data 1:

Table 4. 8

Collocation of adjective and noun:

| Code | Source Language | Target Language | |
|------|---|--|---|
| | | Correct Form | Incorrect Form |
| 23.2 | Beside her, Langdon looked like a supreme person (chapter.12) | Disamping dia, Langdon terlihat sebagai pemimpin yang agung | Disamping dia, Langdon terlihat sebagai penguasa yang tinggi |

According to the students' translation above the researcher concluded that noun "person" collocated with adjective "supreme". Then, "supreme" is translated to "tinggi" in Indonesian, and "person" means "men" or "seseorang". Phrase "supreme person" and "penguasa yang tinggi" are incorrect or inadequate translation. For the sentence can be translate with literal translation, because the message from source language is ambiguity. Since the students still kept the original meaning and context, the Indonesian translation is acceptable.

Table 4. 9

Collocation of adjective and noun:

| Code | Source Language | Target Language | |
|------|--|---|---|
| | | Correct Form | Incorrect Form |
| 4.3 | Too soon feeling repulsing from the battlefield (chapter. 19) | Terlalu cepat menyerah dari medan tempur | Terlalu cepat merasa jijik dari medan perang |

According to the students' translation above the researcher concluded that noun "repulse" collocated with adjective "feeling". Then, "feeling" is translated to "perasaan" in Indonesian, and "repulsing" means "benci/jijik". Phrase "feeling repulsing" and "perasaan memukul mundur" are incorrect or in adequate translation. For the sentence can not translate with literal translation, because the message from source language is ambiguity. Since the students still kept the original meaning and context, the Indonesian translation is acceptable. almost the students used literal translation and there were no one of student translated correct. If they translate feeling repulsing is "merasa jijik" in adequate because the context is different, the context told about battlefield not something dirty.

Data 2 :

Table 4. 10

Collocation of adjective and noun

| code | Source Language | Target Language | |
|------|--|---|--|
| | | Correct Form | Incorrect Form |
| 7.19 | .. his right arm was in sling, and he move with a slight limp (chapter. 4) | Tangan kanannya di dalam gedongan dan dia bergerak pincang | Lengan kanannya dalam gedongan dan ia pindah ke sebelah dengan sedikit lemas |

According to the students' translation above the researcher concluded that noun "slight" collocated with adjective "limp" in english. As translation above, "slight limp" was translated to "sedikit lemas". Literally, "slight" is translated to "sedikit" or "kecil" and "limp" means "lemas" The students translated the collocation "slight limp" to "sedikit lemas". According to Simatupang the students rather used dynamic translation to translate the collocation and reproduce an effective translation by conveying the message of the original text (adjective + noun were translated to noun + adjective). But contextually the message should be slight limp is "pincang".

Data 3 :

Table 4.11

Collocation of adjective and noun

| Code | Source Language | Target Language | |
|------|---|--|---|
| | | Correct Form | Incorrect Form |
| 9.2 | Langdon was fall down from the stair and his had collide. He just crossed a very serious line , dokter said (chapter. 9) | Langdon terjatuh dari tangga dan kepala nya terbentur. Keadaannya sangat kritis , kata dokter | Langdon terjatuh dari tangga dan kepala nya terbentur. Dia hanya melewati garis berbahaya kata dokter. |

According to the student translation above the researcher concluded that noun “line” collocated with adjective ”serious” in english. As the result above, “very serious line” was translated to “garis sangat berbahaya”. Literally, “line ” is translated to “garis” or “lintasan” and “serious” means “serius”. Meanwhile, translate of modulation should be to conveying the context before. They should not used literal translation because the context is different. Before they translated should be the context, is in adequate to translate serious line to garis berbahaya while the context is medically.

2.2 Noun and Verb or Verb and Noun

Noun and verb or verb and noun is also one of collocation that is often used, which is the combination of words that often used. These are the example of noun : chair, table, eyes, and etc. Then, these are the example of verb : go, buy, make, and etc. Moreover the researcher used collocation noun and verb, such us ; blue eyes, gruesome sigh, and etc. This collocation are number 2, 13, 14, 18, 25 that the students have to translated into bahasa or target language. Furthermore, there are some students translated correctly and also incorrect. These were the students' translation ;

Data 1:

