

## **Error Analysis of English Lexical Collocation Translated by Students of the English Literature**

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### **Abstract**

The objective of this study is to know whether the students made errors or not, and to explain that mostly the students made errors in translation lexical collocation of their written test. The kinds of errors in this study were divided into five categories; inversion, addition, omission, modification, and deviation. In this study, the researcher used a descriptive qualitative method to describe students' errors. The researcher took one class that consisted of 18 students. The findings showed that there were 80 errors made by students. Based on the result, it shows that the researcher found the students made errors of Inversion of meaning (50 errors), Addition of meaning (12 errors), Omission of meaning (6 errors), Deviation of meaning (1 errors), and Modification of meaning (11 error). The conclusion of this study were the English literature students faculty of humanities Universitas Halu Oleo, still made all of kinds of errors in translation lexical translation; inversion, addition, omission, modification, and deviation. The most errors that students made were the errors of Inversion of meaning (50 errors). Then it was followed by the errors of Modification of meaning (11 errors), Addition of meaning (12 errors) Omission of meaning (6 errors) and Deviation of meaning (1 errors).

**Keywords:** *collocation, error analysis, lexical, student, translation*

### **INTRODUCTION**

The importance of vocabulary development has always been acknowledged, even though, sometimes, vocabulary is dealt with separately from grammar and skills (Deveci, 2004). Vocabulary should be at the gist of language mastery because a language consists of grammatical words in a language, not lexicalized grammar (Lewis, 1993). It is agreeable that selecting words carefully in certain circumstances is more significant than selecting grammatical structure (Hammer, 1991). We cannot efficiently transmit thoughts or feelings if we do not possess adequate vocabulary knowledge (Hanks, 1987). Collocations have shown to be a crucial part of second language vocabulary building. However, vocabulary mastery is traditionally restricted to the mastery of an explanation of an individual word and the usage (Mallilamas and Pongpairoj, 2005). Students' knowledge of collocations evolves according

to their knowledge of vocabulary (Bahns and Eldaw, 1993). For instance, the word “understanding”, meaning the factual information that a person knows about a subject, circumstances, etc. can occur with a lot of words such as *gain understanding, enhance understanding, full understanding, good understanding, profound understanding*, and so forth. Many collocation knowledge is considered as part of one’s knowledge of a language and that a native speaker’s knowledge encompasses a state of elementary or undifferentiated consciousness of collocation patterns in the language. In other words, the mastery of collocation is important for language acquisition (Hanks, 1987).

Collocation is the occurrence of words that take place together more frequently than expected. Collocations are usual and natural combinations of words which native speakers employ instinctively (Lewis, 2000). English collocations have particular characteristics; hence, they engender significant problems both for students and translators. Contends that collocations should be concentrated in classroom teaching and teachers should seriously foster awareness of collocations among learners. Collocation is one of the most complicated points to be solved for Indonesian learners. Few people are mindful of the importance of collocation. Instead, they attach more significance to grammar and the grammar-translation approach has played an important role in the teaching of English in Indonesia for decades. Mother-tongue interference is a big point to be settled in communications among Indonesian people. Now the time has come to change into the lexical approach. Lewis (1993) proposed the term of the lexical approach and he postulated his ideas that vocabulary should be the most significant facet in teaching English. The lexical approach concentrates on the notion that a significant part of language acquisition is the competency to bring forth lexical phrases as substantial amount and that this substantial amount becomes the preliminary data by which learners comprehend the perceptual structure of language originally thought of as grammar.

Undergraduate students should possess some apprehension and understanding of collocations because they began learning the English language when they were in elementary school. Collocations might have been understood automatically since they have probably fulfilled several simple lexical combinations such as to take a bath and “to do an exercise” or more

complicated ones such as to go for good or to pass away. Therefore, it is holding the attention to learn about the fourth year English majors' competence in using collocations. Also, it is an indirect way to spur on learners to actualize the existence of English collocations. If the learners want to learn and understand the language or to be native-speaker like, they should be skillful in using collocations. Or else, they will certainly be foreign (James, 1998).

