EXPLORING INDONESIAN TRANSLATED COLLOCATION IN J.K ROWLING'S NOVEL "HARRY POTTER AND THE PRISONER OF AZKABAN"

SKRIPSI

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MOTTO AND DEDICATION

- Don't compare yourself to others, be your own competition.
- It does not matter how slowly you go so long as you do not stop.
- Relief others for their problems, even if they can't help you.

This *skrips*i is dedicated to:

My beloved parents, my Father
Lutfi Mahendra, my Mother Nur
Dewi, my
beloved grandparents Indra
Mustari and Ninik Indraini, my
best friend Achmad Fahrizal
Wibawa and also my
big family.

DECLARATION OF AUTHORSHIP

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ABSTRACT

Translation is an effort to transfer messages from one language (source language) to another language (target language) or an attempt to re-express messages in one language (target language) in another language (source language). Students need to learn about translation, especially students at universities who take English education. Moreover, people who like reading novels, magazines, newspapers, comics, poetry, and listening to English songs will enjoy it if the translator can translate with the right sentence.

This study aimed to find out how the English collocations in J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban" are translated into the Indonesian version. The research method for this research was used qualitative analysis. There are 51 collocations found in chapter one until four of J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban", which consist of 36 group of words for Lexical Collocation and 15 group of words for Grammatical Collocation. Out of the seven-translation procedures, four are used in this research. As a result of the analysis, literal translation occurs as the translation procedure that is frequently used in translating English collocations.

There are 39 Literal Translation procedure, 3 Transposition, 6 Equivalence, and 3 Modulation translation procedure. The data collection procedures were performed by reading, highlighting and identifying, collecting by listing, classifying, and checking the English collocations. In this research, the instrument is the researcher herself as the main instrument. As a human instrument, in this study the researcher acted to collect appropriate data. The researcher processed the classification data as shown in the table 4.1: Data Identification.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem, the research objective, the significance of the research, the scope and limitations of the research, and the definition of key terms.

1.1 Background off the Study

In this modern era, people cannot rule out the existence of foreign languages that encounter in our daily life. Language is a communication tool used by people around the world to communicate. As stated by Castillo (2015) Language comes from within the speaker topic and is expressed in the purposeful meaning of the speaker. Language has an important function for people to show their opinions, provide information, ask for help and they can connect with others because of language. A language provides information in the form of spoken, written, signs, and symbols. People can be helped by language because they can communicate with others to get information. Especially, in the world of education, people can learn from each other about using language through conversation properly and correctly.

Sometimes people can accidentally get learning through the environment around us, such as listening to someone conversations, reading or writing on books. It will easily help us to speak naturally and other people will understand what people are saying. As explained by (Nooriafshar, 2013, p. 8) that try to imitate words like the

natives pronounce is a helpful tip in learning a language. People should be able to learn languages from other countries. The more languages that can be understood by humans, it will be very helpful for humans to be able to understand each other's languages from various countries. One of them is English, because English is an international language. Once people want to understand a language from another country, then the people must understand the translation of that language. Thus, learning translation is important in the world of languages. The writer sometimes finds problems when someone learns to translate a sentence or several words from Indonesian to English or quite the contrary. People cannot translate it directly into that language. Similarly, with Emma (2018) said that the problem is partly that you are likely to immediately translate terms into English from your own tongue. Words often used in your own language, but not in English.

Translation is an attempt to transmit messages from one language to another or try to re-express messages in a different language. Similarly, Munday (2016) stated that the process of translating between two written languages involves transforming an initial written text (the source text or ST) in the original vocal language (the source language or SL) into a written text (the target text or TT) in a separate verbal language (the target language or TL). Jeremy Munday is a highly skilled and experienced trainer and translation professor at Leeds University in the UK. He is the writer of The Routledge Companion for translational studies (2009), and the co-author of Translation: An Advanced Resources Book, together with Basil Hatim, and the author of Style and Ideology in Translation (Routledge, 2008) and Translation

Evaluation (Routledge, 2012). Therefore, people need to learn about translation, especially students at universities who take English education. Moreover, people who like reading novels, magazines, newspapers, comics, poetry, and listening to English songs will enjoy it if the translator can translate with the right sentence.

In the field of translation, collocation is an important thing that needs to be considered by translators because the accuracy in translating collocations will affect the quality of the resulting translation. Students need to learn about proper combinations in words. Seeing that collocation is learning that is rarely done to be learned. According to Ilson (1986), a combination of the word can be called with collocation.

Collocations are divided into two categories: grammatical collocation and lexical collocation. A grammatical collocation is a phrase that consists of a dominating word (noun, adjective, or verb) and a preposition or grammatical structure (infinitive or clause). This grammatical collocation is then divided into eight categories. Adjective+that clause, predicate adjective+toinfinitive, adjective+preposition, preposition+noun, noun+that clause, noun+to infinitive, noun+preposition, and the 19 verb English patterns. Here's an example sentence and how to use that word because some prepositions, such as of and by, have extremely predictable meanings, not all noun+preposition pairings may be considered collocations. Blockade against, Apathy towards are two examples of these constructions.

Lexical collocations, unlike grammatical collocations, do not include grammatical elements. This lexical collocation is classified into seven major types by

Benson, Benson, and Ilson (1986). The combination is transitive verb+noun/pronoun (prepositional phrase), verb (means eradication or nullification) +noun, adjective+noun, noun+verb, noun+noun, adverb+adjective, verb+adverb. This is an example sentence and how to use that word. transitive verb+noun/pronoun (prepositional phrase). Since they consist of a verb denoting development or activation and a noun/pronoun, collocations are referred to as CA collocations. Some examples are as follows: (1) Denoting creation: reach an agreement; compose music, and so on. (2) Setting an alarm, winding a watch, and other similar actions are examples of activation. Not all formation and activation verbs, however, can be used with any noun. Create, trigger, cook, make, and prepare are verb-noun combinations with predictable meanings.

Collocation cannot be learned by taking a dictionary and memorizing all of the words in it. Similarly, learning collocation cannot be accomplished by memorizing all of the words in a collocation dictionary. The best way is to find the most frequently used words in English and study the most frequently used collocations with them. Keep in mind that the students will need to study it thoroughly. Do not simply read sentences. Each sentence should be studied and read aloud until they can say it without thinking about it. Actually, collocation can provide students at school or university with an additional method of learning new vocabulary. For example:

- In English: "I make my bed as soon as I get up in the morning."

- In Indonesian: "Saya merapikan tempat tidur setelah saya bangun di pagi hari."

If the words" I make my bed "will be translated directly into Indonesian, it's going to be "saya membuat tempat tidur". However, the correct translation is "saya merapikan tempat tidur".

While the author tries to translate a sentence directly without understanding the meaning of the word, then the reader will feel strange. However, when the reader understands what this sentence means, the readers will feel enjoy to reading.

In addition, this research was conducted because previous research has not explained about translation procedures such as Borrowing, Calque, Modulation, Transposition, Literal Translation, Equivalence, and Adaptation. The previous research only used two kinds of procedures from the seven-procedure translation, such as literature and equivalence. Therefore, the researcher wants to identify how translation procedures will be found in this novel and explain about various kinds of procedure translation in this research.

