

TRANSLATION TECHNIQUES, QUALITY, AND DIFFICULTIES IN ENGLISH-INDONESIAN COLLOCATION TRANSLATION

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Abstract: This study aims to identify students' translation techniques, quality, and difficulties in translating collocation from English into Indonesian at the third semester English education students of Universitas Negeri Padang. The study employed descriptive-qualitative method. The participant of this study is 27 students from class K-5 English Education study program of Universitas Negeri Padang. Translation test, questionnaire, and concordance tool "KORTARA" Software were used as the instruments to analyzed and collect the data. The results of the study indicate that the most frequently used translation technique by the students in translating collocations was establish equivalent, as it involves using familiar equivalents in the target language. Overall, the students' translation quality was categorized as moderate translation quality in terms of both accuracy and acceptability. Additionally, students faced several key difficulties in translating collocations, particularly related to the engrossing effect of source text patterning and marked collocations in the source language, which were categorized very high in difficulty.

Keywords: *translation; translating collocation; students' translation technique; students' translation quality; students' difficulties.*

INTRODUCTION

Translation is not merely a linguistic activity, but as a complex process of translating meaning across different languages, involving both written and spoken forms between representatives of two cultures (Alaudinova, 2024; Bukhkalov et al., 2023; El Khatibi, 2024; Li, 2023). However, achieving such equivalence through translation is a challenging endeavor due to the numerous distinctions between the source and target languages (Agsebat & Elarafi, 2024; Alrumayh, 2024; Onet & Ciocoi-Pop, 2023; Sari & Rosa, 2021; Uzakova, 2025). This occurs because each language has different structures, expressions and presents numerous challenges due to linguistic and cultural differences (Ardi, 2015; Gibb, 2023; Lyu & Fang, 2023; Wang, 2023; Yi, 2023).

One of the most common problems in translation is collocation. Collocational competence plays a crucial role in translation quality with showing a substantial correlation between adequate knowledge of lexical and grammatical collocations and translation outcomes (Shiddiq et al., 2023; Sun & Park, 2023).

Collocation is defined as a habitual or natural combination of two or more words that frequently occur together in a language (Jha, 2014; Kadhem & Ismail, 2024). Some examples of collocations are verb + noun (pay tribute), adjective + noun (hot spice), preposition + noun (on guard), and adjective + preposition (immune to) (Henriksen, 2013).

Collocations are crucial in translation quality and language proficiency because collocational competence significantly impacts translation accuracy (Alrashidi, 2023; Arifah et al., 2024; Ferraresi & Bernardini, 2023; Hamdan & Hussein, 2024; Khoury et al., 2024; Mekahli, 2024; Simanjuntak, 2024). In addition, Hatim & Mason (1997) as cited in Metwally and Hamad (2023) state that collocations are significantly more important for the success of language learning and translation in terms of quality, acquisition, and use. Certain collocations serve a specific purpose in creating lexical coherence. For instance, the target reader may find the text unusual if it contains expressions that do not naturally correspond in a given language which can make the translation

difficult to understand.

Sometimes, the use of collocations is influenced by the translator's native language and limited knowledge of proper usage. As stated by Nesselhauf (2003) cited in Yigit (2021) that the most important reason for erroneous collocation production was the influence of L1. Therefore, there are still many people who make mistakes in the use of collocation especially in translation. This is because collocations are an essential part of natural language and must be handled properly in translation. They often cannot be translated literally (Wehrli, 2022). For instance, the collocation "look for" is often literally translated by students as "melihat untuk" which is incorrect in Indonesian. The message remains the same after translation, but the meaning is incorrect. The translation of the term should be "mencari". Another example is the English collocation "take medicine," which students might literally translate as "mengambil obat." This is less accurate because it does not suit the context. The proper translation would be "minum obat." Thus, conceptual differences between language pairs contribute to ambiguity in translation (Lee et al., 2023). In addition, inappropriate translation of collocations will produce unnatural words and meanings (Karjo & Metta, 2019).

