



ISSUES IN TRANSLATING ENGLISH COLLOCATION INTO INDONESIAN

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Abstract

This study investigated the challenges faced by students when translating English collocations into Indonesian and explored strategies to help them improve in this area. A mixed-methods approach was employed, primarily utilizing a questionnaire for data collection. Purposive sampling was used to select 38 participants from three universities: University of Muhammadiyah Aceh, University of Syiah Kuala, and Universitas Islam Negeri Ar-Raniry (UIN). The quantitative data were analyzed using percentages, while the qualitative data were examined descriptively. The first finding revealed that students struggle with translating English collocations into Indonesian due to several factors, including insufficient understanding of collocations, cultural issues, grammatical challenges, and limited vocabulary. The second finding identified various strategies to enhance students' ability to translate English collocations into Indonesian. These strategies include using a dictionary, incorporating English collocations into teaching, reading books, practicing regularly, watching English-language movies without subtitles, listening to English music, utilizing the internet, studying slang and idioms, and engaging with social media.

Keywords: Translation, English Collocations, Indonesian.

A. INTRODUCTION

Translation is essential for helping people understand messages and information written in their native language. Its fundamental job is to serve as a bridge, allowing people to understand the meaning of the source language and accurately transmit it in the target language. Simanjuntak et al. (2022) define translation as the process of transferring words from one language to another without changing their meaning. Sapta, Azwandi, and Arasuli (2020) contend that translation efforts provide a substantial contribution to the growth of knowledge and science, as well as the global interchange of information and culture.

Translation is also used to improve understanding and knowledge of a foreign language, most notably English. However, translating can be a difficult chore for pupils studying a foreign language. According to Nasuha (2019), translation is tough



since it requires not only transforming the source language into the target language, but also determining equal meanings or messages to express in the target language. Harahap (2018) defines translation as the process of understanding the meaning of a text in one language (the source language) and creating an equivalent text in another language (the target language) that conveys the same message. According to Pasaribu et al. (2020), translation obstacles are concerns that require a halt in the translation process to consider the difficulties. Grammatical, lexical, and cultural variations are all possible causes of these issues.

Collocation is a group of two or more words that are commonly used together. It is a word combination that occurs when particular words recur frequently in a natural and acceptable context (McCarthy et al., 2014). Agustina (2023) describes collocation as the manner in which distinct words are blended in a language. However, many learners struggle to translate collocative expressions. According to Nida, as described in Fengling (in Nasuha, 2018), the translation process is divided into three stages: (1) Using explicit grammar to determine the messages that need to be translated from the source language to the target language; (2) Analyzing the source language to accurately represent it in the target language; (3) Restructuring, which matches the type and style of language to the techniques and style needed for translation.

Many learners struggle to translate collocations and decide whether their translations seem natural. Translating collocation statements is typically difficult because students struggle to determine whether the collocations they use are appropriate (Agustina, 2023). While native English speakers may find certain word pairings natural, students of English must work harder to learn them because they can be difficult to guess (Febriana and Maisarah, 2021). In reality, translating English collocations into Indonesian can be especially difficult due to the variances in how words are combined in both languages.

According to the explanation above, the researchers are interested in identifying the obstacles that students face while translating English collocations into Bahasa Indonesia and investigating potential ways to improve their translation skills. Thus, the purpose of this study is to look at students' perspectives of the problems they



have when translating collocations. Specifically, the researchers want to address the following questions:

1. What obstacles do students have while translating English collocations into Bahasa Indonesia?
2. What strategies can be used to help students translate English collocations into Bahasa Indonesia?

B. METHOD

This study took a mixed methods approach, combining quantitative and qualitative data to achieve a thorough grasp of the research topic. According to Creswell (2014), mixed methods research takes advantage of the strengths of both quantitative and qualitative approaches, resulting in a more robust analysis than each method could produce alone. Using this approach, the study sought to extensively analyze the difficulties students have while translating English collocations into Bahasa Indonesia. The quantitative feature enabled the collecting of numerical data, resulting in concrete insights into the prevalence and severity of these difficulties. Meanwhile, the qualitative component allowed a deeper study of students' experiences, perceptions, and the unique issues they confront when translating. Using this combination of methodologies, the researchers were able to identify not only typical challenges encountered by students, but also prospective tactics that could help them improve their translation skills. The study's findings are designed to inform educational practices by providing targeted interventions and resources to help students traverse the complexity of translating collocations between English and Bahasa Indonesia.