In this study, the writer tries to investigate the undergraduate students' level of collocation ability at English literature faculty of humanities, Universitas Halu Oleo through their translation of lexical collocation. The reason why the writer chooses this topic is that so far there is no factual and comprehensive data concerning the extent to which students' ability in using the correct collocation in their translation of collocation. Based on this assumption, it is strong the presumption is that when the English lexical collocation translation from *Bahasa Indonesia* to the English target language is translated, the translators are not yet familiar with what is called a lexical collocation. will continue and perhaps more and more, the study of This lexical collocation translation problem is to be expected to enlighten translators who don't few of them are self- taught and translators never knew the ins and outs of translation theory. The types of English collocation can be noun + noun, adjective + noun, verb + noun, adjective + preposition, and verb + adverb types of collocation.

## **RESEARCH METHOD**

This research is a typical qualitative descriptive. Just like all research, qualitative research is a type of research that seeks answers to a question; is systematically conducted and involves the collection of evidence. However, the uniqueness of qualitative research is that the researcher may produce findings that were not determined in advance and also the findings may be applicable beyond the immediate boundaries of the study. It is especially effective if the researcher wants to obtain culturally specific information about the subjects involved; i.e. the values, behaviors, and opinions of a particular population.

However, the term qualitative research is a general definition that includes many different methods used in understanding and explaining social phenomena. (Dey: 1993). In this study, the use of qualitative descriptive design is used to find out the answer to find out lexical

collocation translation errors made by students and the most dominant type of lexical collocation translation errors made by students at the English Study program, Universitas Halu Oleo.

### **FINDINGS AND DISCUSSION**

This study is designed to find out the student’s error in translating the lexical translation. After collecting data from the students, the researcher found that students had the errors in translation to the real lexical collocation. Then the result of the error from the students’ translation of lexical collocation are presented in the form of tables in order to be easier in analyzing them. In this study, the researcher identified and classified the errors into three categories based on (Akil, 2007). The five categories are errors of Inversion of meaning, Addition of meaning, Omission of meaning, Deviation of meaning, Modification of meaning after reading and identifying the errors the researcher describes the errors were described by making them in groups to make the classification more detailed.

<b>Anggly Clarissa Michelle (Translation Text)</b>			
<b>No</b>	<b>Source of Language (Bahasa Indonesia)</b>	<b>Target Language (English Lexical Collocation)</b>	<b>Types of Translation Error (Inversion, Addition, Omission, Deviation, Modification)</b>
1	Ini identitas aslinya	this is the real identity (adjective or Noun)	Inversion
2	Kami menemukan kendala bahasa	we found a language (Noun + Noun)	Omission
3	Coba buat analogi	try to make an analogy (Verb+ Noun)	Inversion
4	Kecantikannya memudar	the beautiful fade (Noun + Verb)	Deviation
5	Dia menangis tersedu-sedu	He is sobbing ( Verb+ Adverb)	Omission

**Table 1. Classification of errors**

### **Inversion of meaning**

The expression of meaning of the Source language text in another way round. In this case, the target language's intention contradicts that of Source language, in this case translator using similar words to translate but it's the wrong combination.

#### Sample 1

Source language; “*ini identitas aslinya*”

Student Translation; “*This is the real identity*”

Target Language-Key: “*This is the true identity*”

On the result of student translation above we can see on the source language “*identitas aslinya*” the student translated with using the word “*real identity*”, base on dictionary this is true meaning but it is wrong combination on the collocation scale, so the right collocation should be “*True identity*” as the formulation adjective + Noun.

#### Sample 2

Source language; “*Coba buat analogi*”

Student Translation; “*Try to make an analogy*”

Target Language-Key: “*Draw an analogy*”

On the result of student translation above we can see on the source language “*buat analogi*” the student translated with using the word “*make analogy*”, based on dictionary the word “*buat*” mean “*make*” in Bahasa Indonesia this is true meaning but it is wrong combination on the collocation scale, so the right collocation should be “*Draw an analogy*” as the formulation adjective + Noun.

### **Omission of meaning**

Omission of meaning is the exclusion of ideas or ideas of the Source language in the target language, so that the intention of the Source language is not completely transferred. The change in the information content of the message may be in the form of omitting information specified in the Source text. If the target language lacks the structure which exists in the Source language, the information expressed by that category may have to be ignored.