Therefore, translators play a crucial role in bridging linguistic and cultural gaps, requiring mastery the languages of the source and the target (Ahyar et al., 2023; Al-Badrany, 2023; Al-shloul, 2023; Mutar & Halo, 2024). Even though translation quality is a complex and multifaceted concept that remains difficult to define and assess, translators must overcome challenges such as accurately conveying cultural references and technical terms (Afrouz & Parsa, 2023; Bania & Faridy, 2023; Xi, 2023). This happens because translating a text involves more than just translating it literally, it also needs to adhere to the fundamental traits and qualities of cross-cultural communication (Hui & Lah, 2022). These criteria align with the view that translation quality depends on its adherence to established translation norms and the nature of any involuntary or conscious deviations from these norms (Hakami, 2024; Javedsokhan & Mirzasuzani, 2023; Salmani, 2023; Shohsanam & Zafarjon, 2024).

To overcome the problems, it is necessary to choose and use various techniques to effectively convey the source text's content in the target language (Batubara et al., 2023; Majid et al., 2023). Anis (2023) states that translation technique is a unique approach that the translator uses to translate

the SL's linguistic unit, or micro level, into the target language. Translation techniques helps translator to analyze, classify of equivalence and the realization of the decision and making process of translation product (Jang et al., 1999). This is because the translation techniques give an effect for the translation quality (Aurilana et al., 2022). By choosing the right technique will help the readers understand translation in the target language (Purba et al., 2023). Translator can use several techniques such as established equivalence, adaptation, borrowing, reduction, and modulation (Setiarini et al., 2019).

In recent years, technological developments have made a significant impact in the field of translation, including in corpus-based linguistic analysis. Corpus-based methodology has some applicability within the broad theoretical framework of descriptive translation studies, since it appears to provide a method for the description of language use in translation (Olohan, 2021). A corpus is an enormous repository of electronically stored and managed structured textual material. It can be combined with statistics, machine learning algorithms, or artificial intelligence (AI) technologies to explore the semantic relationship between lexical units, and beneficial when applied to language learning, information processing, translation, and so forth (Chen & Chang, 2021). In translation research, translation difficulties between specific language pairings can be identified and examined through corpus linguistics (Shawaqfeh & Khasawneh, 2023).

One of the corpus tool that can be used to analyze language usage more objectively and systematically is concordance software of corpus (Siengsanoh, 2021). According to Sopjani and Hamiti (2022), a concordance is a list of target terms that have been taken from a particular text or collection of texts, frequently presented in a way that makes it clear what context the words are being used in. Concordance software can usually extract and present other types of information too, e.g. determining the terms that most commonly appear near a target word. Therefore, concordance analysis toll should be used because it is in accordance with the development of digital technology in order to provide more efficient results (Ermanto et al., 2024).

There are many studies that have been conducted by researcher on translating collocation to find out the translation techniques, quality, and the difficulties done by students or professional whether in translating novels, textbooks, news, legal letters and more, but there are still significant

gaps in the existing literature. To date, no research has combined all three aspects in one comprehensive study. In addition, the use of corpus concordance analysis tool to assist a research especially in translating collocation is still a few applied, where most existing studies still rely on manual methods. This gap highlight the need for further research that can explore the interactions between translation techniques, translation quality, and the difficulties faced by students and utilize corpus technology to provide a more in-depth and objective analysis. Thus, it is still necessary to conduct a research in identifying the students' translation techniques, quality, and difficulties from English into Indonesia, especially in collocation by implementing the concordance corpus tool. In this research, the researcher used corpus concordance analysis tool "KORTARA" to assist and identify the proximity/frequency of co-occurrence of words in order to have a more in-depth and objective analysis.

METHOD

This study employed descriptive-qualitative method. According to Creswell (2012) descriptive studies are intended to discover the truth regarding factual phenomena by means of data collection, classification, analysis, and interpretation based on analysis results. Meanwhile, qualitative is considered to describe situation, events or phenomenon of the data (Creswell, 2012).

The researcher conducted this research at the third semester English education of Universitas Negeri Padang from class K-5 with total of 27 students. The researcher chose the third semester because the third semester learners participate fully in the process of learning of translation subject. There are 10 classess, class K-5 was chosen using cluster random sampling, in which one class was randomly selected from several existing classes in the same semester. This sampling method allows the researcher to generalize the findings, as class K-5 is assumed to represent the broader third-semester student population.