This study was conducted at three different universities: the University of Muhammadiyah Aceh, Syiah Kuala University, and the State Islamic University of Ar-Raniry (UIN). To choose participants for the study, the researcher used purposive sampling, a method in which samples are chosen based on particular criteria related to the research aims. Purposive sampling, according to Sugiyono (2012), entails selecting participants who meet specific criteria in order to ensure that the sample is representative of the population under investigation. Participants in this study were chosen based on two



criteria: (a) they were actively enrolled in English Education or English Literature programs, and (b) they were either currently studying or had taken translation courses.

This focused method was adopted to ensure that the participants had the requisite knowledge and expertise in both English language studies and translation, allowing them to contribute significant insights into the difficulties of translating English collocations into Bahasa Indonesia. The final sample included 38 students from three universities. These participants were chosen to create a broad yet focused cohort for the study, allowing the researchers to collect data that is both relevant and useful to a larger population of students encountering similar translation issues.

This study employed a questionnaire as its instrument. A questionnaire, according to Sugiyono (2012), is a series of questions with spaces for responses that are intended to let respondents provide their answers. This strategy is useful for collecting information from a large number of individuals. The questionnaire in this study has 20 items in total, with 10 addressing the first research issue and 10 addressing the second. The questionnaire consisted of both closed-ended and open-ended items. The closed-ended questions used a Likert scale, with responses ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire was given to participants via the WhatsApp app and Google Forms.

Once all responses had been gathered, the data from the closed-ended questions was evaluated using percentages to quantify the results. This method enabled the researchers to detect trends and patterns in the participants' responses, resulting in a clear summary of their perspectives and experiences. The results from the open-ended questions were examined using descriptive explanations. This qualitative analysis provided more in-depth insights into the respondents' views, allowing the researchers to investigate the intricacies of their experiences and opinions. By combining quantitative and qualitative analysis, the study was able to provide a comprehensive picture of the issues under investigation. The use of percentages for the closed-ended questions provided a succinct and quantitative approach to portray the data, while the descriptive analysis of the open-ended responses contributed richness and depth to the findings, ensuring a full interpretation of the data collected from



respondents.

C. RESULTS AND DISCUSSION

This section shows the findings from both quantitative and qualitative research methodologies. The quantitative data is presented using frequency tables, which provide a clear and ordered picture of the numerical results. Meanwhile, the qualitative data are conveyed narratively, providing detailed insights and interpretations based on the replies gathered.

Table 1. Result of Problem in Translating English into Indonesian

No.	Question	Percentage	Answer
1.	I Do Not Really Understand about Collocation in Translation	47,4%	N
2.	I Do Not Understand the Meaning of Words or Sentences When Translating English Collocation into Indonesia	42,2%	D
3.	I Do Not Understand When The Lecturer Explained about Collocation in Translation Class	44,7%	D
4.	I Am Not Familiar With the New Words in Translation	39,5 %	N
5.	I Think that Cultural Issues are one of the Problems When Translating English Collocation into Indonesia	57,9%	A
6.	I Think That Grammar is Important in Studying Translation	42,1%	A
7.	I Think that Vocabulary is one of the Problems in Translating English Collocation into Indonesia	50%	A
8.	I am not Interested in Participating in Ttranslation Class	50%	D
9.	I Have Difficulty in Understanding How to Translate English Collocation into Indonesia	36,8%	N
10.	I Feel Difficult to Arrange the	34,2%	N



Text into Target Language When Translating			
11.	I often Use the Dictionary during Translation Class	52,6%	A
12.	I often Use English Collocation as a Technique in Translation	47,4%	N
13.	I Think that Reading Books and Articles can be the Strategy in Translation English Collocation into Indonesia	42,2%	A
14.	I Think Practicing Translation Regularly will Improve our English Collocation Skill	44,7%	A
15.	I Think Watching Western Movie without Subtitles can be the Strategy in Translation English Collocation into Indonesia	42,2%	A
16.	I Think that Listening to Music can be one of the Strategy in Translating	39,5%	A
17.	I Think that Using the Internet/Google Translate Helps me in Translating English Collocation into Indonesia	44,7%	A
18.	I Think Learning English Collocation in Translation can be the strategy in Teaching-learning Process	60,5%	A
19.	I Think Learning Idioms or Slang can be the Strategy in Translating English Collocation into Indonesia	55,2%	A
20.	I Think Learning Through Social Media is the one of Strategy in Translating	50%	A