#### Sample 1

Source language; “*Kami menemukan kendala bahasa*”

Student Translation; “*we found a language*”

Target Language-Key: “*we find language barrier*”

In the example above, the translator forgot to include the idea of “*kendala*” into the target language. So the appropriate translation should be “*we find language barrier*” Such as the formulation Noun + Noun.

Sample 2

Source language; “*Dia menangis tersedu-sedu*”

Student Translation; “*He is sobbing*”

Target Language-Key: “*He is Cry bitterly*”

In the example above, the translator forgot to include the idea of “*menangis*” into the target language. So the appropriate translation should be “*he is crying bitterly*” . The information expressed by the translator category may have to be ignored because not complete sentence rendering Such as the formulation Noun + Noun.

**Deviation of meaning**

The diversion of the intention of the Source language to other notions.

Sample 1

Source language; “*kecantikannya memudar*”

Student Translation; “*the beautiful fade*”

Target Language-Key: “*Her beauty fades*”

In the example above, the idea of “*Kecantikannya memudar*” in the Source language is changed into “*kecantikan pudar*” by using the sentence “*the beautiful fade*” in the target language. The phrase “*kecantikannya memudar*” has the same meaning as “*her beauty fades*” in the target language. The sentence “*her beauty fades*” shows that there was a specific beauty that fades. Meanwhile “*beauty is fades*” shows that all beauty is fades. In order to make the translation transfer the original intention of the source language, the appropriate translation should be “*Her beauty fades*”.

Iren Triswati (Translation Text)			
No	Source of Language (Bahasa Indonesia)	Target Language (English Lexical Collocation)	Types of Translation Error (Inversion, Addition, Omission, Deviation, Modification)
1.	Ini identitas aslinya	this is the real identity (adjective or Noun)	Inversion

2.	Kami menemukan kendala bahasa	we find the problem of language (Noun + Noun)	Inversion
3.	coba buat analogi	try to make analogy (Verb+ Noun)	Inversion
4.	Kecantikannya memudar	her beautiful fade away (Noun+ Verb)	Addition
5.	Dia menangis tersedu-sedu	He cry slowly ( Verb+ Adverb)	Modification

**Table 2. Translation Text**

**Inversion of meaning**

The expression of meaning of the Source language text in another way round. In this case, the target language's intention contradicts that of Source language, in this case translator using similar words to translate but it's the wrong combination.

Sample 1

Source language; *“ini identitas aslinya”*

Student Translation; *“This is the real identity “*

Target Language-Key: *“This is the true identity”*

On the result of student translation above we can see on the source language *“identitas aslinya* “the student translated with using the word” *real identity*, base on dictionary this is true meaning but it is wrong combination on the collocation scale, so the right collocation should be “True identity” as the formulation adjective + Noun.

Sample 2

Source language; *“Kita menemukan kendala bahasa”*

Student Translation; *“we find problem of language “*

Target Language-Key: *“we find language barrier”*

On the result of student translation above we can see on the source language *“Kendala bahasa* “the student translated with using the word”obstacle in language” base on dictionary the word *“problem”* mean “masalah” in Bahasa Indonesia this is true meaning but it is wrong combination on the collocation scale, so the right collocation should be “Draw an analogy” as the formulation adjective + Noun.

Sample 3

Source language; *“Coba buat analogi”*

Student Translation; *“Try to make an analogy “*

Target Language-Key: *“Draw an analogy”*

On the result of student translation above we can see on the source language *“buat analogi “the student translated with using the word” make analogy*, base on dictionary the word *“buat”* mean *“make”* in Bahasa Indonesia this is true meaning but it is wrong combination on the collocation scale, so the right collocation should be *“Draw an analogy”* as the formulation adjective + Noun.

### **Addition of meaning**

The inclusion of intentions or ideas which are not mentioned or implied in the Source language.

In the other word, the intention of the Source language is road banned.

Sample 1

Source language; *“Kecantikannya memudar”*

Student Translation; *“Her beautiful fade away “*

Target Language-Key: *“Her beauty fades”*

Based on the characteristics of the sentences resulting from the translation above, it can be seen that the sentence *“fade away”* is exaggerated, which means disappearing, while the original word is faded, which means it is still beautiful but slowly disappears, so the keyword should say *“her beauty fades”* Noun+ Verb.