The instruments used to collect the data of students' translation techniques, quality and difficulties of the students in translating collocation from English into Indonesian used 3 instruments as measurement tool including: test of lexical and grammatical collocation, concordance analysis tool "KORTARA", and questionnaire.

The researcher used translation collocation test from comedy novel that contain the common types of collocation that consist of grammatical and lexical collocation. Collocational combinations

were considered valid based on syntactic patterns based on the theory of Benson et al., (1986) that have functions as criteria for classifying combinations the collocations. The patterns can be seen as following:

Table 1. *Aspect of grammatical and lexical collocation*

No.	Aspect	Type of lexical Collocation
1.	Grammatical Collocation	Noun + preposition
2.		Noun + to + infinitive
3.		Noun + that + clause
4.		Prep + noun
5.		Adjective + preposition
6.		Adjective + to + infinitive
7.	Lexical Collocation	Verb + preposition
1.		Adverb + adjective
2.		Adjective + noun
3.		Noun + noun
4.		Verb + noun
5.		Adverb + verb
6.		Verb + adverb

The researcher used corpus concordance analysis tool "KORTARA" in collecting and identifying the proximity/frequency of co-occurrence of words/collocation so that the researcher had a more in-depth and objective analysis. The process began by: (1) Inputting students' translated texts in .txt format into the KORTARA system which produced a concordance list that indicated the frequency and context of the occurrence of particular word pairs. (2) The text was uploaded to the KORTARA system, which automatically processed and segmented the data. (3) The researcher selected key words from the original English text and used them to find how these words were paired or combined in the students' Indonesian translations. (4) KORTARA generated results in Key Word in Context (KWIC) format, showing the frequency and contextual use of each collocation. The researcher can see recurrent word combinations that correspond with typical collocational structures in the target language by using the tool, which presents co-occurrence patterns in KWIC (Key Word in Context) format. Word pairs that appeared frequently and naturally in context were categorized as collocations. These outputs were exported into spreadsheets and sorted by frequency and syntactic pattern (e.g., verb + noun, adjective + noun). The analysis of the document showed proximity/frequency of co-occurrence of words as following:

File	Left Context	Hit	Right Context
1. 5. Halahul ...	in Tom Sawyer Bagian 1: Pertemuan Tom Dia (Tom) bukanlah	anak teladan	dia itu. Dia sangat mengenal anak teladan
2. 10. them Anya...	ngan Tom Sawyer Bagian 1: Tom Berkelelu Dia (Tom) bukanlah	anak teladan	dia itu. Dia sangat mengetahui anak teladan
3. 11. Indi Kemal...	tures of Tom Sawyer Bagian 1: Tom Berkelelu (Tom) bukanlah	anak teladan	dia itu. Ia kenal betul anak teladan
4. 16. Kati ...	Sawyer Bagian 1: Perkelahian Tom Dia (Tom) bukanlah seorang	anak teladan	dia itu. Namun, dia sangat mengenal seorang
5. 18. Lelutal ...	in Tom Sawyer Bagian 1: Pertemuan Tom He (Tom) bukanlah	anak teladan	dia itu. Dia sangat mengenal anak teladan
6. 20. Iaviona Bell...	of Tom Sawyer Bagian 1: Tom Bertarung Dia (Tom) bukanlah	anak teladan	dia itu. Namun, dia sangat mengenal anak
7. 23. Meyarrah ...	of Tom Sawyer Bagian 1: Tom Bertarung Dia (Tom) bukanlah	anak teladan	dia itu. Namun, dia sangat mengenal anak
8. 25. Mitahul ...	ngan Tom Sawyer Bagian 1: Tom Bertarung Dia (Tom) bukanlah	anak teladan	dia itu. Dia tahu benar siapa anak
9. 27. ...	an Tom Sawyer Bagian 1: Perkelahian Tom Dia (Tom) bukanlah	anak teladan	dia itu. Dia sangat mengenal anak teladan
10. 2. Ferdi Alfayeh...	ngan Tom Sawyer Bagian 1: Tom Bertarung Dia (Tom) bukanlah	anak teladan	dia. Dia sangat mengenal seorang anak teladan
11. 8. Bema ...	Sawyer Bagian 1: Pertemuan Tom Dia (Tom) tidak lagi menjadi	anak teladan	dia. Dia telah mengetahui anak teladan itu
12. 12. Indi ...	an Tom Sawyer Bagian 1: Perkelahian Tom Dia (Tom) bukanlah	anak teladan	dia. Dia tahu anak teladan itu sangat
13. 16. Lethifa Asm...	Tom Sawyer Bagian 1: Pertemuan Tom Dia (Tom) bukanlah	anak teladan	dia. Dia kenal baik dengan anak teladan
14. 4. Ghafira ...	uaelangan Tom Sawyer Bagian 1: Tom Bertarung Tom bukanlah	anak teladan	diaanya. Dia mengenal anak teladan itu dengan
15. 6. Hani ...	gan Tom Sawyer Bagian 1: Tom Bertarung Dia (Tom) bukanlah	anak teladan	diaanya. Dia tahu seperti apa anak teladan

