

**“Students’ Ability in Translating Collocation from The Play  
Yerma Written by Federico Garcia Lorca”  
(Study at 6<sup>th</sup> Semester students of TBI IAIN Bengkulu)**

**THESIS**

Submitted as A Partial Requirement for the degree of *Sarjana Pendidikan* (S.Pd)  
In English Study Program Tarbiyah and Tadris Faculty  
IAIN Bengkulu



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*Wassalamu'alaikum Wr. Wb*

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## **DEDICATION**

With gratitude and all my love, this proposal is dedicated to:

- ❖ For both of my unconditional love, my beloved parents, Mr. Darmadi, and Mrs. B. Murti Suryani, Thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

Surely with difficulty is ease

( QS : Al-Insyirah )

“Whoever has never felt the bitterness of seeking knowledge even though from time to time, he will seek the humiliation of ignorance throughout his life”

(Imam Syafi’i)

## PRONOUNCEMENT

I hereby declare that this thesis “ Students Ability in Translating Collocation from The Play Yerma written by Federico Garcia Lorca ( Study at 6<sup>th</sup> semester students of TBI IAIN Bengkulu)” is my own work, and it is based on the best of my knowledge and beliefs. It does not contain any previously published or written by another person content, nor does it contain any material that has been accepted for the granting of any degree or diploma by a university or other institute of higher learning, unless the following has been acknowledged.

Bengkulu, September 30, 2021



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The researcher realizes that this proposal is still far from being perfect. The researcher hopes that this proposal is useful for the researcher in particular and the readers in general.

Bengkulu,     March 2021

The researcher



## ABSTRACT

**Destia Darma Ulan.** *Students' Ability in Translating Collocation From The Play Yerma Written by Federico Garcia Lorca" (Study at 6<sup>th</sup> Semester students of TBI IAIN Bengkulu.* A Thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies of Bengkulu. 2021.

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Collocations are notoriously for non-native speakers to translate, primarily because they are opaque and cannot be translated on a word basis, and one of the difficulties that learners have to face when they try to combine words. This research aimed to find out To find out the Ability of the sixth semester of TBI IAIN Bengkulu students in translating collocation found in Federico Garcia Lorca's Yerma. There were 21 students who participated in this research gathered by using random sampling. The research method applied in this current study was a qualitative method. The data were collected through translation test. To analyze the data, the researcher applied the theory from Benson, Benson and Ilson (1986). The result of this research showed that there were many collocations found on students' translating test. The play yerma used many adverb + adjective collocations and noun + verb / verb + noun collocations. Some part used more collocation than the others. Also, from the finding, many collocations were found in the right combinations although there were average amount of incorrect collocations. It is also can be seen from the findings of the translating test that the percentages of correct collocations are good. Percentage of adverb + adjective (77,04 %) was classified as good and percentage of noun + verb\ verb + noun (68,95 %) and verb + adverb (61,45 %) collocations was classified as average. This means that most of adverb + adjective collocations are used correctly by students.

Keywords : Translation, Collocation, Drama.

## ABSTRAK

**Destia Darma Ulan.** *Students' Ability in Translating Collocation From The Play Yerma Written by Federico Garcia Lorca" (Study at 6<sup>th</sup> Semester students of TBI IAIN Bengkulu.* Skripsi Program Strata 1 Prodi Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu. 2021.

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Kolokasi dikenal bagi non - penutur asli buntut menerjemahkan, karena tidak dapat diterjemahkan kata demi kata. Salah satu kesulitan yang sering dihadapi siswa adalah ketika mereka mencoba untuk menggabungkan kata-kata. Penelitian ini bertujuan untuk mengetahui kemampuan siswa TBI IAIN Bengkulu semester VI dalam menerjemahkan kolokasi yang terdapat dalam naskah drama Yerma karya Federico Garcia Lorca. Jumlah siswa yang berpartisipasi dalam penelitian ini berjumlah 21 orang yang dikumpulkan dengan menggunakan random sampling. Metode yang diterapkan dalam penelitian ini adalah metode kualitatif deskriptif. Pengumpulan data dilakukan melalui test translation. Untuk menganalisis data peneliti menerapkan teori Benson, Benson dan Ilson (1986). Hasil dari penelitian ini menunjukkan bahwa banyak ditemukan lexical collocation pada test translation siswa. Drama yerma menggunakan lebih banyak adverb + adjective collocation dan noun + verb \ verb + noun collocation. Beberapa part menggunakan lebih banyak collocation dari pada yang lain. Selain itu banyak ditemukan collocation yang tepat pada naskah drama meskipun ada rata-rata jumlah kolokasi yang salah. Hal ini juga dapat dilihat dari hasil test translation siswa bahwa persentase kolokasinya baik. Persentase adverb + adjective (77,04 %) dan persentase noun + verb \ verb + noun (68,95 %) dan verb + adverb (61,45 %) collocation tergolong sedang. Ini berarti penggunaan collocation adverb + adjective digunakan dengan benar oleh siswa.

Kata Kunci: Translation, Collocation, Drama

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter deals with Background of the research, identification of problem, limitation of the problem, Research question, purpose of the problem, significance of the research, and the definition of key terms.

#### **A. Background**

Translation has turned into a necessity in various fields. It is demonstrated with numerous books, articles, and different writings that have been translated from one language into another dialect to satisfy people need of data. Not just books contain logical information, yet in addition different classification of books, for example, novel, short story. Furthermore, different modes of amusement have been translated as well to spread broadly information or data given in many foreign language, the part of translator surely essential. Actually, there are numerous definitions about translation. According to Maurits (2000:6), Translation is to exchange the meaning from source language into target language and reproduce it within target language in the most natural forms going at the side appropriate rules within the target language. It can be said that translation is the process to transfer the meaning.

According to Munday (2004) Translation is a change of meaning of source language into target language, customized the frame as much as conceivable to attain the equivalence, aims at total expectation of expression, additionally the message is suitable with the receptor's social desire. In addition, Newmark (1998:100) defines translation is rendering the



meaning of a content into another dialect within the way that the creator aiming the content. In brief, the meaning of a content ought to be the same with the author's point when it is deciphered.

Collocation is a blend of at least two words. Most dialects have their own collocations. Most translator will be worried about how to translate collocations, because that translating collocations will be influence the nature of interpretation item itself. In Translation, at some point the students face with a few difficulties to translate the meaning. So, that is great to learn especially for students to extend their understanding and offer assistance them to know the meaning. If the students do not know about collocation, it will hard for the students to analyze the text to translate the meaning and they will can not find what is the proper words.

English study programs usually feature drama performances. The Drama Yerma itself was shown in 2016 by sixth semester students. But the focus here is that most students ignore the conversations or conversations that are in the drama dialogue, they focus more on the visuals displayed. they can not have a clue about the collocation which are found in the content or text authentically, while it is significant to know since it can expand our comprehension about expression all the more normally.

An interview conducting the research, the researcher had an interview with one of the lecturer who taught literacy courses in choosing what interesting dramas could be used as material related to this research. The lecturer gave suggestions for choosing. The lecturer gave suggestions for

choosing the play *Yerma* because *Yerma* won the best award for the English education study program (TBI) in 2016. This drama can be used as a reference in research as a supporting tool in translating collocation because there are many collocation terms in it.

On the curriculum of English Department at IAIN Bengkulu, translation is a required subject and has been learned in the fourth semester. In this course, students must be able to understand about theories, strategy, technique and practice to translate some courses of translation such as translation shift, collocation, and idiom. Based on the subject in English department of IAIN Bengkulu, the researcher investigated the students' ability in sixth semester that they got the translation subject at fourth semester about translating collocation from *The Play Yerma* written by Federico Garcia Lorca.