There were two untranslated collocations in the previous study, and almost all of the Indonesian collocations in this study were not translated in their entirety as an English collocation. The researcher classified the data using Gutt's (1991) theory of equivalence. Some collocations have direct translational equivalence, while others have indirect translational equivalence. As a result of this research, the author has only examined 45 collocations in the novel. The analysis of procedure translation distinguishes this study from previous ones. The researcher used Nida and Taber (1964) strategies in this study, whereas the previous study only focused on the translation of English collocations into Indonesian and used Gutt theory of equivalence (1991).

1.2 Research Problem

Based on the preceding discussion, the researcher formulates the problems as follows:

1. How translation procedures are applied in Indonesian translation of English collocation in J.K. Rowling's novel "Harry Potter and the Prisoner of Azkaban?"

2. How the English collocations in J.K. Rowling's novel "Harry Potter and the Prisoner of Azkaban" are translated into Indonesian?

1.3 Objective of the Research

1. To find out how translation procedures are applied in Indonesian translation of English collocation in J.K. Rowling's novel "Harry Potter and the Prisoner of Azkaban."

2. To find out how the English collocations in J.K. Rowling's novel "Harry Potter and the Prisoner of Azkaban" are translated into Indonesian.

1.4 Significance of the Research

Through this study, this thesis hopefully can give some significances which are in theoretically can give the knowledge about the definition and the kinds of collocation according to translation's expert. The findings of this study are also expected to be useful as references for future researchers, particularly in translating collocation. In addition, practically it can help the students or Indonesian translator and anyone who

is working on translation in producing a better quality of translating the meaning naturally especially for the collocation.

As a pre-service teacher, to help the students' overcome problems with vocabulary building we need to design instruction focusing on what they need. It might be helpful to present the reasoning and activities for teaching collocations at this stage, all of which are intended to aid students in developing collocation competence. The researcher anticipates that the study's findings will be useful to readers interested in learning more about translating collocation. Translators' technical ability will gradually improve as they gain knowledge and theoretical understanding of translation and collocation. The researcher also expects that this work will be beneficial as a resource for future researchers interested in translating collocations.

It is hoped that this study will give readers more information and understanding on how to translate English collocations into Indonesian, and will be helpful in overcoming the fear of language abuse among students. Hopefully, translation of collocations will be valuable for the English department of Islam Malang University as additional knowledge or material for translation training. Furthermore, this research may also be utilized either as a reference in Teaching and Learning Strategy or as reference for other language student translators want to know the natural translation between English and Indonesian.

This study's findings are also expected to provide an influential role in helping the researchers in the future as their references especially in translating collocation. In

addition, practically it can help the students or Indonesian translator and anyone who is working on translation in producing a better quality of translating the meaning naturally especially for the collocation. The author chooses this novel because most students are familiar with this novel. Moreover, the author may easily purchase this book at Gramedia. There has been previous research using the JK Rowling novel but there has been no research for the Harry Potter and The Prisoner of Azkaban series.

1.5 Scope and Limitation of the Research

The researcher focusses on the sentences consisting of collocation in one of the seven books to limit research findings from J.K Rowling's Novel "Harry Potter and The Prisoner of Azkaban" by analyzing what translation procedures are applied in the Indonesian translation of English collocation in the J.K Rowling's novel with the title "Harry Potter and the Prisoner of Azkaban" and how the English collocations in the J.K Rowling's novel "Harry Potter and the Prisoner of Azkaban" are translated into Indonesian.

The weakness of this research is the number of the data and the limited time in collecting the data and this research only takes data from the first four chapters of J.K Rowling's' Novel "Harry Potter and The Prisoner of Azkaban". Another shortcoming in this research is out of the seven translation procedures proposed by Vinay and Darbelnet (1995) only four are used in this research.

1.6 Definition of Key Terms

In this section, a few things need to be clarified in terms of the meaning or definition that does not lead to a different interpretation to the reader. In addition, the determination of the definition of the term clearly opens the possibility for others to conduct similar research, in the sense that what the researcher does is open to be re-examined by other researchers.

1. Analysis: is the separation or dissection of a whole into its constituent parts. With an examination of these parts to determine their nature, proportion, and function interrelationship, as well as a statement of the study's findings.

2. Collocation: A collocation is a term that refers to a group of words or a pair of phrases that are commonly used together.

3. Harry Potter and the Prisoner of Azkaban: one of the seven books in the Harry Potter novel series by J.K Rowling, this book was launched in March 2001 in Indonesia.

CHAPTER II

REVIEW AND LITERATURE

A review of related literature on topics such as translation definition, translation procedure, collocation definition, types of collocations, and previous research is included in this chapter.

2.1 Definitions of Translation

Translation is a way to understand a different language for people. Translation, according to Catford (1965:20), is the process of replacing textual material in one language (SL) with similar textual material in another language (TL). Through translation, people can finally understand the meaning of another language. Similarly with Osman (2017) stated that Translation is a mental activity that involves trying to translate one language from one to another. For example, when the people want to use a stuff, there is an explanation on the back using an English sentence and the translation of our language. This will help us to understand the meaning of the stuff procedure. In addition, Newmark (1988) stated that translation is like the author's purpose in making the translation of a text's meaning into another language. Therefore, translation is the most crucial factor. The following two definitions are that translation into a destination language with the correct meaning is translated into a foreign language. In the translation process, equivalent is significant as translating a word transmits not only word by word, but it also transfers a meaning of the word

from one language to another. If the translation is less equivalent, it cannot be precisely conveyed in the target language the meaning of the source language. What is meant by translation here is not transferring the structure of a foreign language to the target language (the language that people understand, or to the desired language), but the process of transferring the meaning and meaning of the foreign language into a target language that can be understood without changing the original context. This process of translating is often done by professional translators to help transfer meaning from a foreign language to the relevant target language. Especially if this translator has a good license and experience in managing the process of translating manuscripts, documents, or files for various other purposes.

The role of translators is very important in helping and facilitating us in translating languages. If the people have difficulty translating a foreign language, of course they can ask for the help of a professional translator. Translators will provide the best service by producing quality translations that are useful for our various needs. Erha (2018) stated that benefits of translation for our daily lives are as follows:

- Knowing the meaning of a foreign language.
- Enriching the meaning of foreign language vocabulary/terms.
- Learn Foreign Language. By knowing a foreign language translation, people are also learning a foreign language, learning the meaning of its vocabulary, and how to pronounce it.

- For comparison. If the people look at the original structure of a foreign language and the results of the translation into the target language, of course there are slight differences.

- Creating Job Opportunities. Translate too useful for opening jobs, such as: translator, dictionary compiler, interpreter, foreign language teacher, script writer, and other jobs.

- Having a translator also helps to take care of our various needs. For example, to translate college assignments, diplomas, identities, official letters, or other task needs.

- Means of Enjoying Work. Without translators' people will not be able to enjoy the Harry Potter novels by J.K. Rowling in Indonesian. Without a translator, the people will also not understand the meaning of the language of a foreign language film without subtitles. Therefore, the existence of translation really helps us to enjoy the works of outsiders in foreign languages, whether it is in the form of literature (such as; books, novels, magazines, etc.) or in other forms (such as; dictionary applications, the existence of subtitles in films), song translation websites, and so on).

2.2 Translation Procedures

To produce a good translation of transferring the meaning from source to target language, it is important to find the relevant method or procedures and technique. This research is going to explore the collocation by using translation procedure, since

it is part of small language units. Several translation procedures have been introduced that can be used in translating collocation. *Borrowing, Calque, Modulation, Transposition, Literal Translation, Equivalence, and Adaptation* are examples of theories proposed and explained by Vinay and Darbelnet (1995).