Table 4.12

Noun and verb or verb and noun

| code | Source Language | Target Language | |
|------|--|--|--|
| | | Correct Form | Incorrect Form |
| 2.8 | He let the words hang for a moment ”my intentions are purely noble.(chapter.9) | Dia membisu sejenak “ niat ku sangat mulia” | Dia membiarkan kata-kata itu menggantung untuk beberapa saat perhatianku benar-benar tulus. |

According to the student translation above the researcher concluded that the phrase “let the words hang for a moment” was translated literally to “membiarkan kata itu menggantung sejenak” not “membisu” though the students use literally but they should choose good phrase. However, noun “hang” collocated with verb “menggantung”. The students translated the English collocation in the same form in Indonesian (noun + verb were translated to noun + verb). The collocation and its translation were match in the context. The student not see point of view what the real message from source language, just translated with dictionary.

Data 2:

Table 4.13

Noun and verb or verb and noun

| Code | Source Language | Target Language | |
|------|--|---|---|
| | | Correct Form | Incorrect Form |
| 13.5 | And so most simply chose not to take the chance. (chapter.7) | Dan Sangat mudah memilih tanpa memikirkan risiko | Dan sangat simple memilih tidak mengambil kesempatan |

According to the student translation above the researcher concluded that verb “take” collocated with noun “chance”. As translation above, was translated to “ mengambil kesempatan” not “mempertimbangkan or memperhatikan risiko ”. Although the students kept the form of the collocation (verb + noun were translated to verb + noun), this is dynamic translation the students should not use literal translation, but related to the context. The students rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, “take chance ” whould be translated to “memikirkan risiko”. This translation would be ineffectively used and might confuse the reader.

Data 3:

Table 4.14

Noun and verb or verb and noun

| Code | Source Language | Target Language | |
|-------|---|---|--|
| | | Correct Form | Incorrect Form |
| 14.14 | Director Inoue Sato stood with her arms folded in a pants pocket, (chapter.19) | Direktur Inoue Sato berdiri dengan tangannya tersembunyi dalam kantong celana | Direktur Inoue Sato berdiri dengan tangannya terlipat di saku celana |

According to the student translation above the researcher concluded that noun “arms” collocated with verb “folded” in english. As result above, was translated to ‘ tangannya terlipat ‘. According to Simatupang the students rather used dynamic translation to translate the collocation and reproduce more natural translation (verb + noun were translated to verb). . So the students should changed the form of the source language to make an appropriate translation. Contextually, “ with her arms folded in a pants a pocket ” and “dengan tangannya tersembunyi di dalam kantong celana” are the same. They are different in form, but the meanings are equal. That students should change the point of view before translate, because is impossible arm folded in a pants pocket translating to tangan terlipat, was follow word “ in a pants pocket” became terlipat dalam kantong celana, it is ambiguity translated.

Data 4:

Table 4.15

Noun and verb or verb and noun

| Code | Source Language | Target Language | |
|-------------|--|--|--|
| | | Correct Form | Incorrect Form |
| 18.17 | She was about to step out of her car when her cell phone shouting (chapter.5) | Dia keluar dari mobilnya ketika ponselnya berdering | Dia keluar dari mobilnya ketika ponselnya berteriak |

According to the student translation above the researcher concluded that noun “cell phone” collocated with verb “shouting” in English. As result above, was translated to ‘ ponselnya berteriak “. The students’ translate the collocation as the word to word but it is in adequate although literally word “shouting” is “berteriak” but base on the context it is in adequate translation. So the students should changed the form of the source language to make an appropriate translation. Contextually, ”cell phone shouting” translate to “ponselnya berbunyi”.

2.3 Noun + Noun

Noun + noun is also one of collocation that is often used, which is the combination of words both noun and noun. These are the example of noun : eyes, heart, war, wall and etc. Then, these are the example of collocation : a tour group, stone wall, sugar cubes, and council member. Moreover the researcher used collocation noun and verb, such us ; blue eyes, gruesome sigh, and etc. This collocation are number 20, 24 that the students have to translated into bahasa or target language. furthermore, there were some student could translate correctly and also incorrect.