The interview with the lecturer of translation subject it is showed that there are information that the research get. First, the lecturer said that the students have studied the translation subject as one of required subject. Second, they have been learned about theories and translation technique on fourth semester. Third, the lecturer said that the student need to improve their vocabulary in learning translation. Last. Student know how to translated sentence but sometime they do not know collocation appeared in that sentence.

An interview conducted with the students of English education 6C showed that translation is important subject. It is because they can translate

using the technique and theories of translation to make the source language and the target language equivalence and correctly. Another problem that have been face by the students is they just read the content without translate it to target language. For example saya membelanjakan liburan saya yang lalu dengan keluarga saya is an Indonesian of I went through my last occasion with my family. In this case, other than comprehend the standards of translation, the students needs to increment his level of capability. For example collaboration level. In spite of the fact that the significance of “membelanjakan liburan” can be perceived by readers of target language, because that “membelanjakan” likewise implies going through cash. Yet it is bizarre, this case is generally found in translation which is called collocation. Collocation has a significant function for translator, since language measurements towards various occasion, phenomenon and climate will make various impacts through collocation itself.

Another interview with students in English education study program 6E also said that they do not know about collocation and the types of collocation in translation. Sometimes they know the word but do not know the class or rank those word.

Despite the pre-observation that have been made by the researcher, there are many studies that also exploring about translating collocation. One of them is a study conducted by Anna Rahmawati in 2017. This research is to find out the types of collocation and to asses the accuracy of collocation translation in the novel by Sir Arthur Conan Doyle “Sherlock Holmes: The

Hound of The Baskervilles". This research is focused on how accurate the collocations of the novel translation are. This research uses descriptive qualitative method. The writer uses Benson et al theories to analyze kinds of collocations of the novel, then the accuracy of collocation translation are assessed by Larson's and Nababan's Theories. The writer reads the novel in both English and Indonesian versions before the writer finds the English collocation, then classifying it into the types of collocation. Then, the writer assesses the accuracy translation of collocation. This research proposed two types of English collocation, grammatical collocation and lexical collocation. In this research, the translator mostly uses similar meaning and different form, and the accuracy level more than 50 percent, so that the TL is accurate.

Another researcher who examines translating collocation is Ahmad Ali in 2018. This research indicated that : adjective and noun, noun and verb, noun and noun, verb and expression with preposition, verb and adverb and adverb and adjective and also he found the dominant lexical collocation. In this research noun and verb or verb and noun are mostly found out especially in phrase. There are 41 (41%) noun and verb or verb and noun are found in the novel.

Yerma is a play written by Federico Garcia Lorca, a Spanish dramatist. It was the first time it was performed. The play is described by Garcia Lorca as a "tragic poem." The play is about a childless woman who lives in rural Spain. Her frantic desire to be a mother turns into an obsession, leading her to commit a heinous act. Isolation, desire, and dissatisfaction are all themes

explored in *Yerma*. Social conventions of the period also play a large part in the play's plot. There are also overflowing themes of power and struggle. Her inner struggle is too great toward the end. She has finally stood up for what she wanted and at the same time killed her only chances.

The play *Yerma* was a huge hit, with wonderful reviews, particularly for Piper's "earth-quaking" performance. Piper won all six eligible Best Actress theatrical prizes, including the prized Lawrence Olivier Award, against stiff competition from Glenda Jackson. Piper was praised as "dangerously draining," "searing, magnificent, and unmissable" in an unprecedented amount of five-star reviews for the play. The Laurence Olivier Award for Best Revival was also given to it. It had a second run from July to August 2017, with two live broadcasts to UK and international cinemas on August 31 and September 21, respectively. Encore performances were later added after demand surged.

The play *Yerma* was chosen by the writer because theater with Indonesian translation has become increasingly essential and common in the entertainment sector, particularly in Indonesia. Another reason is that it employs a large number of collocations. Because collocation is challenging, especially when establishing equivalence from source to target language, The author examines the Indonesian translation of an English collocation. Because the main point in translating collocation is to find the closest natural equivalent word and to choose short, simple, and familiar words, it is important to find the closest natural equivalent word and to choose short,



simple, and familiar words because it can affect the audience's enjoyment of the drama and their ability to receive information from the source language naturally and accurately.

In addition to that reason, researchers have also observed or watched the play *Yerma* presented by the 2016 English Study Program (TBI) class. The play *Yerma* itself has won an award as the best performance show in the English Study Program. So, this is what made researcher choose *Yerma* drama over other dramas. The play *Yerma* itself was chosen to see how collocation are translated by students of sixth semesters in the English Study program and another reason is the play *Yerma* it used a lot of collocation. This research is important to be carried out because collocations are notoriously for non-native speakers to translate, primarily because they are opaque and cannot be translated on a word by word basis, and one of the difficulties that learners have to face when they try to combine words. A similar issue as the researchers above, it is including the same analysis on translating collocation. Since collocation is quite difficult especially in founding the equivalence from source into the target language. The research analysis how the students of sixth semester TBI translating the collocation.

By all the explanation above the researcher decided to conduct the research entitled “*Students’ Ability in Translating Collocation From The Play Yerma Written by Federico Garcia Lorca*” (Study at 6<sup>th</sup> Semester students of TBI IAIN Bengkulu) ”. therefore, the researcher is interested to analyze the types of collocation too.

## **B. Identification of the Problems**

Based on the background above, various problems arise.

1. The types of collocations that were used by the students in the play Yerma.
2. The ability of the students in translating collocations in the play Yerma

## **C. Limitation of the Problem**

Making a problem limitation is crucial to avoid misunderstandings and to clarify the situation. The writer will concentrate on the English language collocations, particularly the kind and pattern of each type, that were discovered by sixth-semester students in Federico Garcia Lorca's play Yerma. According to Benson's theory, Benson and Ilson (1986).

## **D. Research Problem**

Based on the problem above, the problem of the study are formulated as the following :

How is the students' ability in translating collocation from the play Yerma written by Federico Garcia Lorca ?

### **E. Objective of the Research**

The objective of this research are :

To find out the Ability of the sixth semester of TBI IAIN Bengkulu students in translating collocation found in Federico Garcia Lorca's Yerma.

### **F. Significance of the Research**

Through this study, this present thesis hopefully can give some significances which are :

1. Theoretically, according to a translation specialist, can provide knowledge about the definition and types of collocation. The findings of this study are also likely to play an important role in the future as references for scholars, particularly when it comes to translating collocations.
2. Practically, to gain a better understanding of how collocations function and the many types of collocations, so that students, Indonesian translators, and anyone else working on translation can naturally translate the meaning, especially for collocations.

## **G. Definition of the Key Terms**

In leading the analyst, it is important to figure the meaning of key terms which is planned to evade misunderstanding of the ideas utilized in this exploration, the terms should be defined as per the following:

### **1. Translation**

According to Munday (2004), translation is a change in the meaning of a source language into a target language, with the frame modified as far as possible to achieve total expectation of expression, and the message is also appropriate for the receptor's social desire. Furthermore, according to Newmark (1988:100), translation is defined as "the rendering of the meaning of content into another dialect in the manner in which the translator aims the content." In a nutshell, the meaning of a piece of information should be the same as the author's point.

As a result of the definition above, translation is a process of shifting facts or messages from one language to another without reducing their relevance.