Figure 1. An example of proximity/frequency of co-occurrence of words collocation information of concordance analysis tool

In analyzing the students' translation techniques, the researcher identified from the students answer sheets by referring to 18 translation technique by Molina and Albir (2002) theory and translation quality referring to Nababan et al., (2012) theory.

To assess the quality of the students' translations, three raters were involved, namely: Sri Rahmadhani Siregar, M.Pd. and Dr. Abdurahman, M.Pd. Both lecturers and experts in linguistics and translation. And the third was the researcher himself. All three raters independently rated the students' translations based on the criteria of accuracy, and acceptability (Nababan et al., 2012).

After all rating processes were completed, the researcher collected the rating scores from both external raters and combined them with his own scores. The final translation quality score for each student was then obtained by calculating the average score from all three raters, rather than relying solely on the scores given by the two external raters. This approach ensured the reliability and comprehensive evaluation of the translation quality. To find the students' translation quality, the researcher applied the formula from Nababan et al., (2012) below:

$$Total M = \frac{(MS1 \times 3) + (MS2 \times 2)}{5}$$

Source: Nababan et al., (2012)

To determine the students translation quality, the researcher used modified scale from Nababan (2012) as following:

Table 4. Scale and description of translation quality instrument (modification from Nababan, 2014)

Category	Scale
Good Translation	2.50-3.00
Moderate Translation	1.50-2.49
Poor Translation	1.00-1.49

While, to identify the the questionnaire used to

collect data of students' difficulties in translating collocation. Students' difficulties in translating collocation analyzed by using Baker (2018) criteria and analyzed the data by using formula as following:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

F = Frequency of difficulties

N = Total Students

RESULTS AND DISCUSSION

Students' translation technique in translating collocation

There is no guarantee that the target text will be accurate to the source text. That is what the expert calls untranslatability. Therefore, in transferring the message of a text from SL into TL, a translator may use a number of techniques to resolve this untranslatability and in order to produce a good quality of translation (Gunawan et al., 2022). In this research, the researcher identified the translation technique by using the Molina and Albir (2002) theory. After analyzing 27 students' translation collocation result assisted by corpus concordance analysis tool of "KORTARA", 1215 data samples in form of collocation were obtained. Based on 1215 data, the researcher obtained 10 translation techniques used by the students in translating collocation from the source language into target language from the most frequent to the less frequent as following:

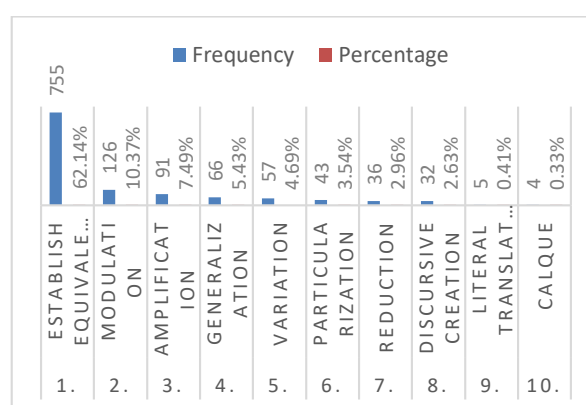


Figure 2. Students' translation techniques

The classification of translation techniques along with their frequency and a key example is summarized in Table 1 below:

Table 6. Students translation technique

No.	Technique	SL-TL
1.	Establish	A newcomer of any age →

	Equivalent	<i>Pendatang baru dari usia berapa pun</i>
2.	Modulation	<i>Summer evenings</i> → <i>Sore hari di musim panas</i>
3.	Amplification	<i>Model boy</i> → <i>Anak laki-laki teladan</i>
4.	Generalization	<i>Dainty thing</i> → <i>Indah</i>
5.	Variation	<i>Held out</i> → <i>Menyorongkannya</i>
6.	Particularization	<i>Blue cloth</i> → <i>Jas biru</i>
7.	Reduction	<i>Fragrance of the blossoms</i> → <i>Aromanya</i>
8.	Discursive Creation	<i>Ate into</i> → <i>Mengusik</i>
9.	Literal Translation	<i>Model boy</i> → <i>Anak model</i>
10.	Calque	<i>Fool with me</i> → <i>Bodoh denganku</i>

Amplification technique

Amplification technique is characterized by adding more information in the text for those that are not formulated in the source text. Amplification provide detailed descriptions of words in target language. Among the 1,215 identified techniques, 91 (7.49%) involved amplification.

Calque technique

Calque is a particular kind of borrowing in which a language takes a term from another language and then literally translates one of its components. This technique is similar to literal translation, the difference being that it retains the structure of the SL. Calque technique is used when translators are more oriented to source text than target text. Only 4 out of 1,215 identified techniques (0.33%) applied the calque method.

Discursive creation

Discursive creation is a translation procedure to establish a provisional equivalence that is out of context unpredictable and only temporary. It is frequently employed to convey equivalency in book titles, movie titles, and other literary texts, and it is only true in a certain context. Based on 1215 data, 32 (2.63%) used discursive creation technique.

Establish equivalent technique

An established equivalent is the technique that use words or phrases that are accepted as the equivalent in SL by the dictionary or measurement device being utilized. Among the 10 techniques identified, established equivalent was used in 755 cases (62.14%). In this study, Establish Equivalent was

the technique that was most frequently employed by the students in translating collocation.

The dominance of the established equivalent technique suggests that while students recognize conventional TL patterns, they may rely on surface-level matches rather than deeper collocational understanding. This may stem from L1 interference or limited TL proficiency. This could be attributed to two possible causes: (1) L1 interference, where students match TL expressions too directly with their L1 counterparts, or (2) limited proficiency in the target language, which causes them to depend on dictionary-based or literal equivalents instead of exploring more contextually appropriate or nuanced expressions.

This finding supports Molina and Albir's (2002) classification, which describes Established Equivalent as a common strategy when a fixed and conventional translation already exists in the target language. This finding also in line with the results of a study conducted by Nesselhauf (2003), which also identified establish equivalent as one of the dominant techniques in the translation of collocations by language learners. Nevertheless, both in this study and in Nesselhauf's study, the use of this technique does not always result in an exact translation, as its success is highly dependent on the mastery of collocations and sensitivity to idiomatic usage in the target language.

It points to a pedagogical gap in developing students' sensitivity to natural collocational usage and semantic nuance in the target language. This highlights the need for further training and exposure to authentic TL materials to strengthen their collocational competence.

Generalization technique

Generalization is a technique performed in the target language using a general or a neutral word. A total of 66 (5.43%) out of 1215 techniques identified involved amplification techniques.

Literal translation technique

Literal translation is a technique involves converting a source text into a target text on a word-for-word basis. In literal translation techniques, expressions are copied word for word, while the arrangement adheres to the grammatical norms of the target language, 5 (0.41%) incorporated literal techniques.

Modulation technique

Modulation has something in common with transposition, transposition involves a change between different grammatical categories, whereas

modulation refers to a change in cognitive categories. Therefore, modulation is the translation technique which translator changes the point of view, focus, or cognitive category with the SL. Out of the 1215 techniques identified, 126 (10.37%) employed modulation techniques.