Data 1:

Table 4.16

Noun + noun

| Code | Source Language | Target Language | |
|-------|--|---|--|
| | | Correct Form | Incorrect Form |
| 20.17 | Someone left a wrap mannequin hand in the church (chapter.10) | Seseorang meninggalkan sapu tangan di gereja | Seseorang meninggalkan pembungkus tangan patung di gereja |

According to the students' translation above the researcher concluded that noun "mannequin" collocated with noun "hand". Literally, "mannequin " is acceptably translated to "patung" in Indonesian(patung pajangan di tokoh

pakaian, and “hand ” means “tangan”. The students kept the form of the collocation (noun + noun were translated to noun + noun), but the message from the source language is not delivered because before word “ mannequin hand” there is word “ wrap” means “ bungkus“ so student should be look the point of view what the source language want to said in the target language . Since the students still kept the original meaning and context, the Indonesian translation is acceptable.

Data 2:

Table 4.17

Noun + noun

| Co de | Source Language | Target Language | |
|-----------|--|--|--|
| | | Correct Form | Incorrect Form |
| 24. 20 | From within the paper wrap, Katherin extracted a small box made of granite cube | Dari dalam kertas Koran, Katherine mengeluarkan sebuah kotak kecil yang terbuat dari bongkahan batu | Dari dalam bungkus kertas , Khaterinn mengeluarkan kotak kecil yang terbuat dari bongkahan batu granite |

According to the students’ translation above the researcher concluded that noun “granite” collocated with noun “cube” in English. As translation above, “granite cubes” was translated to “bongkahan batu”.

Although the students kept the form of the collocation (noun + noun were translated to noun + noun), according to Simatupang this is still called dynamic translation because the students did not use literal meaning. The students rather used modulation technique to translate the collocation and reproduce more natural translation. But still there are some student translate the source language “ granite cube” to Indonesia(target language) “batu granite” this translation is adequate but contextually is in adequate because granite is stone, not necessary to repetition word.

2.4 Verb and Expression with preposition

Verb and Expression with preposition is one of collocation that also often used, which is the combination of verb and proposition. In addition verb is the activity or action that people do and proposition is a complement of place. These are the example of verb : made, caught, try, and etc. And then this are the examples of proposition : with, into, and under. Moreover, these are the example of collocation: deal with, curse under, and walk into. This collocation are 8, 12, 21 that the students have to translated into bahasa or target language. furthermore, there were some student could translate correctly and also incorrect. The students’ translation could be seen in the table below;

Data 1:

Table 4.18

Verb and expression with preposition

| Code | Source Language | Target Language | |
|------|---|--|---|
| | | Correct Form | Incorrect Form |
| 8.11 | He let the words hang for a moment. “ my intentions are purely noble, (chapter.9) | Dia membisu sejenak “ niat ku sangat mulia” | Dia membiarkan kata-katanya terjeda sejenak.” Niatku tulus” |

According to the students’ translation above the researcher concluded that verb collocated with verb which is “hang ” was translated to “menggantung” or “berhenti”. Then the phrase or preposition “for a moments” was translated to “ sejenak ”. Thus, according to Newmark students just used literal meaning and is was correct and acceptable.

Data 2:

Table 4.19

Verb and expression with preposition

| Code | Source Language | Target Language | |
|-------|---|--|---|
| | | Correct Form | Incorrect Form |
| 12.10 | He is overly and hurried back into the hallway and found a docent (chapter.8) | Dia kelewatan dan memutar balik kedalam gang dan menemukan pemandu | Dia kelewatan dan bergegas kembali kedalam gang dan menemukan pemandu |

According to the students' translation above the researcher concluded that verb "back " collocated with preposition "into " in english. As the students' translation above, "hurried back into" was simply translated to "memutar balik. Thus, the students might can not use the literal translation because it was not related to the context. The students translated the collocation in the different form (verb + preposition were translated to verb). Instead of translating the sentence to "bergegas kembali ", the students expressed the idea of the original message by choosing other word that represents the message of the original text.

Data 3:

Table 4. 20

Verb and expression with preposition

| Code | Source Language | Target Language | |
|-------|--|--|---|
| | | Correct Form | Incorrect Form |
| 21.16 | As the chopper rose back into the night sky, simkins and his team ran up the stair to the church main entrance (chapter 10) | Ketika helikopter naik kembali ke langit malam, Simkins dan timnya berlari lewat tangga hingga masuk ruang utama gereja | Ketika helikopter bangkit kembali ke langit malam, Simkins dan timnya berlari kearah tangga hingga menuju gereja untuk masuk |

According to the students' translation above the researcher concluded that verb "rose" collocated with preposition "into" in English. Literally, "rose back into " is translated to "naik kembali not " bangkit" but as students translation above it was translated to "bangkit kembali " not be acceptable. In addition this was the translation: (verb + preposition was translated to verb + noun). The students rather used the dynamic translation to translate the collocation.