### **2. Collocation**

The term collocation was first used in the sixteenth century and has since become a key notion in several linguistic domains, including lexical syntax and semantics. Collocation is a word combination that is frequently characterized as a word combination that has been lexicalized to some extent, for example, give – speech instead of have / make / hold – speech (Benson et al 1986, Hausmann 2003, in Tomas

Lehecka, 2015). The syntagmatic attraction between two (or more) lexical items: morphemes, words, phrases, or utterances is referred to as collocation (Tomas Lehecka, 2015). As a result of the definition above, we can deduce that a collocation is a combination of at least two words that frequently occur together

### 3. Drama

The term "drama" refers to the presentation of scripted dialogue and stage activity. It is a scholastic type that allows an entertainer to perform a direct performance out of the writer's words in front of a group of people, which is an impersonation of a certain occupation. A show is also a type of play written for theater, television, radio, and film. In simple terms, drama is a stanza or exposition arrangement that introduces a story in verse or talk. It depicts the struggles of characters, particularly those who act in front of a large audience on stage. A "producer" or "dramatist" is someone who creates shows for the stage.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter is intended to convey the underlying theories of the study and some earlier researchers concerning to the study. The underlying theories consist of The Definition of Translation, Translation Technique, Process of Translation, Meaning Equivalence, Collocation, Types of Collocation, Translating Collocation, Error in Translating Collocation, Drama, Drama as Literature and Show, and Related Previous Studies.

#### **A. TRANSLATION**

##### **1. Definition of Translation**

Translation is commonly said as moving the message from the source language to the target language. Some expert define translation from various perspectives. Based on T. Bell (2001:5), state translation as the articulation in another language (target language) of what has been expressed in another (source language) protecting semantic and complex equivalences. This definition clarifies that translation is identified with the importance of the content. Also, Larson depicts that translation is essentially a difference in structure. In translation, the type of the source language is supplanted by the type of the target language. In accordance with Larson, Newmark (1988:5) states that translation is “the delivering the significance of a book into another language in the manner that the

creator expected the text”. It implies that translation is an importance move measure from a source language (SL) to target language (TL) in the method of strategy that is the translator utilized.

## 2. Translation Technique

There are eighteen translation technique dependent on Molina and Albir (2004:2) :

### a. Amplification (Addition)

Addition adds data that essentially doesn't exist in the source sentence. The presence of extra data in the objective sentence is expected to additionally explain the idea passed on the first writers to the readers. This technique is just the data that is utilized to help with conveying the message to the readers. These increments may not change messages in the source language.

SL: *The girl came late.*

TL: Wanita muda itu datang terlambat

### b. Adaptation

Adaptation replaces the social component of a sort in the source language with social components that exist inside the target language. This procedure can be utilized if the component or components of those societies have counterparts in the target language.

SL: *The film swept the world*

TL: film ini merambah dunia

c. Calque

Calque technique is a strict translation of a word or expression in making an interpretation of the source language into the target language.

SL: *He is the new teacher*

TL: Dia adalah guru yang bar

d. Borrowing

Borrowing utilizes words or expressions when makes translation of the source language into the target language, obtaining can be an unadulterated acquiring, borrowing without rolling out any improvements, for instance, “setting”, or as a characteristic obtaining (naturalized borrowing), where the expression of the source language were coordinated with the spelling of the target language, as “alarm” which comes from “alarm”.

e. Compensation

Compensation replaces the thing data or position impacts in the source language in different pieces of the target language since it can not be acknowledged in a similar area in the source language.

SL: *a pair of trousers*

TL: sebuah celana

f. Description

Description replaces the term in the source language with the description in the target language. This strategy is utilized when a term in the source language does not have a term in the target language.

SL: *I like gethuk.*

TL: Saya suka gethuk, makanan tradisional jawa terbuat dari singkong.

g. Discursive Creation

Discursive creation employs of equal translation techniques while away from their unique setting. These techniques frequently show up in the translation of titles of motion pictures, books, and novels.

SL: *The Godfather*

TL: Sang Godfather

h. Established Equivalence

Established equivalence deciphers terms in the source language term that is now predominant in the target language. The term in the source language is commonly founded on a word reference or expression every day.

SL: *Sincerely yours*

TL: Hormat kami

i. Generalization

Generalization translates a term with the term that is as of now notable out in the open and known to the more extensive network. This method is utilized when a term in the source language alludes to a particular segments, which matches in the target language that does not exist and alludes to a similar segments. Example: bajai is translated to vehicle.

j. Linguistic Amplification

Linguistics Amplification adds components of linguistics from source language into target language. This method is regularly utilized in deciphering or naming.

SL: *Everything is up to you*

TL: semuanya terserah anda

k. Linguistic Compression

Linguistic Compression joins together or gathers the semantic components that exist in the SL. This strategy is regularly utilized in deciphering or naming.

SL: *Are you hungry?*

TL: lapar?

l. Literal Translation

Literal translation interprets an articulation in source language in the expression of words into the target language.

SL: *I will love you*

TL: Aku akan mencintai kamu

m. Modulation

Modulation replaces center the perspective or the psychological angle that exists in the source language, either lexical or basic.

SL: *Nobody doesn't like it.*

TL: Semua orang menyukainya

n. Particularization

Particularization utilizes terms that are more concrete and explicit. The procedure stands out from the method of speculation.

SL: *The girl likes to collect jewelry.*

TL: Gadis itu senang mengoleksi kalung emas

o. Reduction

Reduction gathers the data contained in the source language into the objective language. Compacting of data ought not adjust the content of the message in the source language.

SL: *The boy got a car accident*

TL: Lelaki itu mengalami kecelakaan

p. Substitution

Substitution replaces the phonetic components into paralinguistic, (for example, inflection and signal) or the other way around.

Example: Nodding head in Indonesia translated "*Yes!*"

q. Transposition

Transposition replaces the syntactic classifications of the source language into the objective language, for instance, supplanting the words to become phrases. This procedure is generally utilized in light of an alternate language structure among source language and target language.

SL: *I have no control over this condition*

TL: Saya tidak dapat mengendalikan kondisi ini

r. Variation

Variation replaces semantic components or paralinguistic which impact the phonetic variable. For instance, a printed change of tone, style, topographical lingo, tongue and social.

SL: *Give it to me now!*

TL: Berikan buku itu ke gue sekarang!

### 3. Process of Translation

In doing translation movement, the translator move the significance from the source language into the target language. to comprehend translation all the more effectively we should realize

translation measure, as Pym (2010:26) said that a translator who thinks about various cycle will work in a way that is better than one who thinks nothing about them, apparently, there is no exact proof for that guarantee. As indicated by Larson (1984:2) cycle of translation incorporates learning the jargon, basic of punctuation, restrictive of correspondence, and logical culture in text, dissect every one of them to pick the significancy, and make system to the comparative importance utilizing the jargon and linguistic structure which are right in the recipient language and its relevant setting. According Nida and Hatim (2001:22) the process of translation comprises of three phases. They are examination, move and rebuilding. In dissecting, the translator investigates the source text as far as the linguistic relationship and the significance of the word and blends of the word. Also, the process of translation comprises of four principle steps, specifically the investigation and cognizance, the exchange, the rebuilding and the latter is assessment and amendment by Suryawinata. translation process can be analyzed as follows:

- a. Analysis and comprehension In this progression, surface structure (or the assertion) is broke down as per linguistic relationship, word meaning, literary significance and even logical importance. It is back change measure.
- b. Transfer After analyzing and understanding the importance of the source language, the translator measures the material in his psyche.



At that point he moves the material from source language to target language. Everything happens just in the translator's mind.

- c. Restructuring in this progression, the translator attempts to discover the equivalences of words, expressions or sentences structure in target language. translator needs to rebuild the syntax of the source language into target language so the importance and message of source text can be moved completely to Target Language.
- d. Evaluation and Revision After the interpreter gets the proportionality of interpretation in target language, at that point this interpretation is assessed and checked again to the source text. On the off chance that it is as yet not same, the interpreter will modify the interpretation.