### **Modification of meaning**

Most Lexical Collocation mistakes are related with the native language. Foreign language learners would intentionally or unintentionally associate or compare the foreign language with their native language, which would induce unequal associations or collocation mistakes because of the thinking mode of native language.

Sample 1

Source language; *“Dia menangis tersedu -sedu”*

Student Translation; *“She cry slowly“*

Target Language-Key: *“He/she is cry bitterly”*

Students would often replace *“Menangis tersedu-sedu”* by *“cry sobbing or”*, and replace it with *“cry so hard”* because the translator imagined many things to improve the source text close to



the word “tersedu-sedu”. On the student translation above “she cry slowly“ also wrong combination hard is adjective but if we see the formulation and the right expression should be “He/she is cry bitterly” verb+ adverb.

Nur Fikhiatul Rabiah (Translation Text)			
No.	Source of Language (Bahasa Indonesia)	Target Language (English Lexical Collocation)	Types of Translation Error (Inversion, Addition, Omission, Deviation, Modification)
1.	Ini identitas aslinya	this is my identity (adjective or Noun)	Omission
2.	Kami menemukan kendala bahasa	we found a language constraints (Noun + Noun)	Modification
3.	coba buat analogi	try making an analogy (Verb+ Noun)	Inversion
4.	Kecantikannya memudar	her beauty fades (Noun+ Verb)	-
5.	Dia menangis terseduh-seduh	He burst into tears ( Verb+ Adverb)	Addition

Table 3. Translation Text

### Omission of Meaning

Omission of meaning is the exclusion of ideas or ideas of the Source language in the target language, so that the intention of the Source language is not completely transferred. The change in the information content of the message may be in the form of omitting information specified in the Source text. If the target language lacks the structure which exists in the Source language, the information expressed by that category may have to be ignored.

#### Sample 1

Source language; “*Ini identitas aslinya*” Student Translation;

“*this is my identity*”

Target Language-Key: “*this is the true identity*”

In the example above, the translator forgot to include the idea of “*aslinya*” into the target language. So the appropriate translation should be “*This is the true identity*” Such as the formulation Noun + Noun.

### **Modification of meaning**

Most Lexical Collocation mistakes are related with the native language. Foreign language learners would intentionally or unintentionally associate or compare the foreign language with their native language, which would induce unequal associations or collocation mistakes because of the thinking mode of native language.

#### Sample 1

Source language; *"kita menemukan kendala bahasa"*

Student Translation; *"we found a language constraints"*

Target Language-Key: *"we find language barrier"*

On the result of student translation above we can see the source language as in the translation results above the word "constraint, found, encounter, got ... etc." also has similarity but it is not easy to combine word to word freely we must know the rules of it.

### **Inversion of meaning**

The expression of meaning of the Source language text in another way round. In this case, the target language's intention contradicts that of Source language, in this case translator using similar words to translate but it's the wrong combination.

#### Sample 1

Source language; *"ini identitas aslinya"*

Student Translation; *"This is the real identity"*

Target Language-Key: *"This is the true identity"*

On the result of student translation above we can see on the source language *"identitas aslinya"* "the student translated with using the word" *real identity*, based on dictionary this is true meaning but it is wrong combination on the collocation scale, so the right collocation should be "True identity" as the formulation adjective + Noun.

#### Sample 2

Source language; *"Coba buat analogi"*

Student Translation; *"Try to make an analogy"*

Target Language-Key: *"Draw an analogy"*

On the result of student translation above we can see on the source language *"identitas aslinya"*

“the student translated with using the word” *real identity*, based on dictionary this is true meaning but it is wrong combination on the collocation scale, so the right collocation should be “ True identity” as the formulation adjective + Noun.

**Addition of meaning**

The inclusion of intentions or ideas which are not mentioned or implied in the Source language. In the other word, the intention of the Source language is road banned.