2.5 Verb and Adverb

Verb and adverb is also one of collocation that often used, which is the combination of verb and adverb. In addition verb is the activity or action that people do and preposition is a complement of place. These are

the example of verb : made, caught, try, and etc. And then this are the examples of adverb : hard, gently, happily, and up. Moreover, these are the example of collocation: show up, deal with, curse under, and walk into. This collocation are 5, 15, 16, 22 that the students have to translated into bahasa or target language. furthermore, there were some student could translate correctly and also incorrect. The students' translation could be seen in the table below :

Data 1:

Table 4. 21

Verb and adverb

| Code | Source Language | Target Language | |
|------|---|---|--|
| | | Correct Form | Incorrect Form |
| 5.10 | Langdon look closely where she was pointing (chapter.8) | Langdon memperhatikan kemana dia menunjuk | Langdon melihat dari dekat kemana dia menunjuk |

According to the students' translation above the researcher concluded that the collocation "look closely" was translated to "memperhatikan". Literally verb "look" means "melihat" or "memantau" in Indonesian. Word "closely", in this sentence, "trying" is an adverb because of the function to describe the verb followed by "ly". The students change the

form of the collocation (verb + adverb were translated to verb + adjective).

Melihat sangat dekat. But it is in adequate translation.

Data 2:

Table 4.22

Verb and adverb

| Code | Source Language | Target Language | |
|-------|--|---|--|
| | | Correct Form | Incorrect Form |
| 15. 6 | ... her eyes locked skeptically on Langdon as process what he had just told her (chapter.19) | Matanya menatap curiga terhadap Langdon saat dia mendengarkan apa yang baru saja diceritakan. | Matanya menatap Langdon skeptis ketika apa yang dia katakan |

According to the students' translation above the researcher concluded that the collocation "locked skeptically" was translated to "menatap curiga". Literally verb "locked" means "melihat" or "menatap" in Indonesian. Word "skeptically", in this sentence is an adverb because of its function that describes the verb "skeptic". Word "skeptically" means "dengan skeptis" or "dengan bertanya-tanya" in Indonesian. The students

change the form of the collocation (verb + adverb were translated to verb + preposition + adjective). The students should be change the point of view from the “ look skeptic” into “look suspicious”. Menatap skeptic menjadi menatap curiga.

Data 3:

Table 4. 23

Verb and expression with preposition

| Code | Source Language | Target Language | |
|-------------|--|--|--|
| | | Correct Form | Incorrect Form |
| 16.13 | Langdon shrugged weakly toward the question (chapter.9) | Langdon tidak tahu terhadap pertanyaan itu | Langdon mengangkat bahu dengan lemas menjawab pertanyaan itu. |

According to the students’ translation above the researcher concluded that the collocation “shrugged weakly” was translated to “mengangkat bahu dengan lemah”. Literally verb “shrugged” means “mengangkat bahu tanda tidak tahu menau or “tanda tidak mengerti” (ekpresi tidak tahu) in Indonesian. Word “weakly”, in this sentence, is an adverb because of its function that describes the adjective “weak”. Word

“weakly” means “dengan lemah” in Indonesian. The students translated the collocation in the different form (verb + adverb were translated to verb + noun + preposition + adjective) to express the meaning of the collocation. Since the students kept the source language form and message, the collocation “shrugged weakly” equals in formal equivalence with “tidak tahu”.

Table 4. 24

Verb and expression with preposition

| Code | Source Language | Target Language | |
|-------|--|---|--|
| | | Correct Form | Incorrect Form |
| 22.21 | She set the box down on the desk and then carefully pried the lid, which rose smoothly (chapter.15) | Dia meletakkan kotak diatas bangku dan membuka lipatan perlahan keatas | Dia menunduk kebawah dengan meletakkan secara pelan-pelan |

According to the students’ translation above the researcher concluded that the collocation “rose smoothly” was translated to “ke atas pelan-pelan”. Literally verb “rose” /rise” means “ketas or “naik ” (in Indonesian. Word “smoothly”, in this sentence, is an adverb because of its function that describes the adjective “smooth”. Word “weakly” means “dengan lembut” in Indonesian. The students translated the collocation in

the different form (verb + adverb were translated to verb + noun + preposition + adjective) to express the meaning of the collocation. Since the students kept the source language form and message, the collocation “rose smoothly” equals in formal equivalence with “ke atas pela-pelan”. Base on the context of the sentence rose smoothly means ke atas pelan-pelan.