## **B. COLLOCATION**

### **1. Definition of Collocation**

Collocation is an etymological wonder found in various dialects, and it has been as of now part of dialects it selves. The way that collocation is very critical and significant in each language just as in interpretation makes Etymologists' advantage in the interpretation of collocations. There are many fluctuates meanings of collocations proposed by a few unmistakable etymologists. Halliday and Hassan (1976:284) characterize that collocation is attachment that is accomplished through the relationship of lexical things that routinely co-occur". It implies that collocation is an

aftereffect of from the co-event of lexical things that are here and there or other commonly connected with each other, on the grounds that they will in general happen in comparative climate.

According to Benson et al (1986:15) express that collocations are "fixed expressions" put away in mind. There are numerous non-colloquial expressions and developments which are fixed and recognizable in dialects. Newmark (1988:213) referenced that collocations are 'the nerves, more inconspicuous and different and explicit in signifying importance, and lexis is the flesh. He stress that collocation is the main logical variables that influences interpretation which comprises of lexical things that enter basically into high frequency syntactic structures

As indicated by Lewis (2000:29) collocations are somewhat multi-words things, the individual words that every now and again happen together can be found inside the free fixed collocational continuum. He sees that collocations is a class of word mix that lies between absolutely free, unhindered mix and completely fixed, constant ones.

In view of certain definitions by certain specialists over, the writer finishes up that collocation are at least two words which have specific connection frequently happen together and those are utilized in some specific settings to clarify something.

## 2. Types of Collocation

Benson, Benson and Ilson (1986: .xv-xxix) arrange collocation into two sorts:

### a. Grammatical Collocation

This kind of collocations is made with a relational word and a fundamental word (thing, modifier and action word) or two word action words. In view of Benson, et al., we have eight significant kinds of examples of syntactic collocation in English:

#### 1) Noun + Preposition

Not all noun + preposition word mixes can be considered as collocations due the profoundly unsurprising significance of certain relational words, for example, of and by. Thus, noun + of/by mixes are viewed as free mixes. For instance: The Government *blockade against* in this country

#### 2) Noun + to + Infinitive

Syntactic designs in which noun + to + infinitive development is most often encountered they are; They had the *foresight* (instructions, an obligation, a permission) to do it, They made *an endeavor* (an exertion, a guarantee, a pledge) to do it.

#### 3) Noun + that Clause

Noun + that clause blends that are considered collocational are those utilizing subject pronoun. For instance: *We arrived at an arrangement that she would speak to us in court, He made a vow*

*that he would carry out his responsibility*. Notwithstanding, when the, that-clause can be supplanted by „which-clauses, such a noun + that-clause development isn't considered as collocational.

#### 4) Preposition + Noun Combination

Any blends of relational word and thing can fall into this classification, anyway the decision of relational word with certain thing isn't aimlessly. For

model: *coincidentally, ahead of time, in misery*

#### 5) Adjective + Preposition Combination

A few adjectives are trailed by a prepositional expression. The adjective + preposition word blend that is considered collocational is the one that occurs in the predicate (verbless clause). Anyway past participial descriptor followed by preposition *by* is not considered collocational on the grounds that this construction is normal and unsurprising. For instance: They *resent* the children, They are *eager* for news.

#### 6) Adjective + to + Infinitive

These adjective happen in two essential development with infinitives, (a) adjectives with sham subject "it, for example, *it was important to work*, additionally possible it was essential for him to work (the inclusion of prepositional expression), (b) adjectives with genuine and vivify subject, for example, *she is all set*.

#### 7) Adjective + that Clause

A few adjective can be trailed by that-clause. For instance: *she was worried about the possibility that that she would bomb her assessment.*

8) Collocational Verb Pattern English verb patterns have a few kinds.

For instance: he sent the book to his sibling, he sent his sibling the book and he sent the book to him.

b. Lexical Collocation

This kind of collocation don't contain syntactic components, yet are blends of noun, adjectives, verbs, adverbs. (Benson et al, 1986:xxx-xxxv) There are a few distinct types of lexical collocations produced using blend of verbs, noun, adjectives, and so on probably the most well-known sorts are:

- 1) Adverb + Adjective: (totally fulfilled)
- 2) Adjective + Noun: (agonizing agony)
- 3) Noun + Noun: (a flood of outrage)
- 4) Noun + Verb: (lions thunder)
- 5) Verb + Noun: (end it all)
- 6) Verb + Express with relational word: (burst into tears)
- 7) Verb + Adverb: (wave frantically)

In lexical collocations, there are fixed and free mixes. Particularly in verb + noun combination, the combinations are fixed in which the decision of word that gather each other is positive, for example, *submit a homicide, or violate the law and these blends: do a homicide, or*

*harm the law* are impossible. This fixed structure are idiomatic, anyway their implications are as yet unsurprising from the components of the mix. In examination, in free collocations the assemblies are openly consolidated, for example, *dissect/study/witness a homicide and practice/study law*. According to Nattinger, The significance of those loose collocations can even now be gotten from their individual words. Interestingly, there are fixed mixes comprising of a few lexical things which are generally solidified articulations and whose implications are in some cases barely logical from their part words, for example, *to shout blue homicide (to whine noisily) or get route with murder* (somebody who can do whatever they like) and set some hard boundaries (provide others request in a bossy way). These fixed structures and implications collocations are called idiom.

Sometimes, a couple of words may not be absolutely totally off-base, and individuals will comprehend what is implied, however it may not be the characteristic, ordinary collocation. On the off chance that somebody says *I did two or three a misstep* they will be seen, yet a fluent speaker of English would likely say *I committed a couple of errors*.

### 3. Translating Collocation

Collocation additionally implies a characteristic mixes of words; it alludes to the way words are firmly connected with one another. The way that the importance of numerous collocations are a long way from the first significance of words and collocations have the discretionary characters, interpreting collocations isn't a simple work. Translating collocations will influence the nature of translation product itself, so a translator who is able in translating collocations means item itself, so translator who is capable in translating collocations implies that he is accomplishment to make the translation items more regular and exact. It likewise implies that translators need to focus on collocations since they have their essentialness in both Source language and target language.

There are a few difficulties and issues that possibly happen in translating collocations. (Baker op *cit*, 1992:58) There are five difficulties and issue which has been effectively arranged by Baker.

1) The engrossing effect of source text patterning.

It is easy but difficult to accept that up to a collocation can be found in the target language which passes on a similar the equivalent or a comparable significance to that of the source collocation, the interpreter won't be befuddled by contrasts in the surface designing between the two.

2) Translator may misinterpret the meaning of the collocation into the receptor language.

Confound the significance of collocations of SL can be one of factor the challenges and issue in deciphering collocations and coming about in the improper interpretation of the collocations into the receptor language.

3) The tension between accuracy and naturalness. .

translators are regularly confronted with situations of ordinarily and exactness, for example regardless of whether they need to interpret the source language calls into the structures that natural and satisfactory by the receptor-language reader, yet which may not correct, or exact, or they can make exact interpretation which is not normal to the reader.

4) Culture-explicit collocation.

English collocations, particularly those that are made out of things and action word things, at times uncover "puzzling case relations" that make them hard to decipher plainly and precisely.

5) Uncommon collocations in the source language.

For this situation, the utilization of new blends of source dialects is planned to make another picture. In interpreting these extraordinary collocations need more consideration, since interpreters additionally need to make an interpretation of the collocations into exceptional collocations of receptor language, so the reader will get the having good intentions.