Particularization technique

This technique is contrary to the generalization technique. Particularization is a technique that employs a more specific or tangible term. A total of 43 (3.54%) out of 1215 data points involved particularization techniques.

Reduction Technique

Reduction is translation technique that eliminates needless words in the target language. The technique also reduces certain elements of the source language. In this technique, the translator condenses the source language text in the target language, but the message is implied elsewhere in the target language. 36 (2.96%) of the 1215 techniques identified featured reduction techniques.

Variation technique

Variation is a translation technique employed to alter the linguistic or paralinguistic components that lead to language diversity, including modifications in intonations, gestures, style, shifts in textual tone, as well as social and geographical dialects, among others. From the 1215 techniques identified, 57 (4.69%) applied reduction techniques.

Students' translation quality in translating collocation

The assessment of translation quality in this study is based on 2 aspects from the students results of the test using the scoring rubric adapted from Nababan et al. (2012). The quality of translation are accuracy and acceptability. The translation collocation result was analyzed by 2 expert raters who are experts in linguistics, translation, and English and the researcher himself in the categories of accuracy and acceptability. The following information on the quality of students' translations in translating collocations from English to Indonesian was obtained from the raters' ratings:

Table 7. Distribution of students' translation quality

Average	Total	Quality
Accuracy	Acceptability	
2.46	2.49	4.95 2.47

Table 2. above shows the distribution of the students' translation quality in translating collocation. The overall average score of accuracy was 2.46 and it means that the students' translation was almost accurate conveyed to the target language with minimum distortion of meanings, translation of multiple meanings, or omission. The total mean score of acceptability was 2.49 and it implies that the students' translation was almost acceptable since the translation result for the most part feels natural, with small mistake within the utilize of specialized terms or grammatical errors. From the two aspects of translation quality, it can be seen that acceptability was the highest aspect. The total mean score of translation quality in translating collocation was 2.47 and it is in fairly good level. This categorization follows the benchmark set by Nababan et al. (2012), who classified a score of 2.0–2.5 as indicating “fair” translation quality.

The mean score of students' translation quality indicates that while their translations are generally understandable, challenges remain particularly in selecting natural and accurate equivalents for collocations. This result is reasonable considering the participants are still developing their translation competence, but it also highlights a pedagogical need that should be addressed. Specifically, it underscores the importance of integrating collocation-focused training into translation instruction. Therefore, students must be guided not only to recognize correct lexical combinations but also to understand the cultural context behind them. Incorporating activities such as comparative analysis, targeted translation exercises, and exposure to authentic texts can help improve students' awareness and accuracy in translating collocations.

The following is the analysis of the data for the 2 aspects:

Table 8. Students' translation quality based on accuracy and acceptability

Aspect	Category	Example	Rate r Scor e
Accuracy	Accurate	SL: <i>He was not the model boy of the village</i> TL: <i>Tom bukanlah anak teladan di desanya</i>	3
	Less Accurate	SL: <i>A newcomer of any age</i> TL: <i>Kehadiran</i>	2

Acceptability	In Accurate	<i>orang baru, tanpa memandang usia</i>	
		SL: <i>This was simply astounding</i> TL: <i>Ini benar-benar membingungkan</i>	1
	Acceptable	SL: <i>He had a citified air about him</i> TL: <i>Dia memiliki aura orang kota</i>	3
		SL: <i>A bucket of whitewash</i> TL: <i>Seember cairan pembersih berwarna putih</i>	2
	Unacceptable	SL: <i>He had a citified air about him</i> TL: <i>Dia memiliki udara yang tenang tentang dia</i>	1

Accuracy

The accuracy of the representation of the source and target languages determines the degree of accuracy. In this study, the highest score is 3 which means very accurate without the need for changes, 2 translations are less accurate, and 1 translation is inaccurate. According to the findings from the distribution and analysis, the average score of accuracy is 2.46.

Accurate

The raters' evaluations show that 691 (57%) of the students' collocation translations were accurate. A translation is considered to be accurate if it correctly translates the content of the source texts, including its words, technical terminology, phrases, clauses, sentences, and text, into the target language. Nothing is left out, added unnecessarily, or distorted in any way.