1. Borrowing

Borrowing in Vinay and Darbelnet is the simplest of all translation processes (1995). It is a method where in the target language the identical term or expression is utilized in the source language. The word or phrase you have borrowed are normally in italics. The word or phrase of the source language shall not be translated. The word "menu" has, for example, been borrowed as "menu" in Indonesian, meaning "food list." An additional example is "mixer," also referred to in Indonesian as "mixer."

2. Calque

Borrowing terms or phrases from the source language into the target language is the definition of Calque. When a translator discusses borrowing words or phrases from another language when translating text, this translation procedure is suitable to use. For example, "credit card" is translated into Indonesian as "*kartu kredit*" with each word translated separately, "credit" translated into "*kredit*" and "card" translated into "*kartu*" or "email" which is still translated into "email" in Indonesian.

3. Modulation

Modulation was coined by Vinay and Darbelnet in Newmark to define a variation through a change in viewpoint, perspective, and, very often, category of thought (1988). It essentially means using a different word or phrase from the source and target languages that expresses the same idea. This translation procedure is applied by changing the point of view, focus or cognitive category in relation to the source language. The change in point of view can be lexical or structural. For example, he is not "clever," which can sometimes be translated as he is "lazy" or "stupid."

4. Transposition

The translator uses this technique to change the grammatical category. This technique is the same as category, structure, and unit shifting. As words turn into phrases. "Your hair is long," for example, can be translated as "you have long hair."

5. Literal translation

This translation procedure technique is done by translating word for word from the source language to the target language. for the example "Killing two birds with one stone" which can be translated into "*membunuh dua burung dengan satu batu*"

6. Equivalence

This technique attempts to determine an equivalent word in order to transfer the message from the source language to the target language, which might have

different words for the same case. For instance, the word "alas" is sometimes translated as "*aduh*!" and other times as "*sial*!"

7. Adaptation

This is referred to as the cultural adaptation technique. This technique is performed by substituting cultural aspects in the source language with similar cultural features in the target language. This is possible because cultural elements in the source language are not found in the target language, or because cultural elements in the target language are more familiar to the target readers. As an example, consider "coconut milk." Because coconut does not produce milk, Indonesians coined the term "santan" to refer to coconut milk, which is more appropriate for Indonesian culture.

2.3 Definition of Collocations

A collocation is a group of words or a pair of words that are frequently used together. These combinations sound natural to native speakers, but English students must make an extra effort to learn them because they can be difficult to guess at times. According to Larson (1984), Collocation is the study of how words work together and which words will emerge in specific combinations. A collocation is made up of two or three lexical terms that are often referred to as absolute, descriptive, or substantive words, and are usually linked by empty, functional, or relational grammatical words. According to the Oxford Advanced Learner's Dictionary, collocation refers to how words first appear or belong together. Since

various languages have different grammatical structures and a restricted range of collocations, students of English must make an extra effort to learn them (McCarthy & O'Dell, 2011) .

2.4 Types of Collocations

(Benson, Benson, & Robert, 1986) note in their BBI Combinatory of English that there are many sets, visible, nonidiomatic phrases and constructions in English, as well as other languages. Recurrent combinations, fixed combinations, and collocations are terms used to describe certain classes of words. Collocations are classified into two types: grammatical collocation and lexical collocation.

2.4.1 Grammatical Collocation

This grammatical collocation is divided into eight basic forms by a phrase consisting of a dominating word (noun, adjective, verb) and a preposition or grammatical structure such as an infinitive or clause, according to the introduction to Benson, Benson, and Ilson's book The BBI Combinatory Dictionary of English Grammatical Collocations (1986). Adjective+that clause, predicate adjective+toinfinitive, adjective+preposition, preposition+noun, noun+that clause, noun+to infinitive, noun+preposition, and the 19 verb English patterns.

2.4.1.1   Noun + Preposition

Some prepositions, such as of and by, have fairly predictable meanings, not all noun+preposition pairings may be deemed collocations. The examples for these constructions are: *Blockade against, Apathy towards.*

2.4.1.2   Noun + To Infinitive

There are five different syntactic patterns. The most common syntactic patterns in which this construction is encountered. For example:

- It was a pleasure (a problem, a struggle) to do it.

- Liam and Nial had the foresight (instructions, obligation, permission) to do it.

- Bagas and Tia felt a compulsion (an impulse, a need) to do it.

- Nio and Dodi made an attempt (an effort, a promise, a vow) to do it.

- Your sister was a fool (a genius, an idiot) to do it.

2.4.1.3   Noun + That Clause

The usage of subject pronouns in a noun+that clause combination is considered collocational. But even that can be replaced by which, the noun+which clause is not considered as collocation word. For example:

- Fara and Dilla reached an agreement that she would represent us in court

- Aji took an oath that he would do his duty

2.4.1.4   Preposition + Noun

Combinations of prepositions and nouns can fit into this category, but the pairing of a preposition with a specific noun is not chosen at random (RR Diah Moehkardi 2002). For example:

- by accident

- in advance

2.4.1.5   Adjective + Preposition

A pre-positional sentence follows several adjectives. Adjective + combinations of preposition are the collocations in the predicate (verbless clause). However, the past participatory adjectives and the preparation are not the same, as they are regular and predictable. Examples include:

- Mukti and Tito are **angry at** the children

- Lyn and Saki are **hungry for** news

2.4.1.6   Predicate Adjective + To + Infinitive

This adjective appears in two basic constructs with the infinitive.

a. Adjectives with the dummy subject "It" such as It was need to work; also, maybe It was necessary for him to work (insertion of prepositional phrases).

b. Adjectives with real animate subjects, such as **Layla** is ready to go; or with an inanimate object, such as: **It** (a bomb) is designed to explode at a certain temperature; or with the subject of life or death: **Pharsa** will surely find out or **It** (accident) will definitely happen.

2.4.1.7 Adjective + That Clause

That clause can be followed by a number of adjectives. For example:

- Shafa was afraid that she would fail her quiz

  In formal English, several of the adjectives that follow the present subjunctive are collocational in nature, such as: It was critical that **me and my friends be there**.

2.4.1.8 Collocational Verb Patterns

Collocations G8 consists of nineteen patterns of English verbs, which are marked with a capital letter A to S. The description of each verb pattern is as follows:

a. Before transitive verbs can be used directly, they must transfer from an indirect object to a position. Consider the following example:

   - Carla sent the hand gel to her mom - Carla sent her mom the hand gel and

   - Carla sent the hand gel to her mom - Carla sent her mom the hand gel

b. It is not permitted to move an indirect object to a position before deleting the direct item. For examples: Carla described how to save the number to her mom; but not *Carla described her mom how to save the number.

c. The transitive verb with the preposition for allows *for* deletion of the *for* and shifting the indirect object to the position before the direct object. For example:

- Angela bought a Play Station for her husband — Angela bought her husband a Play Station.