#### 4. Error in Translating Collocation

Numerous researchers have dissected that there are different variables which is causing blunder translating collocations. Bamwell (1980:56) One sort of components is "persisting collocations from the source language text to the receptor language text, coming about unnatural or dark translation in the receptor language" For occasion, the English collocation take a few medicine is converted into *meminum obat*, rather than *mengambil obat* which is normal to Indonesian perusers or listeners. Another reason for collocational mistakes is the utilization of the strict translation. For instance :

Source language: "Andrew landed terminated from his position.

Presently, he just has fried fish and French fries for his lunch."

Target language: "Andrew di PHK dari pekerjaannya. Sekarang dia hanya makan tahu tempe untuk makan siangnya."

The model above shows that the collocation fried fish and french fries in SL will be unnatural in the event that they are delivered into *ikan dan keripik*, because that the way of life between source language text and target language text are extraordinary. Further records of traps causing the collocational blunders can be found in Baker's coursebook of translation. In her investigation, she has discovered some regular issues in moving the implications of collocations starting with one language then onto the next.

### C. Drama

Abrams (1988:45) states that dramatization is the scholarly structure intended for execution in the theater, in which entertainers take jobs of the characters, perform the showed activity, and utter the composed discourse. Fleming (2006) in refers to that show is unavoidably learner centered on the grounds that it can just work through dynamic collaboration. At that point, concurring to De Luca (1997:224) dramatization is an expression of Greek inception drama signifying "action" what is more, alluding to an exhibition on the stage where entertainers showcase the occasions and characters of a story.

Reaske (1966:30) refers to that drama is a work of literature or a composition which depicts life and human movement by methods for introducing different activities of-and exchanges between-a gathering of characters. In light of the definition over, the essayist can reason that a dramatization is an work of art that investigates human clash and pressure. It by and large appears as a story introduced to a group of people through exchange and activity. The story is passed on utilizing the components of the performance center like entertainer, outfits, props, landscape, lighting, music, and sound.

Drama generally takes the form of the theater performance. But it can as easily be transferred broadcasting to a home television screen, or to the printed page. The word drama comes from the Greek and means to do or act. The drama has mirrored the life, customs, manner and general living habits of the people. The play *Yerma*, tragedy in three acts by Federico García Lorca,

produced in 1934 and published in 1937. It is the second play in a set of trilogy that likewise incorporates *Blood Wedding* and *The Place of Bernarda Alba*. The drama is baffled title character can't acknowledge her childlessness, and she is headed to progressively nonsensical conduct, finally strangling her husband.

It can be concluded that there is the thing that distinguishes drama with other literary works, namely in terms of stories, dialogue, and the author's intent. In terms of story, its contents are a series of events which are linked logically and chronologically developed in the presence of conflict. In drama, dialogue becomes an element important and dominant language. If associated with the author's intent, the script plays made by authors and meant to be staged at on the stage.

### **1. Drama as Literature and Show**

Fortier, confirmed that drama as a literary works have specificities compared to poetry or novels. Kasim (2002:37) The specificity of the drama is due to this the playwright's goal doesn't just stop arrived at the stage of disclosing the event to be imaginatively enjoyed by the audience connoisseurs, but must be continued with the possibility can be staged in a show. Hasanuddin argued that proper proportion drama is placed as a work which has two dimensional characters, namely as a literary genre and as an art play, role, or performing arts. Even though the drama is written with goals are staged, does not mean that all plays written by the author must be staged. Without being staged, drama works can still be understood,

understood, and enjoyed. Understanding and enjoyment of the drama's literary work certainly more on the aspect of the story as a feature literary works, and not as works of art play.

Several dramas can be an interesting spectacle, and to become a drama that is a favorite or interest of the audience, drama should have the following characteristics:

1. Drama is presented in the form of a monologue and dialogue.

Monologue is a conversation or narration delivered by one character, without any reply from another character. While dialogue is a conversation that involves more than one character. Usually reciprocated.

2. Drama is presented through characters. The conflict becomes an important building element in the story that is presented in the drama.

3. Drama is presented in various durations depending on the length of the drama script.

4. The drama is presented by paying attention to the stage layout. The position or setting that is shown when the actor plays the character.

5. Drama is presented to entertain the audience, but the message or message in the drama is also special concern for the audience.

Yerma, of the five traits listed above, satisfies the given attribute. For example, in the drama Yerma, there are multiple characters: Yerma, Juan, Victor, Maria, Dolores, and so on. (2) Because Yerma deals with themes

of solitude, desire, and frustration, as well as underlying themes of nature, marriage, jealousy, and friendship, conflict becomes a crucial building element in the play. The plot of the play is heavily influenced by social traditions of the time. Yerma, whose name means barren, is a younger woman who has never had children. Juan is her father's honor and responsibility, so she marries him. She lives in a society that believes women have a responsibility to their husbands to provide them with heirs. The majority of the town blames Yerma for her infertility. She may have feelings due of her great sense of obligation to her spouse, according to the play. Themes of power and struggle are also prevalent. Her internal conflict becomes too strong near the end, and she has finally stood up for what she desired while simultaneously suffocating her last opportunity. (3)

By paying attention to the stage layout, the drama or play Yerma is presented. Drama is approached in two ways: first as a literary form, and then as a performing art. As a means of expression , focusing solely on written features, or what is often referred to as a play or script. Drama, as a creative masterpiece, is supported by a number of factors, including the author's inventiveness and objective reality. Aside from grooves and channels, characters and characterizations, settings, conflicts, ideas, and characteristics of language style, drama contains components of grooves and channels, characters and characterizations, settings, conflicts, ideas, and aspects of language style.

Drama as a performing art formed by the elements that are cause a show can implemented and held. According to Sapardi Djoko Damono exists three elements which constitute a unity that makes drama showable, namely the elements of the script, the elements of performance, and audience element. In the staging elements there is another important part, namely composition stage, fashion, make-up, lighting, sound system, and elements of the director and player. Drama must predetermined the angle to be discussed, literary or performance elements, or both as drama works integrated.

Dramatic text in drama discuss everything related with the text of the play that will be performed. Marco de Marinis, express his views on the relationships created between dramatic texts and miss-en-scene, namely the realization of the text drama becomes show. He added that it still exists a penchant for drama theorists to put dramatic text on a more 'priority' position to do with the embodiment of the text dramatic in the show, however many also think otherwise. He continues that in fact the authors drama has imagined how the written script can be translated into time the author wrote it down. The show text covers everything things related to the show. In this case, Marco de Marinis says that if we are talk about a text show, this means theater performance it can be thought of as text.

## **2. Federico Garcia Lorca**

Federico Garcia Lorca was a Spanish poet and playwright who regenerated and reinvigorated the most basic strains of Spanish poetry and

theater in a career that spanned only 19 years. Lorca was instrumental in ushering in a second Golden Age of Spanish theatre in the early 1930s. In the early months of the Spanish Civil War, he was shot and killed by a Nationalist firing squad. Despite his ambitions to be a musician and composer, he began writing in his late adolescence. Prose, poetry, and drama were his earliest forays. His poems, plays, and prose frequently allude to various genres of music, art, and literature, most notably popular ones. His natural aversion to having his work published or produced. Lorca prefers to do his work alone.

#### **D. Previous Related Studies**

There are several studies related to this research. One of them is to analyze the translation of English collocation into Indonesian on the movie subtitle. The research journal was conducted by Aynna Hafazhah (2018) entitled “*Translation of English Collocations into Indonesian in the Subtitle of “Ethel & Ernest” Movie*”. The findings show that lexical collocation is the most discovered collocation in the subtitle transcript of the movie.

The other related studies is journal named Hamdi (2018) with entitled “*An Analysis of the Use of Collocation in Students writing*”. The result of the research shows that the use of verb + noun collocation and adjective noun collocation are the “good” and “excellent” levels. Therefore, it can be concluded that the use of verbs + noun collocation and adjective + noun collocation not the main problem in studentt’s three to five paragraph essay.