Sample 1

Source language; “*Dia menangis tersedu-sedu*”

Student Translation; “*She burst into tears*” Target

Language-Key: “*Draw an analogy*”

The student added the word which doesn’t exist in source language on the underline of the sentence above it doesn’t mention in the Source text. If we look at the difference, both tears and cry literally have different meanings. Tears are the situation when your feelings are missing something and nobody expected but crying means physically you're sad with a face expression like your eyes wet and somebody knows it because your eyes are wet. Student of English literature faculty of humanities, Universitas Halu Oleo made translation around five categories of translation errors. Based on the result of analysis on 5 sentences that were translated by the students, each student made 2 to 3 times types of translation errors. It indicates that the errors made by the students frequently occurred. The findings above are in line with a theory from Corder (1987) cited in Akil (2014:10) which mentions that error is a systematic deviation when a learner has not learned something and consistently gets it wrong; it is a systematic deviation from the norms of the target language being learned. Furthermore, the errors happened in five categories, namely inversion, addition, omission, deviation, and modification as follows below.

Translation Used by Student From Bahasa Indonesia to English Lexical Collocation Sentences						
Types of Error in Translation Category	Frequency of Errors in Translation Lexical Collocation					
	Adj+ N	N+N	V+N	N+V	Adv+N	Total
1. Inversion	18	14	18	-	-	50
2. Addition	-	-	-	5	7	12
3. Omission	1	1	-	-	4	6

<b>4. Deviation,</b>	-	-	-	1	-	1
<b>5. Modification</b>	-	3	-	1	7	11
<b>TOTAL</b>						80

**Table 4. Translation Used by Student From Bahasa Indonesia to English Lexical Collocation Sentences**

Based on the table above, it shows that researcher found the students made errors of Inversion of meaning (50 errors), Addition of meaning (12 errors), Omission of meaning (6 errors), Deviation of meaning (1 errors), and Modification of meaning (11 error).The conclusion of this study were the English literature students faculty of humanities Universitas Halu Oleo, still made all of kinds of errors in translation lexical translation; inversion, addition, omission, modification, and deviation. The mostly errors that students made were the errors of Inversion of meaning (50 errors). Then it was followed by the errors of Modification of meaning (11 errors), Addition of meaning (12 errors) Omission of meaning (6 errors) and Deviation of meaning (1 errors).

Translation errors in Indonesian-English translation by EFL English literature students are also influenced by their writing competences. Akil (2014) states that the most frequent writing errors are inversion errors, while Hariri (2012) revealed a study of morpho-syntactic errors in student writing. Inversion of meaning and syntactic errors in translation happened because of the lack of knowledge about the rules in arranging or combining the words into a good sentence. Whereas the students in the academic year 2017/2018 of the English literature Department had learned about translation and collocation, but they have not become expert yet about those materials. They can be categorized into intermediate learners of English as a Foreign Language. It can be said that their lack of knowledge became the factor of their errors making. Moreover, from the result of the questionnaire, mostly the factors influencing the errors were extra textual factors such as sender, intention, recipient, medium, time, motive, and text function. Extra textual factors are the factors outside the source text. It indicates that they will seriously translate the text if the extra textual factors are suitable, but actually, the extra textual factors, when they translated the text being analyzed in this study, are not suitable at all. Therefore, it can be the reason for making translation errors. One more factor that most influenced the translation errors based on the questionnaire was lexis. It means that their lack of vocabularies

in English was also influencing the translation errors. The causes of lexical collocation errors found are based on the following reasons; lack of collocation concept, direct translation, word per word, and the collocation errors resulted from word coinage, retrieval (the students' ability to recall collocations from their memory) and the last one is the students' lack of knowledge of collocation properties. The students did not understand the potential collocation properties of the words they knew. Therefore, the following actions should be done by EFL teachers; introduce and teach vocabulary along with the way how they are paired together (the lexical collocation), train students to observe and note collocations in studying, and encourage students to collect their collocation. Next, explain the benefits of understanding collocations, and the last one is to remind students to use the seventh types of lexical collocation correctly in their translating.

## **CONCLUSIONS**

After having analyzed the data in this study, there are several conclusions that can be made in relation to research questions. Based on the finding of students translation of English lexical collocation from Bahasa Indonesia into English base on their knowledge, discovered some results of translation types that students made Errors in Translating lexical collocation which is consist of adjective Noun, Noun+ Noun, Verb+ Noun, Noun+ Verb and Verb adverb sentence list test. It showed that there are five categories : inversion of meaning, omission of meaning, addition of meaning, deviation of meaning and Modification of meaning.

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