- Angela bought a Play Station for him — Angela bought him a Play Station

d. The verb forms a collocation in this pattern with a specified preparation (+ object). For example:

- Bass and Dinn **based** their conclusions

- Me and my Husband will be **adhered** to the regulation

However, the following similar construction is not a collocation, but a free combination of *a verb + preposition* indicating a location or means or instrument. For example:

- **Carmilla and Cecilion** walked in **the safari park**

- **My parents** came by **airplane**

e. Verbs form collocations with certain prepositions and objects. For example:

- Me and my best friend began to speak

- Wahyu continued to write

f. Verbs are followed by an infinitive that does not include the word to: Except for dare, help, and need, these verbs are referred to as modals. The verbal phrases fared better and would fit into this pattern as well. As an example:

- They must work
- We had better go now

g. The verb is followed by the second verb in – ing. Here are some examples:

- Eudora and her boyfriend kept talking
- Beatrix and Wan Wan enjoyed watching television

h. This pattern transitive verbs are followed by an object and to + infinitive. Here are some examples:

- The teacher asked the students to participate in celebrating Independence Day
- Gina and her husband permitted the children to watch horror movie.

i. Transitive verbs are accompanied by a direct object and an infinitive without to in this pattern. The following are some examples of this form of construction:

- Karrie heard them leave
- Harley and Cyclops let the children go to the museum

j. Verbs are preceded by an object and a verb form ending in -Ing in this pattern. The following are some examples of this form of construction:

- Aurora and Esmeralda found Bennedeta sleeping on the floor
- Clint kept his girlfriend waiting two hours

k. Verbs can be preceded by a possessive (pronoun or noun) and a gerund, or verbal noun, in this pattern. The following are some examples of this form of construction:

- This fact justifies Rain's coming late
- My brothers love his clowning

l. A noun clause begins with the conjunction that and follows the verb in this pattern. The following are some examples of this form of construction:

- My parents admitted that my friends were wrong
- Sarah hoped that the weather would be nice.

m. Transitive verbs may be followed by a direct object, the infinitive to be, and either an adjective, a past participle, or a noun/pronoun. For example:

- My grandparents consider my cousin to be very capable
- The doctor consider my sister to be well trained.

n. Transitive verbs may be preceded by a direct object, an adjective, a past participle, or a noun/pronoun in this pattern. Here are a few examples:

- Irithel dyed her hair blue
- Nana and Diggie considered that Mino very capable

o. There are two objects after transitive verbs. A few examples are as follows:

- My mom asked my dad for lock the door
- My parents scolded me for not studying

p. Adverbial (an adverb/a prepositional phrase/a noun phrase/a clause) must follow intransitive/reflexive/transitive verbs. Here are a few examples:

- Taehyung carried himself well
- The meeting will last three hours

q. Verbs can be accompanied by an interrogative word in this pattern: how, when, where, where, where, who, and why, here are a few examples:

- My boyfriend always wants what I want
- Okin knows when to keep quiet

r. Dummy or empty "it" is preceded by transitive verbs (often expressing emotion) and to + infinitive or that + clause or either in this pattern. Here are some examples:

- it puzzled me that they never answered the telephone;

- it surprised me to learn of her decision and it surprised me that our offer was rejected.

s. A predicate noun or a predicate adjective follows a limited number of intransitive verbs. The following are some examples:

- Adora looks fine

- the flowers smell nice

2.4.2 Lexical Collocation

Lexical collocations, unlike grammatical collocations, doesn't include grammatical elements. This lexical collocation is classified into seven major types by Benson, Benson, and Ilson (1986). The combinations are verb (usually transitive) + noun/pronoun (prepositional phrase); verb (meaning eradication and or nullification) + noun; adjective + noun; noun + verb; noun + noun; adverb + adjective; verb + adverb.

2.4.2.1 Verb (usually transitive) + Noun / Pronoun (prepositional phrase)

Since they consist of a verb denoting development or activation and a noun/pronoun, collocations are referred to as CA collocations. The following are some examples:

- (Denoting creation) come to an agreement; compose a music, etc.

- (Denoting activation) set an alarm; wind a watch, etc.

However, not all verbs that denote formation and activation are collocable with any nouns. The meanings of verb-noun combinations such as create, trigger, cook, make, prepare, and so on are predictable.

2.4.2.2   Verb (meaning eradication and or nullification) + Noun

Consist of a verb and a noun that mean essentially eradication or nullification. The following are some examples:

- Break a code

- Squander a fortune

2.4.2.3   Adjective + Noun

Consist of adjective and a noun. The following are some examples:

- Strong tea (not mighty tea) and weak tea (not feeble tea)

- Kind / kindest / best (not good) regards

- Bright colour

2.4.2.4   Noun + Verb

Consist of a noun and verb (names an action, characteristic of the person, or thing designated by the noun). The following are some examples:

- Alarm goes off (ring, sound)

- Bombs explode (go off)

2.4.2.5   Noun + Noun

Indicate the unit that is associated with a noun. The following are some examples:

- Larger unit to which a single member belongs: a colony (swarm) of bees, a bouquet of flowers
- Specific, concrete, small unit of something larger, more general: a bit
- (Piece, word) of advice, an article of clothing

2.4.2.6   Adverb + Adjective

Consist of an adverb and adjective. The following are some examples:

- Deeply absorb
- Strictly accurate
- Fully aware

2.4.2.7   Verb + Adverb

Consist of verb and adverb. The following are some examples:

- affect deeply
- apologize humbly
- smile proudly

2.5 Previous study

To support the present study, there are some previous literature and studies. Such research will help the investigation that will be carried out. It is derived from previous researchers' studies. Those are like the following:

1.   Written by Larasati (2013) of Satya Wacana Christian University Salatiga's Faculty of Language and Literature's English Department. The title of her thesis is The Translation of Collocations in Negeri 5 Menara. In this study, the research problem is that there are two untranslated collocations, and almost all of the Indonesian collocations are not translated in the form of the complete English collocation. The researcher classified the data using Gutt's (1991) theory of equivalence. Some collocations have direct translational equivalence, while others have indirect translational equivalence. As a result of this research, the author has only examined 45 collocations in the novel. This study, however, has limitations. The first limitation is the quantity of data. A larger number of data points will be more beneficial to the reliability of future studies. The second constraint is a lack of time. The researcher who is conducting this research has a time limit. The difference between this study and previous studies is the different analysis of procedure translation. In a previous study, Dewanti used Gutt's (1991) theory of equivalence, whereas in this study, the researcher used theories proposed and explained by Vinay and Darbelnet (1995).

2.   By Hasanah (2016), a thesis entitled English collocation in the novel "Percy Jackson & the Olympians: The Lightning Thief" from English Education Department, Faculty of Tarbiyah and Teachers Training, Banjarmasin. The problem of this study is to determine what types of English collocation are found in the novel "Percy Jackson & the Olympians: The Lightning Thief" and which types of English collocation are most frequently found in the novel "Percy Jackson & the Olympians: The Lightning Thief." According to the findings of this study, there were seven different types of English collocations in the novel. Totals in collocation that were found in seven types were 559collocations in a novel. The most frequent in the types of English collocation that found in the novel is form the adjective + noun = 280collocations. While adverb + adjective = 60collocations, noun + noun = 107 collocations, noun+ verb = 21 collocations, verb + noun = 56 collocations, verb + expression with preposition = 8 collocations and verb + adverb = 27 collocations, which existed in the novel.

The difference from previous study with this research is the different analysis of procedure translation. In previous study, the researcher used strategies by Nida and Taber (1964) and the translation of English collocations is the sole focus of this study. The English collocations were classified into two types: literal English collocations and dynamic English collocations. The researcher used theories proposed and explained by Vinay and Darbelnet in this study (1995).