The last related studies is journal from Ahmad Ali (2018) with entitled “*Collocation in the Novel Nothing but The Truth*” This research indicated that : adjective and noun, noun and verb, noun and noun, verb and expression with preposition, verb and adverb and adverb and adjective and also he found the dominant lexical collocation. In this research noun and verb or verb and noun are mostly found out especially in phrase. There are 41 (41%) noun and verb or verb and noun are found in the novel.

After reading those previous study, the researcher concludes that first and the second study above, the researcher concludes that first and the second study above used the same theory . The theory of collocation used in this research is the theory Benson, Benson and Ilson. The researcher used the same theory from both of them from Benson, Benson and Ilson And also have similarities that they are all about Translating Collocation. On the other hand, the similarity also found of the previous studies above which is used the qualitative descriptive method.

This study is, of course, different from the previous study above. The differences can be seen from some aspects such as in the research objective, theme, and also different results with both of the previous studies above. The differences between the first previous study which was created by Aynna Hafazhah. The researcher’s study can be found in the research objective. The research objective of the first previous study is only to find out the translation procedures applied in the translation of English collocations in the subtitles of —Ethel & Ernestll into Indonesian. While the researcher here does not analyze



the procedure that applied in the collocation but the researcher investigates how is the student's ability in translating collocation from the play *Yerma* that written by Federico Garcia Lorca. Because the researcher comes from English Education Department, so the researcher does not only find the procedure that applied in translating collocation but also tries to find out the students' difficulties in translating collocation.

It is also different from the second and third previous study that was conducted by Hamdi. In this second study, the researcher discusses the uses of collocation in students writing class and only focused on students writing, the differences also found in instrument of the research. In the previous research, the researcher gave writing test which is the students write three until five paragraphs and just focuses on lexical collocation and it is have similarity with the third previous study by Ali Ahmad that only focuses on What types of lexical collocation and What is the most dominant type of lexical collocation.

From the data above. It can be concluded that this study different from previous studies in research design, instruments, and subjects of the research. researcher used a drama or the play *Yerma* script that had been presented by the TBI IAIN Bengkulu students grade 2016. and also the object of the research, the researcher will take the data from sixth semester students IAIN Bengkulu.

### **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher explained how the research was conducted in order to make the discussion clearer, there are some parts of research methodology, will be discussed in this chapter. They are The Research Design, Population and Sample, Data Collecting technique, Data Analyzing.

#### **A. Research Design**

The researcher who is conducting research must be having a research design. research is a detailed study of a subject to discover new facts about it while the design is a plan for particular processs. Then, the research design is a plan that a researcher used in a detailed study to find about study itself.

Based on the explanation above, this study is descriptive-qualitative study, that uses a content analysis method. According to Gay (2000:1) descriptive research includes gathering information to respond to address worried with the investigation. Then, Bogdan and Taylor (1975:5) Qualitative descriptive method is a method that produces descriptive information as words composed or talked about people or conduct that can be noticed not as a numbers. Qualitative descriptive method is complete synopsis of explicit occasions experienced by people or gathering of people education.. In this research, the researcher will discover, identity, analyze and describe the results about the students' ability in translating collocation from the play Yerma written by Federico Garcia Lorca.

## **B. Population and Sample**

### **1. Population**

According to Mark (1966 : 105), a population is "the collection everything being equal, families, gathering, or association, networks, and occasions that will take an interest in the investigation. Strydom and Venter (2002:199), refers to the population as "the sampling frame; the absolutely of people; occasions; association; units; case records or other examining units with which the exploration issue is concerned". The number of population in the research focuses of sixth semester English education study program because that dependent on the curriculum of English Department at IAIN Bengkulu, in the fourth semester in light of the fact that they have learned the translation theory in fourth semester.

### **2. Sample**

According to Brink (2002:133) defines a sample as "part or fraction of an entire, or a subset of a bigger set. Chosen by the analyst to take an interest in an examination project. An example comprise of a chose bunch components or units from a characterized population". Leedy and Ormrod (2005:199) refer to "a upset of a population as a sample . The researcher could utilize the example with the explanation if the population is excessively and impossible the research could dissect or explore every one of them.

Sarantakos (2000:154) postulates that :

Sampling is additionally used in qualitative research and is less carefully applied than on account of quantitative exploration. Moreover, sampling in qualitative research is generally restricted, depends on immersion, isn't agent, includes ease, isn't tedious, and its size isn't measurably decided. It can hence be gathered that in subjective examinations, non-likelihood testing is utilized nearly without exception.

There are numerous sorts of test strategy that specialist could utilize.

To make this example more spesific the researcher utilize the straightforward irregular testing. That is to say, the research will take test from the number of population in sixth semester English training study program. The researher will take students from going to list that has irregular number. (Cohen and Morrison, 2007) Where simple random sampling is used, the plentiful size expected to mirror the population estimation of a specific variable depends both on the size of the population and the measure of heterogeneity in the population.

### **C. Data Collecting Technique**

Based on the data sources above, for making the research accurately and credible the researcher conducted some techniques in collecting the data. In this research, in collecting the data, the researcher will use the translation test. The test means examination or trial of something to find its quality, value, and compositions. It is also something for measuring knowledge, ability of the students. The student translate English into Indonesia. In analyzed the data, the researcher use following steps. First, the researcher will send letter/massages to lecturer that related to this research, and the leader of sixth semester class to get a permission in cooperation license. The researcher will

make translation test related to the Federico Garcia Lorca's *Yerma*. That will be given to the sixth semester students of TBI IAIN Bengkulu. The researcher will analyze the collocation based on the types based on the answer of the test, The researcher will calculate the duration of time spent by students in translating collocation. Then, the researcher will classifying the collocation based on the test. Last, researcher will determine the dominant collocation in the drama transcript.

#### **D. Data Analyzing**

The processes from Miles, Huberman, and Saldana's Interactive Model will be used to analyze the data in this study (2014). Data condensation, data display, and conclusion drawing/verification are three concurrent activities in this technique.

##### **1. Data Condensation**

Data condensation refers the procedure for selecting, concentrating, simplifying, abstracting, and/or modifying material from the entire corpus (body). The data becomes more powerful as it is condensed. Data condensation is a type of analysis that sharpens, sorts, concentrates, discards, and organizes data in order to develop and verify a "final" conclusion.

In this research, A large number of collocations are discovered after reading and observing the play *Yerma* transcript. To focus on the point of research, the data must be condensed. All of the data found is chosen since all of the English collocations

words will be studied. And the focus of this study is on the translation of English collocations found in Federico Garcia Lorca's play *Yerma*.

## **2. Data Display**

In general, data display is a structured, compressed collection of data that enables decision-making and action. Looking at a display can help us understand what's going on and then do something about it, whether that's further analysis or taking action based on what we've learned. In qualitative analysis, displays can take the form of tables, matrices, graphs, charts, and networks to present research data in a clear and understandable manner. The data will be displayed in a table in this study, followed by the analysis. And the description of analysis will be provided in the form of sentences.

## **3. Drawing and Verifying Conclusion**

After all of the data has been collected, consolidated, and examined, what happened? The data obtained in this study, which consists of the translation of English lexical collocations into Indonesian, will be examined using Benson, Benson, and Ilson's method (1986). In addition to the table format, the data % will be displayed to show the conclusion about the most prevalent translation collocation utilized in translating the play *Yerma*. Then, for each type of lexical collocation, obtain a qualitative description.