2.6 Adverb and Adjective

Adverb and adjective is collocation that often used in this novel, which is the combination of adverb and adjective. In addition adverb is a word belonging to one of the major form classes in any of numerous languages, typically serving as a modifier of a verb, an adjective, proposition, expressing some relation of manner or quality, place, time, and etc. These are the example of adverb : totally, very, and hopelessly. And then this are the examples of adjective : hard, lost, and unfair. Moreover, these are the example of collocation: very hard, totally unfair, and hopelessly lost. This collocation are 6, 11, 19, that the students have to translated into bahasa or target language. furthermore, there were some student translated correctly and also incorrect. It could be seen in the table below:

Data 1:

Table 4. 25

Adverb and adjective

| Code | Source Language | Target Language | |
|------|--|--|---|
| | | Correct Form | Incorrect Form |
| 6.20 | He let the words hang a moment. “ my intentions are purely noble , (ch.9) | Dia membisu sejenak “niat saya sangat tulus | Dia membiarkan kata-kata itu menggantung sejenak “niatku tulus murni” |

According to the students’ translation above the researcher concluded that phrase “purely noble” was translated literally to “sangat tulus”. Adjective “noble” collocated with adverb “purely” in English. The students kept the form of the collocation (adverb + adjective were translated to adverb + adjective). In Indonesian word “purely” equally means “sangat tulus” and “noble” as an adjective means “mulia/murni ” or “tulus”.

Data 2:

Table 4. 26

Verb and adjective

| Code | Source Language | Target Language |
|------|-----------------|-----------------|
|------|-----------------|-----------------|

| | | Correct Form | Incorrect Form |
|------|--|--|---|
| 11.5 | Katherine found the notion almost impossible to believe (chapter.1) | Katherine menganggap gagasan itu hampir mustahil di percaya | Khaterine menemukan gagasan yang tak masuk akal |

According to the students' translation above the researcher concluded that adjective "impossible" collocated with adverb "almost". The students translate the sentence by changing the form of the collocation (adverb + adjective were translated to adjective + adjective). Literally, "almost impossible" means "hampir mustahil" in Indonesian. The students expressed the idea of the original message to make it more natural by translating the collocation to "hampir tah masuk akal" rather than it is literal meaning "is not possible more".

Data 3:

Table 4. 27

Verb and expression with preposition

| Code | Source Language | Target Language | |
|------|---|---|---|
| | | Correct Form | Incorrect Form |
| 19.7 | Her face looked almost demonic with a rumbling stomach because he doesn't meal 2 days (chapter.8) | Wajahnya tampak pucat pasih dengan perutnya yang keroncongan karena dia tidak makan 2 hari | Wajahnya terlihat seperti setan dengan perutnya yang keroncongan karena dia tidak makan 2 hari |

According to the students' translation above the researcher concluded that as translation above, phrase "almost demonic" was translated literally to "putih pucat" not "seperti setan". Adjective "demonic" collocated with adverb "almost" in English. The students change the form of the collocation (adverb + adjective were translated to adjective + adjective). In Indonesian word "almost" equally means "hampir" or "half" and "demonic" means "seperti setan". It is also showed that "almost demonic" and "hampir seperti setan" are not equal. Demon is identically with the pale of face, so the students' should be focused on the context be "demonic" is "putih pucat".

B. Discussion

The students ability in applying modulation technique in translating the collocation were different. There were the result of students' translation in each collocation that have different score that could be seen in the average score for

each collocation; first was the students' average score in collocation Adjective and noun were 60%. The second was the students' average score in collocation Noun and noun were 49%, Noun and verb were 41.6%. The third was the student average score in collocation Adverb and adjective were 39%. The fourth was the student average score in collocation Verb and adverb were 36%. The last was the student average score in collocation Verb and expression with preposition were 22,88%.

Moreover, the researcher analyzed the students translation for each items of collocation types to find the student problems. There are the result of students' translation in six types of collocation;

First is collocation type of adjective and noun like "supreme person" almost students translated "supreme" to "tinggi, tertinggi" but from source language into target language is not relevant if translated like it. If they see the sentence as full, " beside her, Langdon looked like a supreme person" they would translate correctly " supreme person" is "the great leader". Then more example collocation " serious line", many student translate as literal technique as " garis serius" almost the students incorrect to translate with modulation. If they look the context, the translate should be " kritis" meaning from it.