3.   By Rizki (2011). A thesis entitled An Essay on *Indonesian Translated Collocation in Rick Riordan's Percy Jackson and the Olympians "The Battle of the Labyrinth"* from the Department of English Letters, Faculty of Adab and the Arts, Syarif Hidayatullah State Islamic University, Jakarta. The goal of this study is to see how the English collocations in Percy Jackson and the Olympians "The Battle of the Labyrinth" are translated into Indonesian and to see how closely the Indonesian translation text matches the original text of Percy Jackson and the Olympians "The Battle of the Labyrinth," especially in the sentences. The writer discovered 437 English collocations as a result of this research. The writer discovered 356 literally translated collocations (81 percent) and 81 dynamically translated collocations among the total number of English collocations that occurred (19 percent).

This research differs from earlier studies in that it examines procedure translation in a new way. The researcher employed Nida and Taber (1964) methodologies in a prior study, and this study focuses solely on the translation of English collocations. English collocations were divided into two categories: literal English collocations and dynamic English collocations. The researcher employed theories suggested and explained by Vinay and Darbelnet in this investigation (1995).

The researcher's interest in conducting this research can be seen in the importance of collocation from an educational point of view. According to Cahyani (2017) in her journal article, the topic of collocation is still less

studied and paid attention to in the linguistic world in Indonesia. This what makes the researcher interested in researching collocation translation. In addition, this research was conducted because previous research has not explained about translation procedures such as Borrowing, Calque, Modulation, Transposition, Literal Translation, Equivalence, and Adaptation. The previous research only found two kinds of procedures from the seven-procedure translation, such as literature and equivalence. Therefore, the researcher wants to identify how translation procedures will be found in this novel and explain about various kinds of procedure translation in this research.

CHAPTER III

RESEARCH METHOD

This chapter contains the research method used for analyzing the data. It includes the research design, data and source of the data, techniques for collecting and analyzing the data.

3.1 Research Design

Basically, research is carried out with the aim of developing or discovering knowledge. The knowledge produced by a study here can be in the form of theories, explanations of phenomena or things, and can also be knowledge of concepts or patterns of regulation that exist in this world. On the other hand, research also aims to find and develop strategies that can be used to solve a problem. In the field of education and learning, for example, research is conducted with the aim of proving, discovering, and developing models, strategies, methods, and learning tools.

This study would like to focus on the sentences consist of collocation in one of the three books of J.K Rowling's Novel "Harry Potter and The Prisoner of Azkaban" by using translation procedures in the Indonesian translation of English collocation, and how the English collocations are translated into Indonesian.

In this research, qualitative analysis is used for the design of the research based on the theories and facts of other theories of support. The author employs a qualitative strategy in this investigation since this study focuses on the analysis or

interpretation of textual information in context. Includes texts, journals, periodicals, papers, films, manuscripts, articles, novels etc. The word qualitativederives its meaning from the word quality. The word quality is clearly antithetical to the concept of quantity. Quantity is defined as the number or numbers while quality is more likely to be interpreted as a high degree. Thus, the word quality is related to the properties of a certain thing, object, and phenomenon.

Definitions of qualitative methods of research proposed by experts. Qualitative research is described as an approach for understanding underlying meanings associated in the practice of social life complicated occurrences and processes (Denzin and Lincoln as cited in Brady, 2015).

The writer utilized a design of descriptive method in this study, which is a research method that attempts to describe an object in the context of the translation. Because the data analysis is presented descriptively, the descriptive approach is used. The author evaluated J.K Rowling's novel "Harry Potter and the Prisoner of Azkaban".

Relate to the research objectives based on the given explanation. Since the study is described in the form of research words, the goal is to examine the forms of English collocation that are most commonly found in J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban".

3.2 Data and Data Source

In this study the researcher described that the data source is JK. Rowling's novel "Harry Potter and the Prisoner of Azkaban", while the data are the sentences containing of collocation that divided into grammatical collocations and lexical collocations. The researcher used the translation procedures proposed and explained by Vinay and Darbelnet (1995).

3.3 Research Instrument

In this research, the instrument is the researcher herself as the main instrument. As a human instrument, in this study the researcher acted to collect appropriate data. The researcher processed the classification data as shown in the following table:

Table 3. 1: Table of Collocation Data

No	English Collocation	Translated in Indonesian	Types of Collocation		Translation Procedures
			Grammatical	Lexical	
1	Sentences or words that are included in the collocation.	Sentences or words that are included in the collocation that have been translated into Indonesian.	Collocation sentences that are included in the grammatical type.	Collocation sentences that are included in the lexical type.	The translation procedures used by the translator in translating the novel of JK. Rowling "Harry Potter and the Prisoner of Azkaban".

3.4 Procedure of Data Collection

The data collection procedures were performed as follows:

a. Reading the novel of Harry Potter and the Prisoner of Azkaban in English and also the Indonesian version, and then observing the collocation-containing sentences that might occur.

b. Highlighting and identifying the sentences that contain English collocation.

c. Collecting by listing the collocations found followed by its Indonesian translation.

d. Classifying the gained data based on each characteristic of grammatical and lexical collocation.

e. Checking the English Collocations in the Dictionary to make sure that the data collected are the correct collocations.

3.5 Data Analysis

The researcher analyzed the data after conducting data collection about collocations. The researcher used qualitative descriptions for analyzing the data.

1. First, the process of identifying, classifying and focusing the occurrence of the required data. In this case, it focused on identifying each line of words and sentences in the novel. After that, the data were analyzed according to the type of collocation and the translation procedure used by the translator.

2. Second, the selected data were presented in a table. Presentation of data describes the content of the data. The researcher displayed the data based on data categories. First, classifying sentences that include collocations in English, translating the data into Indonesian, analyzing the data according to the type of collocation, and finally analyzing the data according to the translation procedure used by the translator.

3. The final step is drawing conclusions and verifying the results of the analysis using the chosen data. The number of English collocations found in Exploring Indonesian Translated Collocation in J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban" is presented in Chapter IV.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains of three topics, exposure, results of data analysis, and discussion of research results.

4.1 FINDINGS

This section describes the data obtained using the methods and procedures described in chapter three. This presentation consists of a description of the data that the researcher has presented with topics that are in accordance with the research questions and the results of data analysis. Descriptive analysis of this data was obtained from observations from the results of reading the "Harry Potter and the Prisoner of Azkaban" in English and also the Indonesian version of the novel.

4.2 DATA ANALYSIS

Using Vinay and Darbelnet's (1995) theories, the researcher analyzed the English collocations to determine whether they are grammatical or lexical collocations, and then identified the translation procedures used in J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban." The identification of the data is shown in the table below.