The following formula will be used to calculate the data percentage. Drawing conclusion by Sudjana (1991) in order to support the research :

$$P = \frac{F}{N} \times 100\%$$

Where: P= Percentage of correct items

F= Frequency of correct items

N= Total number of items

Next, classify the level of students' ability. The percentage of students' score from the data calculation was conducted to interval of scale percentage as below ( Pedoman IAIN Bengkulu 2006)

**Table 1 : The Classification of Interval percentage**

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

Source : Sugiyono, *Metode Penelitian Pendidikan ( Pendekatan kuantitatif,*

*kualitatif dan R & D)*, ALFABETA, Bandung 2007

After that, tabelizing the result. The researcher tabulated the result to know the ability of students' translation level category. Therefore, the result of the analysis of students of sixth semester student of English

education study program IAIN Bengkulu in translating collocation in the play Yerma written by Federico Garcia Lorca.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter describes the research findings and discussion of the research including a descriptive analysis of “Students’ Ability in Translating Collocation from The Play Yerma Written by Federico Garcia Lorca” (Study at 6<sup>th</sup> Semester students of TBI IAIN Bengkulu)

#### **A. Findings**

The focus of this study, as stated in the previous chapter, is on the translation of English collocation by sixth-semester students as well as the types of English collocation. Collocations can be divided into three categories: adverb and noun, noun and verb, or verb and noun, verb and adverb.

##### **1. Adverb + Adjective Collocation**

In this research it was found that there were many collocation found on 21 students’ of TBI. For more specific description about adjective + adverb collocation, the data are described in table below

Table 2 : Data Tabulation of Adverb + Adjective Collocation

<b>Student</b>	<b>TC</b>	<b>CC</b>	<b>IC</b>
1	12	7	5
2	17	13	4
3	10	6	4
4	15	13	2
5	11	10	1
6	14	11	3
7	17	8	9
8	11	1	10
9	14	11	3
10	10	10	0

11	14	13	1
12	13	11	2
13	13	13	0
14	13	10	3
15	10	7	3
16	14	13	1
17	15	12	3
18	19	13	6
19	10	9	1
20	11	10	1
21	7	7	0
$\Sigma$	270	208	62

Note : ST : Student

TC : Total Number of Collocation

CC : Correct Collocation

IC : Incorrect Collocation

There were 270 collocations detected in students' translations, as shown in the table above. There were 208 correct collocations and 62 incorrect collocations. It means that out of 270 collocations discovered, 77,04 % of them were suitable. In addition, the percentage of incorrect collocations was 22,96%. The score level is rated as good in Panduan Akademik IAIN if the interval % of right answers is between 70 and 79. The usage of Adverb+Adjective collocation was good, according to the interval of percentage as at *Panduan Akademik IAIN*, because the percentage of proper collocation use was 77,04 percent. This proportion was correctly classified.

## 2. Noun + Verb\ Verb + Noun Collocation

In this research it was found that there were many collocation found on 21 students' of TBI. For more specific description about noun + Verb\ Verb + noun collocation, the data are described in table below

Table 3 : Data Tabulation of Noun + Verb\ Verb + Noun Collocation

<b>Student</b>	<b>TC</b>	<b>CC</b>	<b>IC</b>
1	14	9	5
2	13	10	3
3	15	8	7
4	12	9	3
5	16	9	7
6	14	10	4
7	10	8	2
8	17	9	8
9	17	12	5
10	17	14	3
11	17	11	6
12	13	12	1
13	11	8	3
14	14	11	3
15	18	9	9
16	14	11	3
17	11	8	3
18	11	8	3
19	17	14	3
20	16	11	5
21	19	10	9
<b>Σ</b>	<b>306</b>	<b>211</b>	<b>95</b>

Note : ST : Student

TC : Total Number of Collocation

CC : Correct Collocation

IC : Incorrect Collocation

There were 306 collocations detected in students' translations, as shown in the table above. There were 211 correct collocations and 95 incorrect collocations. It means that out of the 306 collocations found,

68.95 percent of them were suitable. In addition, the percentage of incorrect collocations was 31,05 percent. According to Panduan Akademik IAIN, if the percentage of right answers ranges from 60 to 69, the score level is considered ordinary. The use of Noun +Verb Verb + Noun collocation was average, according to the interval of percentages at Panduan Akademik IAIN, because the percentage of proper collocation use was 68,95 percent. This proportion was classified as average.

### 3. Verb + Adverb Collocation

In this research it was found that there were many collocation found on 21 students' of TBI. For more specific description about adjective + noun collocation, the data are described in table below

Table 4 : Data Tabulation of Verb + Adverb Collocation

Student	TC	CC	IC
1	9	5	4
2	10	5	5
3	12	4	8
4	9	7	2
5	9	6	3
6	8	7	1
7	8	6	2
8	10	6	4
9	5	3	2
10	8	6	2
11	5	3	2
12	8	3	5
13	14	8	6
14	11	6	5
15	4	1	3
16	12	9	3
17	10	5	5
18	10	8	2

19	8	6	2
20	6	4	2
21	3	4	1
$\Sigma$	179	110	69

Note : ST : Student

TC : Total Number of Collocation

CC : Correct Collocation

IC : Incorrect Collocation

There were 179 collocations found in students' translating, as shown in the table above. There were 110 correct collocations and 69 incorrect collocations. It means that out of 179 collocations discovered, 61,45 percent of them were suitable. In addition, the percentage of incorrect collocations was 38.55 percent. According to Panduan Akademik IAIN, if the percentage of right answers ranges from 60 to 69, the score level is considered ordinary. The usage of verb + adverb collocation was average, according to the interval of percentages at Panduan Akademik IAIN, because the percentage of proper collocation use was 61,45 percent. This proportion was classified as average.

As can be seen from the data, Adverb + Adjective collocation is more common than noun + verb collocation, verb + noun collocation, and verb + adverb collocation. According to the findings above, several collocations were discovered on the students' translating examination. Many adverb + adjective collocations as well as noun + verb / verb + noun collocations were used by the students. Collocation was used by some kids more than

others. Furthermore, many collocations were discovered in the proper combinations, despite an average quantity of wrong collocations.

The likely reason of lexical collocation error by the sixth semester, it related to the theory of Shitu (2015) and Setiarini (2018). (2018). They interpreted the causes of lexical collocation error such as the interlingual transfer or interference of mother language, absence of collocation concept, direct translation, context of learning, and the ignorance of rule restriction. First, mother tongue interference is defined as the influence of students' mother tongue on the process and were unable to produce in the target language Because of their mother tongue, pupils who have not yet learned the target language frequently make errors in production sentences.

Second, due to a lack of understanding of collocation, students make errors in their writing, as evidenced by collocation errors detected in the students' tests. It revealed that the students' collocation skills are still lacking. Some of the students' statements demonstrated that it is difficult for them to integrate or collocate the proper words based on English collocation. Third, direct translation; in this situation, the students' writing was literary in nature and was translated directly into Indonesian.

Fourth, based on the collocation error detected in students' tests, it appears that the lecturer did not teach collocation to their students and did not generate students' awareness of collocation patterns in the sentences they produced. One of the key sources of inaccuracy was thought to be the

teaching and learning process. Fifth, the findings of collocation error in students' collocation tests also revealed ignorance of various collocation restrictions as well as failure to construct correct phrases. It implied that they were oblivious to the existing framework.

Furthermore, it was discovered through analysis that employing adverb + adjective, noun + verb, verb + noun, and verb + adverb collocations was not a serious challenge for the TBI 6th students. The percentages of right collocations are also good, as evidenced by the results of the translating test. Percentage of adverb + adjective was classified as good and percentage of noun + verb\ verb + noun and verb + adverb collocations was classified as average. This means that most of adverb + adjective collocations are used correctly by students.