Second is noun and verb or verb and noun. The example is "cell phone shouting" actually the students just need ability of cognitive to translate this collocation which is the meaning "ponsel berdering" but some students still false in translate this collocation, they translated it "ponselnya berteriak"

because they did not translate it used cultural contexts. shouting not also mean “berteriak” but in this context they must translate it “bebunyi”.

Third is noun and noun. All students easier in translating this collocation such as: “wrap mannequin hand” mean “sapu tangan” and “granite stone” mean “bongkahan batu”. Students still false translate it . but almost the student can translate correctly because this type is the easiest to translate. Students just need vocabulary to translate this collocation.

Fourth is verb and expression with preposition. There was some students could not translate it correctly because they seldom to learn and find this type, example “hang for a moment” the students could not literal translation but they have to use modulation technique to translate which is the meaning would be “membisu sejenak” if they look overall sentence “he let the words hang for a moments”.

Fifth is verb and adverb. Almost students translate this collocation incorrect, example; “gaze down” the students translate it “menatap kebawah, melihat bawah”. But, there was also students correct in translate it as “tertunduk” because they translate just translate “gaze” and “down” should be combine be “tertunduk” .

The six is adverb and adjective. The students also seldom to find this collocation type. But, the researcher found that student could translate it well. These are the example “almost demonic” student translate it literally “hampir menyerupai hantu” it is in adequate becau the context not told about demon or

devil, but tell about situation who are starving. The collocation “almost demonic” to describe what happen if someone not meal for two days.

Based on the explanation above the researcher concluded that the students’ ability in translation collocation especially for applying modulation technique should be increasing and improving. Based on Hatim and Munday (2001: 150) They just need to learn more about the modulation technique in translation that they can see of context beyond the text, and change point of view and the most important is the cognitive should be works, to translate it well⁵³. Moreover, the students have to learn more about collocation and translation theories. The lecturer also must give them more detail about technique in translation especially modulation technique and hopefully this thesis will be useful for students and all reader and also the next researcher can find out the great solution for this problems.

BAB V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion related the result of the study.

⁵³ Hatim, Basil.1999. Translation, An Advance Resource Book. Routladgfe: New York. P.125

A. CONCLUSION

Based on the result of the data analysis, it was concluded that students' ability in applying modulation technique in translating collocation on "The Lost Symbol" Novel by Dan Brown, the researcher found that the students' average in total score for all collocation was 60% which was the category "poor". And 40% score was in category "average". In other hand, the students' ability in applying modulation technique no one in category good or excellent. Moreover, the researcher also concluded that the students' ability was dominant in collocation type of adjective and noun, it showed in score was 60%, because in this collocation, the dominant type to translate it just simple and the phrase of word is most familiar in their activities not also in translation subject but other skill language material. The students' low ability in translate collocation of verb and expression with preposition because they could not just use the literal translation but they have to adapt it or changed their cognitive and focus on the context, which make relevant and coherence.

Thus, the students' ability of 6th semester students' of PBI (IAIN) Bengkulu should be learn more about translation subject and also must be support with addition more the translation lecturer, and references as the translation book in IAIN library.

B. Suggestion

Based on the conclusion above, the researcher would like to suggest that the students have to learn more about translation theories, especially

Technique of translation which is modulation and dynamic translation because they also must look at the context and change the point of view by the translator and do not always use literal translation. Then, they should improve their translation skill with practice to get the experience and knowledge in translation.

Moreover, the researcher also suggested for the teacher or the lecturer that they have to explain more about translation theories. They must tell to students when they have to apply the modulation technique , literal or modulation translation to adapt the meaning related to situation, especially in collocation phrase that has many types. Thus, the researcher hope that this result this thesis of an analysis of students' ability in translation collocation will make the reader interest in learning translation containing the collocation.

So far, students' ability in translation collocation especially for applying modulation technique should be increasing and improving. They just need to learn more about the modulation technique in translation that they can see of context, and change point of view and the most important is the cognitive should be works, to translate it well. Moreover, the students have to learn more about collocation and translation theories. The lecturer also must give them more detail about technique in translation especially modulation technique and hopefully this thesis will be useful for students and all reader and also the next researcher can find out the great solution for this problems.

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