In the table 3, the target language of collocation "model boy" is translated as "anak teladan", which accurately reflects the intended collocational meaning. The noun "anak" naturally combines with "teladan" in Indonesian to express the idea of a well-behaved or exemplary child, making the translation both semantically precise and collocationally appropriate. Therefore, the collocation in the source language is preserved accurately in the target language without loss of meaning or unnatural phrasing.

Less accurate

Rater evaluations show that 380 (31%) of the

students' collocation translations were less accurate. A translation is considered less accurate if the message of the source text's vocabulary, technical terms, phrases, clauses, sentences, or entire texts is effectively conveyed in the target language. There is still distortion of meanings, translation of multiple meanings, or omission of meanings that interfere with the wholeness of message. The total mean score of translation quality in translating collocation was 2.47.

As shown in table 3, the translation of 'A newcomer of any age' into 'Kehadiran orang baru, tanpa memandang usia' is classified as less accurate as although the general meaning is preserved, the subject in the TL shifts from a person ('newcomer') to an abstract noun ('kehadiran'). This change weakens the clarity of the referent and slightly alters the focus of the original sentence, resulting in a loss of precision in meaning.

Inaccurate

According to the raters, 132 (11%) of the students' translations of collocations were classified as inaccurate. A translation is considered inaccurate if the words, technical terms, phrases, clauses, sentences, or overall content of the source text are not correctly conveyed in the target language or if any parts are omitted.

As shown in table 3, the translation of "This was simply astounding" into "Ini benar-benar membingungkan" is categorized as inaccurate because the emotional tone and intended meaning are distorted. The word "astounding" conveys a sense of amazement or astonishment, while "membingungkan" means "confusing", which carries a different emotional nuance. This mistranslation alters the intended effect of the source text on the reader.

Acceptability

One of the important factors in the quality of translation is acceptability. It evaluates how a sentence can be translated naturally into the target language. The same as before, acceptability also has three categories and each category is given a different score. The highest score is 3 which means acceptable with natural form, 2 translations are less acceptable, and 1 translation is not acceptable.

Acceptable

According to the raters, 749 (62%) of the collocation translations were considered acceptable. A translation is considered acceptable if the outcome seems natural, the readers are

familiar with the technical terminology, and the sentences, phrases, clauses, and statements used adhere to the principles of the target language.

The collocation "*citified air*" describes someone whose behavior or appearance reflects urban sophistication or a city-like demeanor. The target language equivalent "*aura orang kota*" effectively captures the intended meaning and carries a natural tone in Indonesian.

The translation seems natural, the sentences, phrases, clauses, and statements used adhere to the principles of the target language. Therefore, the raters gave the text score 3 as in acceptable.

Less acceptable

A total of 310 (25%) of the collocation translations fell into the less acceptable category, according to the raters. A less acceptable translation is one that generally sounds natural, but contains issues with the use of technical terms or has minor grammatical mistakes.

As shown in Table 3, the example of "*a bucket of white wash*" translated as "*seember cairan pembersih*" falls under the less acceptable category due to cultural mismatch. The source context refers to a lime-based substance traditionally used to paint walls, not a cleaning liquid. The cultural mismatch makes the translation inaccurate for Indonesian readers.

Unacceptable

Rater evaluations show that 160 (13%) of the students' collocation translations were unacceptable. A translation becomes unacceptable when it lacks a natural flow or appears overly like a translation; technical terms are obscure and unfamiliar to the audience; the phrases, clauses, and sentences employed do not adhere to the conventions of the target language.

As shown in table 3, the translation of "*citified air*" refers to a person's city-like demeanor or urban sophistication. The target version "*udara yang tenang tentang dia*" misinterprets the word "*air*" as "*udara*", resulting in a literal translation that distorts the intended meaning. The sentence sounds unnatural in Indonesian and fails to reflect the original nuance, making it culturally and linguistically inappropriate. Therefore, the translation is unacceptable due to its lack of clarity, naturalness, and accuracy.