Students, on the other hand, made more errors with noun + verb, verb + noun, and verb + adverb collocations than with adverb + adjective collocations. According to the results of the analysis, students had some difficulty employing collocation in their translating tests. For example, it was discovered from the student 12's translating test that "They used to watch over the church and now they're watching over their sister-in-law." The phrases sister-in-law should be adjective + noun collocation, while the 12's convert into verb + preposition collocation. Another issue that 17's experience has been discovered that "..., and *your face gets sadder, thinner, as if you were shrinking.*" The words *gets sadder, thinner, , as if*

*you were shrinking* should be translate in to adverb + adjective collocation while she translate in to noun + noun collocation.

The next issue was that the employment of correct collocations is influenced by the pupils' mother tongue. For instance, student 8 wrote "... He wants to *make money* and he will, but who will he leave it to when he dies? ..." he translate the play words "make money" in to *membuat uang* this example is not correct because in English *make money* usually collocate with *menghasilkan uang* not *membuat uang*. As a result, their mother tongue has an impact on their English, particularly when it comes to collocations. This is consistent with Deveci's (2004) observation that some pupils simply translate their mother tongue into English.

Another issue was that students would substitute synonyms for particular phrases while using correct collocations. For instance, student 7 translate "flesh creep" in to *daging merinding*, while it should be *tubuhku merinding*. Although *daging* and *tubuh* are synonymous, *daging* cannot replace the use of *tubuh* in Indonesia. The use of this collocation will be erroneous and unnatural if it is replaced. According to Boonyasaquan (2005), collocations are made up of components that cannot be substituted by a synonym or a term with a comparable meaning.

Meanwhile, the use of collocation in translating collocation from the play *Yerma*, which in this case uses noun + verb verb + noun more than the other types of lexical collocation. The larger percentage of the play *Yerma* utilizing adverb + adjective collocation can be seen from the found of the categories of collocation. Furthermore, the collocation of verb +



adverb is more difficult to translate and locate. The higher percentage of students who use the erroneous verb + adverb collocation than the percentage of students who use both noun + verb and verb + noun collocation shows this. To put it another way, in the drama *Yerma*. In their translation test, students made more mistakes when employing the verb + adverb collocation. The most important problem is incorrect usage of synonyms, as well as mother tongue influences.

## **B. Discussion**

This descriptive study focuses on the solution of issue statements, including English collocation and types of collocation in lexical collocation, particularly collocation pattern analysis: adverb and adjective, noun and verb or verb and noun, and verb and verb and adverb. This section also included the interpretation of the above-mentioned findings. There were various sorts of lexical collocations and possible explanations that influenced the sixth semester English education students at IAIN Bengkulu's difficulty in interpreting collocation.

The categories of lexical collocation found in the play *Yerma* revealed that there were four types of collocation. In their test, students were asked to use the seven types of lexical collocations identified by Benson, Benson, and Ilson (1986). The first type is noun + verb/ verb + noun, which had 306 collocations and a percentage of 68.95 percent. This result suggested that students produced more verb + noun / noun + verb

collocations, which were improper with the words to be paired in their test. According to the same findings of Shitu (2015), pupils use verb + noun to a greater proportion than other categories.

The adverb + adjective combination is the second category, with 207 collocations detected and a percentage of 77,04 percent. This finding revealed that students create and select adverb + adjective combinations that they believe are appropriate for the context of sentences, despite not knowing for sure whether or not the use of adverb + adjective is right. As can be observed from the percentages above, verb + noun or noun + verb collocation had a higher frequency than adverb + adjective and verb + adverb collocation. Previous research, such as Dukali (2018), indicated that the verb + noun collocation had the highest number of instances compared to other categories.

The interference of mother tongue, lack of collocational concept, direct translation, and context of learning were some possible reasons that influenced the ability of the students made by the sixth semester students in their test of English collocation in the play *Yerma* written by Federico Garcia Lorca.

#### **a) The interference of mother tongue (native language)**

It happened because most of the students were translating from English to Indonesian collocations, which were completely different. The influence of mother tongue was also discovered in another study by Setiarini (2018), who

discovered that EFL learners' collocation problems were caused by native language influence.

**b) Lack of collocation concept in English**

The students' lack of understanding of the significance of collocation. It needs to be raised. Many students could not recognize the potential collocation features of the words they knew, according to Yalmiadi, et al (2013). This method may be beneficial in helping children pay greater attention to their mis-collocations in their language production.

**c) Direct translation**

By translating words from their native language to English, the students attempt to derive collocation. They are unaware that different languages have different laws and conceptions, which may be correct in their mother tongue but incorrect in English, according to Yalmiadi and colleagues (2013).

**d) Context learning**

Instruction and learning activities have become a major source of error, and collocation teaching has been taken into account in this case because many students make collocation errors on their tests. It occurred because they were unaware of the significance of collocation patterns in the sentences written by the students. Shitu (2015) similarly indicated that students'

collocation errors were driven by ineffective teaching and learning, resulting in incorrect rule generalizations.

**e) Ignorance of rule restriction**

According to Shitu (2015), this occurred due to pupils' failure to collocate words using the English Standard lexical collocation. Meanwhile, permissible collocation could be the cause; the pupils just had any combination of phrases that were acceptable in Indonesian collocation but undesirable in English collocation. Another reason was that the pupils were ignorant that even though the words had the same meaning, they could not simply combine them to produce collocation.

The explanation for the collocation's use in *Yerma*. There are lexical collocations in the play *Yerma*, which includes 80 pages and 50 collocations, according to the researcher. The most common and dominant collocation identified in this type is noun + verb / verb + noun, which accounts for 68.95 percent of all collocations. Actually, in the play *Yerma*, the collocation is implemented as follows:

1. Give us a natural means to express ourselves.
2. Provide alternate ways of expressing yourself that are more colorful and expressive.

3. The writer used Federico Garcia Lorca's play *Yerma* as a source of information and studied the sentences to help readers avoid misunderstandings.

Based on the percentages above, the findings and discussion revealed that the most problematic students in translating collocation found in the test were specifically produce, noun + verb or verb + noun, adverb + adjective, and verb + adverb collocation, as well as the possible causes of lexical collocation error such as , noun + verb or verb + noun, adverb + adjective, and verb + adverb collocation and the possible causes of lexical collocation error such as the interference of mother tongue, lack of collocation concept, direct translation, context learning and the ignorance of rule restriction.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the result of discussion in chapter four will be given a conclusion along with the suggestions from the writer based on the findings of the research

#### **A. Conclusion**

On the students' translating exams, collocations were discovered. Many noun Plus verb / verb + noun collocations were employed by the students. collocations using adverbs and adjectives, and some students used more collocations than others. Furthermore, many collocations were discovered in the proper combinations, despite an average quantity of wrong collocations. The percentages of right collocations are also good, as evidenced by the results of the translating test. The percentage of adverb + adjective collocations (77,04%) was rated as good, while the percentages of noun + verb (68,95) and verb + adverb (61,45) collocations were rated as average. This implies that the majority of adverb + adjective collocations are used correctly by students.

#### **B. Suggestion**

According to the study "Students' Ability to Translate Collocation from the Play Yerma," There are certain suggestions that can be provided to students who will translate in translation subject or material, translation lecturers, and other researchers, as written by Federico Garcia Lorca” (Study at TBI IAIN Bengkulu 6th Semester students). For starters,

students must continue to be conscious of the use of collocations because they cannot freely mix words because words have their own natural combinations. Next, professors who teach translation should emphasize the use of correct collocations so that students' translations are more natural and accurate. This study solely examined for the usage of lexical collocation, adverb + adjective, noun + verb, verb + noun, and verb + adverb, according to the researchers. Other sorts of collocations, such as grammatical collocations, need to be identified. As a result, we may get a clearer and more complete understanding of how collocations are used.

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