Table 4. 1: Data Identification

No	English Collocation	Translated in Indonesia	Types of Collocation		Translation Procedures
			Grammatical	Lexical	
1	The quill paused	Pena bulunya berhenti		N+V	Literal Translation
2	Received a telephone	Menerima telepon		Adj+N	Literal Translation
3	Uncle Vernon's small eyes	Mata kecil paman Vernon		Adj+N	Literal Translation
4	Harry suspected that Ron had warned	Harry menduga Ron telah memperingatkan	Adj + That clause		Literal Translation
5	Put the torch	Memasukkan senter		V+N	Literal Translation
6	The cupboard under the stairs	Lemari di bawah tangga	N+Prep		Literal Translation
7	Harry wasn't worried about her	Harry tidak mencemaskannya	Adj+Prep		Literal Translation
8	Didn't flinch at the sight of him	Tidak berjengit melihatnya	(Collocational verb pattern) V+Prep		Literal Translation
9	On the sheets	Di seperei/sprei	Prep+Noun		Equivalence
10	A particularly nasty	Yang sangat tidak menyenangkan		Adv+Adj	Modulation
11	Big mistake	Kesalahan besar		Adj+N	Literal Translation
12	Ate continually	Makan tiada henti		V+Adv	Literal Translation
13	A piece of toast	(sepotong) roti panggang		N+N	Literal Translation
14	Extremely dangerous	Sangat berbahaya		Adv+Adj	Literal Translation
15	A souvenir of the car crush	Kenang-kenangan dari kecelakaan lalu lintas		N+N	Equivalence
16	He scanned the starry sky	Dia (Harry) menatap langit berbintang		Adj+N	Equivalence
17	For the first	Untuk pertama		N+That	Literal

	time in his life, that it was his birthday.	kali dalam hidupnya, bahwa hari ini ulang tahunnya.		clause	Translation
18	Precious dogs	Anjing-anjing nya yang berharga		Adj+N	Literal Translation
19	A box of dog biscuits	Se kaleng biscuit anjing		N+N	Equivalence
20	The memory of this incident	Kalau mengingat kejadian ini		N+N	Transposition
21	His great purple face	Wajahnya yang ungu		Adj+N	Literal Translation
22	I need you to sign the permission form	Formulirnya perlu di tandatangi paman	Collocational Verb pattern V+to+infinitive		Transposition
23	His porky shoulder	Bahu gemuk Dudley		Adj+N	Literal translation
24	An enormous suitcase	Koper besar		Adj+N	Literal Translation
25	A list of book	Daftar buku		N+N	Literal Translation
26	Extremely poor	Luar biasa miskin		Adv+Adj	Literal Translation
27	Aunt Marge loved criticising him	Bibi Marge senang mengkritik nya.	Collocational verb pattern (v+in-ing)		Literal Translation
28	Aunt Marge bumped her large jaw	Bibi Marge membenturkan rahangnya yang besar	Collocational verb pattern (v+two object)		Literal Translation
29	Specks of tea	Cipratan the		N+N	Equivalence
30	Aunt Marge narrowed her eyes	Bibi Marge menyipitkan mata	Collocational verb pattern (v+two object)		Literal Translation
31	Escaped Prisoner	Tawanan yang lepas		Adjt+N	Literal Translation
32	Shards of glass	Serpihan gelas		N+N	Equivalence
33	He was forbidden by wizard law to do magic outside school	Menurut undang-undang sihir, dia dilarang menggunakan sihir di luar sekolah	N+To Infinitive		Transposition
34	Tiny	Matanya kecil		Adj+N	Literal

	bloodshot eyes	yang merah			Translation
35	Inexpressible anger	Kenarahan yang tidak bisa dikeluarkan		Adj+N	Literal Translation
36	Wide gleaming eyes	Mata lebar berkilat-kilat		Adj+N	Modulation
37	In brackets beside each bed	Di atas rak di sebelah masing-masing tempat tidur	N+Prep		Literal Translation
38.	The fence behind him	Pagar di belakangnya	N+Prep		Literal Translation
39	Wand flew out	Tongkat melayang		N+V	Literal Translation
40	The alleyway between the garage and fence	Gang diantara garasi dan pagar	N+Prep		Literal Translation
41	Slightly open	Sedikit melongo		Adv+Adj	Literal Translation
42	He didn't want to make it too easy for them	Dia tak mau membuat mereka begitu gampang menemukannya	Collocational verb pattern (V+To infinitive)		Literal translation
43	A plate of raw liver	Sepiring hati mentah		N+N	Literal Translation
44	Brightly coloured	Warna-warni		Adv+Adj	Modulation
45	Excited witches and wizards	Penyihir yang semangat		Adj+N	Literal Translation
46	A newly erected podium	Podium yang baru saja didirikan		Adv+Adj	Literal Translation
47	Individually selected	Masing-masing diseleksi		Adv+Adj	Literal Translation
48	A set of steps	Bangku bertangga		N+N	Literal Translation
49	I was panicking when I saw that thing in Magnolia Crescent	Aku panik waktu melihatnya di Magnolia Crescent	Collocational verb pattern (V+An Introgative word)		Literal Translation
50	Wheezy voice	Suara berdesis		Adj+N	Literal Translation

51	Plenty of Hogwarts students	Banyak murid Hogwarts		N+N	Literal Translation

4.3 Exploring Indonesian Translated Collocation in J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban "

After the data have been collected and identified, the next step is classifying and explaining the different types of English collocations that have been translated into Indonesian, followed by the translation procedures that have been used to translate the data.

4.3.1 Grammatical Collocation

According to Benson, Benson, and Ilson (1986), grammatical collocation is a phrase consisting of a dominant word (noun, adjective, verb) and a preposition or grammatical structure such as an infinitive or clause.

4.3.1.1 Noun + Preposition

Consist of noun + preposition combination. Data analysis:

Number 6. English Collocation: The cupboard under the stairs

Translated to Indonesia: *Lemari di bawah tangga*

The Noun "cupboard" in Indonesian means "*Lemari"* followed by a preposition "Under". The combination of "the cupboard under the stairs" means under the stairs there is a cupboard. It translated into Indonesian word for word as *"ada lemari di bawah tangga".* The grammatical

structure in this translation is not change. The translator translated the collocation noun+verb into noun+verb.

Because the translator translated word for word, this technical procedure is carried out using literal translation.

4.3.1.2 Adjective + Preposition

Consist of adjective followed by a prepositional phrase. Data analysis:

Number 7. English Collocation: Harry wasn't worried about her

Translated in Indonesian: *Harry tidak mencemaskannya*

The adjective "worried" followed by a prepositional phrase "about," the combination of "Harry wasn't worried about her" means that Harry is unhappy because he is worried about his owl, who may have a problem or experience unpleasant events.

Because the translator translated word for word, this technical procedure is carried out using literal translation.

4.3.1.3 Preposition + Noun

In this category consist of prepositions followed by nouns. Data analysis:

Number 9. English collocation: on the sheets

Translated in Indonesian: *di seprai/seperei*

The preposition "on" followed by noun "the sheets," translator translated it into Indonesian as "*di seprei*". Sometimes "the sheets" can be translated into Indonesian as "*lembaran*" but in this novel translator translated it into Indonesian as "*seprai*".

As a result, the translator used equivalent procedures to transfer the message from the source language to the target language, which may contain different words in the same case.

4.3.1.4 Noun + That Clause

In this category nouns that can be followed by a "that clause." Data analysis:

Number 17. English Collocation: for the first time in his life, that it was his birthday.

Translated in Indonesian: *untuk pertama kali dalam hidupnya, bahwa hari ini ulang tahunnya.*

The noun "life" followed by a that clause "that" then translator translated into Indonesian as *"untuk pertama kali dalam hidupnya, bahwa hari ini ulang tahunnya".* Because the translator translated word for word, the translator used literal translation in this sentence.

4.3.1.5 Collocational Verb Pattern

Collocations are made up of nineteen different English verb patterns. Only 6 collocational verb patterns were discovered in this study. This category consists of transitive verbs which are followed by an object and to + Infinitive. Data analysis:

Number 22. English Collocation: I need you to sign the permission form.