Students' difficulties in translating collocation

The description of students' difficulties in translating collocations analyzed by using questionnaire that used consisted of 15 items based

on Baker (2018) theory that divided into 5 difficulties; the engrossing effect of source text patterning, misinterpreting the meaning of a source-language collocation, the tension between accuracy and naturalness, culture-specific collocations, and marked collocations in the source language. The researcher collected and identified from questionnaires done by the students. The following percentages represent students' difficulties in translating collocations:

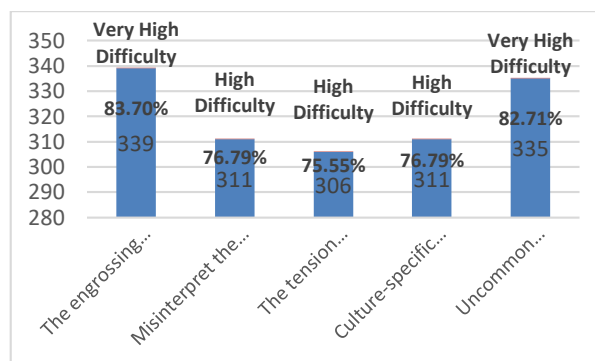


Figure 3. Bar chart of students' translation difficulties in translating collocation

The findings show that the most common difficulty students encountered was the engrossing effect of source text patterning, categorized as very high difficulty. Students tended to closely follow the structure and word choices of the source language. While professional translators may also encounter source-language interference, which can lead to translation errors and deviations from target language norms (Khudaybergenova, 2024; Onet & Ciocoi-Pop, 2024). In contrast, student translators due to limited exposure and training often prioritize formal equivalence and fail to recognize when a more collocation or conventional expression is required (Nagy, 2022). This highlights the need to develop students' sensitivity to natural language patterns in the target language through practical training and increased exposure to authentic bilingual texts.

Meanwhile, the less frequent difficulties faced by students in translating collocation were marked collocations in the source language, misinterpret the meaning of the collocation into the receptor language, culture-specific collocation, and the tension between accuracy and naturalness and categorize high difficulty.

These difficulties can also be explained through cognitive and interlanguage perspectives. Negative transfer from L1 affects how learners translate collocations, as suggested by Interlanguage Theory (Selinker, 1972), where learners' linguistic systems are influenced by both L1 and L2. Collocations are

stored as lexical chunks in long-term memory (Wray, 2002), and failure to access these chunks leads to unnatural translations. Learners' reliance on word-for-word translation reflects limited automatization of L2 collocations, consistent with Sinclair's (1991) idea that language is processed in chunks rather than isolated words. Laufer and Waldman (2011) also emphasize that difficulties in collocation use stem from psycholinguistic constraints and underdeveloped collocational competence. Integrating these theories provides a fuller understanding of students' translation challenges.

CONCLUSION

In the current study the researcher investigated the students' translation techniques, quality, and difficulties in translating collocation from English into Indonesian in a comedy novel. The study was conducted at the third semester English education students of Universitas Negeri Padang.

The first finding concerned the students' translation technique in translating collocation from English into Indonesia. The result shows that the researcher obtained 10 translation techniques used by the students in translating collocation from the source language into target language from the most frequent to the less frequent were establish equivalent, modulation, amplification, generalization, variation, particularization, reduction, discursive creation, literal translation, and calque. The most dominant translation technique used by the students in translating collocation from English into Indonesian was established equivalent.

On the students' translation quality in translating collocation, this research focus on 2 aspects, they are accuracy and acceptability. Considering accuracy and acceptability, the students' collocation translations are categorized as moderate in quality. This research revealed that the students' translation quality at the third semester of English education students of Universitas Negeri Padang who had learned the translation subject categorized in the moderate translation quality.

Students' translation difficulties made by the students in translating collocation from English into Indonesian were consist of 5 difficulties from the most frequent to the less frequent difficulties were the engrossing effect of source text patterning, marked collocations in the source language, misinterpret the meaning of the collocation into the receptor language, culture-specific collocation, and the tension between

accuracy and naturalness.

Based on the findings, collocational competency can be incorporated into undergraduate students. Even though KORTARA was just utilized as a research tool in this study, it has a lot of potential as a teaching tool. The integration of corpus-based tools like KORTARA into translation curriculum has the potential to improve translation quality by assisting students in identifying real-world collocational trends in Indonesian and encouraging more data-driven learning strategies.

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