Several basic conclusions may be taken from the comments of 38 participants concerning the obstacles that students confront when translating English collocations into Indonesian. The statistics mostly concern challenges of translating English collocations into Bahasa Indonesia. The replies show that a considerable



fraction of the participants strongly agreed or agreed with comments about these problems, with a notable proportion of neutral responses.

For example, 42.1% of respondents agreed with statement 6, "I think that grammar is important in studying translation," suggesting an understanding of the function of grammar in translation. Similarly, 50% of respondents agreed with statement 7, "I believe vocabulary is one of the problems in translating English collocations into Indonesian." These replies were chosen for attention because they had higher percentage values than the other questions.

The findings indicate that while translating English collocations into Indonesian, students face a number of challenges, particularly in terms of collocation understanding, cultural differences, syntax, and vocabulary. These findings suggest that students frequently struggle with understanding the intricacies of collocations, which can be influenced by variances in cultural contexts as well as grammatical and lexical accuracy.

Overall, the statistics show that many students continue to have considerable difficulties translating collocations, emphasizing the need for improved tactics and resources to address these issues. The findings show that, while some students have a basic comprehension of translation, there is still a gap in properly interpreting collocations, which affects their overall competency and accuracy in translation activities.

The following item of data focuses on tactics that can assist students enhance their capacity to translate English collocations into Bahasa Indonesia. According to the questionnaire results, a large proportion of respondents agreed with several offered solutions for improving translation skills. These strategies include using a dictionary in translation classes to find accurate word meanings, using English collocations as a translation technique to become acquainted with common word pairings, and incorporating collocations into the teaching and learning process to reinforce comprehension. Additional tactics include reading books or articles to observe collocations in context, translating regularly to gain proficiency, and watching Western movies without subtitles to naturally understand idiomatic idioms. It is also



recommended that they listen to music, use online resources like Google Translate, learn about language and idioms, and engage with social media. According to the findings, the students have difficulty interpreting effectively, utilizing words and phrases appropriately, following grammar rules, and recalling vocabulary. These solutions seek to address these challenges by providing practical tools and ways for increasing translation abilities and general expertise.

Furthermore, there was an open-ended question to know more about the students' specific strategy to deal with the collocation problem. The question is: "How do you translate English collocations into Indonesian?"

Based on their comments, students made a variety of ideas, but many felt that utilizing the DeepL translation tool was most useful for translating English collocations into Indonesian. TikTok videos were also suggested for learning pronunciation and meanings of new words. Students also found advantage in using online dictionary tools and YouTube to obtain translators with strong accents and experience. These tools can help you understand and pronounce new words more accurately. To properly translate English collocations into Indonesian, students should focus on defining the sort of collocation, looking for direct parallels, considering semantic translation, and taking context and culture into account. Finally, leveraging AI for translation was cited as an effective method for avoiding literal translations and achieving more accurate outcomes.

The findings suggest that many students struggle while translating English collocations into Indonesian. These difficulties include a lack of grasp of collocations, poor grammatical skills, a small vocabulary, and cultural differences. Despite these issues, the data indicate that students can enhance their translation skills by adopting a variety of tactics. Using dictionaries, incorporating English collocations into instruction, reading books, practicing regularly, viewing English movies with subtitles, listening to music, and using the internet are all excellent techniques. Engaging with TikTok, viewing YouTube videos, and using AI technologies can also help students improve their knowledge and proficiency in translating collocations. These tactics



work well together to help overcome translation issues and improve overall performance.

D. CONCLUSION

This study demonstrates that students struggle to translate English collocations into Indonesian because they do not fully understand collocation, grammar, vocabulary, or cultural considerations. However, by employing various strategies like dictionaries, teaching with English collocations, reading books, practicing frequently, watching Western films with subtitles, listening to music, using the internet, learning about slang and idioms, and using social media, students can avoid the challenges of translating collocation into Indonesian.

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