Translated into Indonesian: *Formulirnya perlu di tandatangani*

The transitive verbs "need" followed by an object "you" to be in a position before the direct object "the permission form ", then followed by to infinitive "to sign" means as a personal marker, as a symbol of a name written by hand by the person himself. Transposition is the translation procedure used by the translator because the translator changes the grammatical category from "I need you to sign the permission form" into "the form needs to be signed by uncle" which the translator translated into Indonesian as "*formulirnya perlu di tandatangani paman*"

4.3.1.6 Noun + To Infinitive

This category consists of nouns followed by to infinitive. Data analysis:

Number 33. English Collocation: he was forbidden by wizard law to do magic outside school

Translated in Indonesian: *menurut undang-undang sihir, dia dilarang menggunakan sihir di luar sekolah*

The noun "wizard law" followed by infinitive "to do magic" then the translation procedures which are used was transposition because the sentence said "he was forbidden by wizard law to do magic outside". The grammatical is V + N + To Infinitive, but the translator changes the grammatical into Indonesian as Prep + V+ N.

4.3.1.7 Adjective + That clause

This category consists of Adjectives followed by that clause. Data Analysis:

Number 4. English Collocation: Harry suspected that Ron had warned

Translated in Indonesian: *Harry menduga Ron telah memperingatkan*

The adjective "suspected" means that someone believed to something that to be true or to exist, then followed by that clause. Because the translator translated word for word, he used literal translation in this sentence.

4.3.2 Lexical Collocation

Lexical collocations, as opposed to grammatical collocations, do not contain grammatical elements. According to Benson, Benson, and Ilson (1986), this lexical collocation is classified into seven major types. The combinations are verb (usually transitive) + noun/pronoun (prepositional phrase); verb (meaning eradication and or nullifica tion) + noun; adjective + noun; noun + verb; noun + noun; adverb + adjective; verb + adverb.

4.3.2.1 Verb (meaning eradication and or nullification) + Noun

These data consist of verb which means essentially eradication or nullification and a noun. Data analysis:

Number 5. English Collocation: Put the torch

Translated to Indonesian: *memasukkan senter*

The verb "put" means to move in specified direction or spot and have essentially meaning of eradication or nullification. Then a noun "the torch" means a burning stick of resinous wood or a twist of tow used to provide

light, typically carried in one's hand. Because the translator translated word for word, the translator used literal translation in this sentence.

4.3.2.2 Noun + Verb

The following data consist of noun and verb (names an action, characteristic, of the person, or thing designated by the noun). Data analysis:

Number 1. English Collocation: The quill paused

Translated to Indonesian: *Pena bulunya berhenti*

The noun "the quill" means something made from or resembling a feather, especially a writing pen. Then followed by verb "paused" means a temporary stop. "The quill paused" means someone who is using a pen to pause while doing writing activities. Because the translator translated word for word, the translator used literal translation in this sentence.

4.3.2.3 Adjectives + Noun

The following data consist of adjective and noun. Data analysis:

Number 2. English Collocation: received a telephone

Translated in Indonesian: *menerima telepon*

The adjective "received" means welcome; take (get, accommodate, etc.) something that is given by someone. Then the noun "a telephone" means a telecommunications device used to transmit and receive sound (usually voice and conversation) over long distances independently and

independently. Because the translator translated word for word, the translator used literal translation in this sentence.

4.3.2.4 Adverb + Adjective

This category consists of adverb and adjective. Data analysis:

Number 10. English Collocation: a particularly nasty

Translated in Indonesian: *yang sangat tidak menyenangkan*

The adverb "a particularly" means to an unusual degree, then the adjective "nasty" means extremely unpleasant, particularly to the senses; physically nauseating. The translator used modulation as translation procedures because the translator used different word to express the same idea. So, "nasty" usually means "jahat" if directly translated into Indonesian, but in this novel "nasty" means "tidak menyenangkan".

4.3.2.5 Verb + Adverb

This category consists of verb and adverb. Data analysis:

Number 12. English Collocation: ate continually

Translated in Indonesian: *Makan tiada henti*

The verb "ate" followed by the adverb "continually" means repeated in the same way on a regular basis. The phrase "ate continually" means someone who is eating non-stop. The translator used literal translation as a translation procedure to translate the sentence.

4.3.2.6 Noun + Noun

This category indicates the unit that is associated with a noun (noun of noun). Data analysis:

Number 13. English Collocation: a piece of toast

Translated in Indonesian: *(sepotong) roti panggang*

The noun "a piece" followed by the noun "of toast". The combination of "a piece of toast" if translated to Indonesian in word for word as "sepotong roti". While the translator translated into Indonesian as "roti panggang" without put the word "sepotong". The translation procedure is literal translation, since the translator translated word for word.

4.4 DISCUSSION

Based on the analysis of the study, Using Vinay and Darbelnet's (1995) theories, the researcher analyzed the English collocations to determine whether they are grammatical or lexical collocations, and then identified the translation procedures used in J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban. There are 51 collocations found in chapter one until four of J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban", which consist of 36 group of words for Lexical Collocation and 15 group of words for Grammatical Collocation. Out of the seven-translation proposed by Vinay and Darbelnet (1995), four are used in this research. The four translation procedures are literal translation, transposition, equivalence, and modulation. As a result of the analysis, literal translation occurs as the translation

procedure that is frequently used in translating English collocations, there are 39 Literal Translation procedure, 3 Transposition, 6 Equivalence, and 3 Modulation translation procedure. The finding of this research is related to the study from Hafazhah (2018) who found that the most common translation method used in translating the English collocations discovered is literal translation and used Vinay and Darbelnet's (1995) theories. Theory used in this study is from Benson, Benson, and Ilson (1986). Translation methods used for data analysis are Vinay and Darbelnet translation procedures (1995). This study is a descriptive qualitative study. The results showed that lexical collocation is mostly found in the subtitle transcript of the film. Five of the seven translation procedures proposed by are used in the translation of English collocation into Indonesian. According to the findings of this study, each piece of data is analyzed by (85,77%) Literal Translation, (7,33%) Transposition, (5,04%) Equivalence, and (1,83%) Modulation.

This research has not found the use of translation procedures such as Calque, Borrowing and Adaptation. The difference from previous study with this research is the analysis of procedure translation. In previous study, the researcher used strategies by Nida and Taber (1964) and The study is directly concerned with the translation of English collocations. The English collocations were divided into two categories: literal English collocations and dynamically translated English collocations. While in this study the researcher used theories proposed and explained by Vinay and Darbelnet (1995). In addition, this research was conducted because previous research

has not explained about translation procedures such as Borrowing, Calque, Modulation, Transposition, Literal Translation, Equivalence, and Adaptation. The previous research only found two kinds of procedures from the seven-procedure translation, such as literature and equivalence.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

This study aimed to find out how the English collocations in J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban" are translated into the Indonesian version. There are 51 collocations found in chapter one until four of J.K Rowling's Novel "Harry Potter and the Prisoner of Azkaban", which consist of 36 group of words for Lexical Collocation and 15 group of words for Grammatical Collocation. Out of the seven-translation proposed by Vinay and Darbelnet (1995), four are used in this research. The four translation procedures are literal translation, transposition, equivalence, and modulation. As a result of the analysis, literal translation occurs as the translation procedure that is frequently used in translating English collocations there are 39 Literal Translation procedure, 3 Transposition, 6 Equivalence, and 3 Modulation translation procedure. This research has not found the use of translation procedures such as Calque, Borrowing and Adaptation. Descriptive analysis of this data was obtained from observations from the results of reading the "Harry Potter and the Prisoner of Azkaban" in English and also the Indonesian version of the novel.

These translations are word-for-word or group-to-group, with no grammatical structure changes. The source language is translated into the target language word for word, using the same number of target language words in the form of established equivalents and the same word order and word classes as in the original source

language. This method of translation is feasible because the English and Indonesian languages have similar lexical and grammatical structures.

Based on the results, the researcher was able to find out (1) how translation procedures are applied in Indonesian translation of English collocation and (2) how the English collocations translated into Indonesian in J.K Rowling's novel "Harry Potter and The Prisoner of Azkaban" used Vinay and Darbelnet translation procedures (1995).

5.2. SUGGESTION

It is critical to learn Collocation. When students learn vocabulary, they may understand the definition of a word by consulting a dictionary, but they frequently do not know how to use the word in a sentence or provide an example of a sentence containing the word. Collocation cannot be learned by taking a dictionary and memorizing all of the words in it. Similarly, learning collocation cannot be accomplished by memorizing all of the words in a collocation dictionary. Finding the most frequently used words in English and studying the most frequently used collocations with them is the best way. Keep in mind that the students will need to study it thoroughly. Don't just read sentences, study each sentence and read it aloud until they can say it without thinking about it. Actually, collocation can give students at school or university another way of learning new vocabulary.

The researcher urges readers who are interested in translation research in the field of collocations to learn translation theories as well as understand the form and

meaning of the collocations themselves in this study. Hopefully, this study will provide readers with more information and knowledge about how English collocations are translated into Indonesian, as well as be useful in overcoming students' fear of making mistakes by activating language awareness. Hopefully, the collocation translation will be useful as additional knowledge or material in the Translation course at the University of Islam Malang's English Department. Furthermore, this research can be used as a reference in the Teaching and Learning Strategy course or by other translators of foreign language learners interested in the natural translation of English to Indonesian collocations.

The findings of this study are also expected to play an important role in assisting future researchers as references, particularly in translating collocation. Furthermore, it can assist students, Indonesian translators, and anyone working on translation in producing a higher quality of naturally translating the meaning, particularly for collocations. The researcher chooses this novel because most students are familiar with it. Furthermore, the researcher can easily purchase this book from Gramedia. There have been some previous studies using JK Rowling's novel, but none for the Harry Potter and the Prisoner of Azkaban series.

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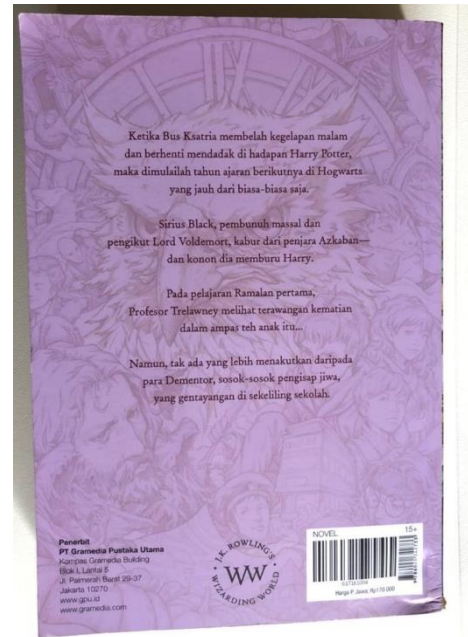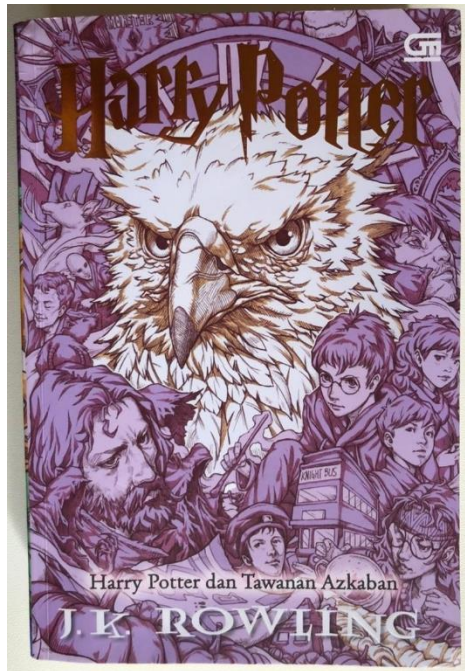
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APPENDIX 1

DOCUMENTATION

1. J.K Rowling's Novel "The Prisoner of Azkaban"
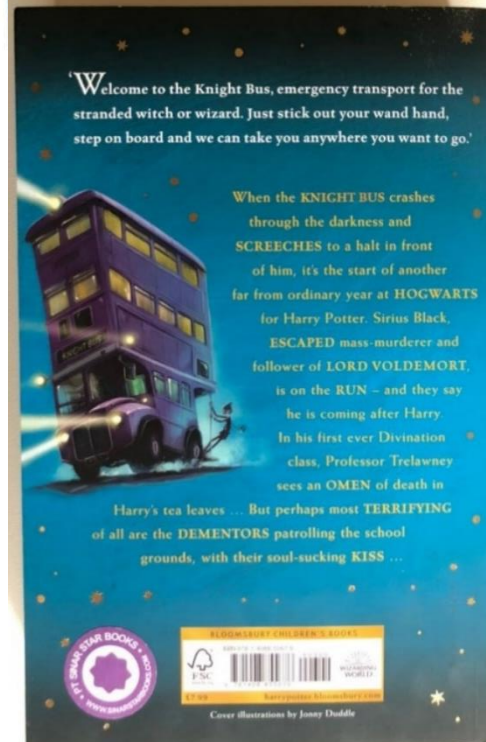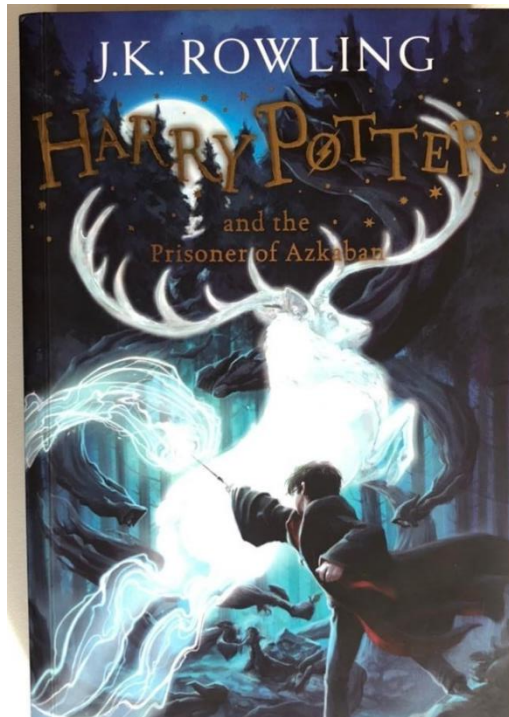
2. J.K Rowling's Novel *"Harry Potter dan Tawanan Azkaban"* Indonesian translated.

3. The BBI Combinatory Dictionary of English Grammatical Collocations