AN ANALYSIS ON INDONESIAN TRANSLATED COLLOCATION IN RICK RIORDAN’S PERCY JACKSON AND THE OLYMPIANS ‘THE BATTLE OF THE LABYRINTH’

A Thesis

Submitted to Faculty of Adab and Humanities in Partial Fulfillment of the Requirements for the Degree of Strata One

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Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution.

—Albert Einstein
ABSTRACT


This research aims to give description and explanation about collocations and their translations, in this case translation from English to Indonesian. The unit analysis of this research is a novel written by Rick Riordan which was published in 2007 by Miramax Books, Percy Jackson and the Olympians ‘The Battle of the Labyrinth’ and the Indonesian translated novel by Reni Indardini published in the year 2010 by Hikmah.

This research was designed as a qualitative research. The qualitative research presented the data of the research in the form of qualitative description. The sources of the data in this study were sentences and utterances that contain collocation in English and their translation in Indonesian.

According to the data analysis, the result of this study is that, from 437 collocations found in the novel, there are 356 literally translated collocations (81%) and 81 dynamically translated collocations (89%). From the findings above, the writer concludes that the translator used literal translation as translation method to translate collocation most. Generally, the meaning equivalence between English collocations and their literally translation is in formal style. Meanwhile, the collocations translated dynamically rather equivalent with the English collocations in dynamic style. Therefore, it can be said that both method used by the translator serve as close as possible the meaning equivalence between the original text and target text.
DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in text.

Jakarta, April 13, 2011

Putri Agung Rizki
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Jakarta, April, 2011

Putri Agung Rizki
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A. Background of the Study

Language is “the system of communication in speech and writing that is used by people of a particular country or area”\(^1\). Language as a medium of communication has an important role because through language people can express ideas, feelings and opinions. Nowadays, language is also expected to use as a medium to elicit information and knowledge as wide as possible. Many people around the world have mastered not only everyday language of certain society in a certain region, but also other languages used in other regions or countries.

To spread extensively information provided in many foreign languages, the role of translator surely essential. Actually, there are many definitions about translation. Simatupang gives the definition of translation in his book “Menerjemahkan adalah mengalihkan makna yang terdapat dalam bahasa sumber ke dalam bahasa sasaran dan mewujudkannya kembali di dalam bahasa sasaran dengan bentuk-bentuk yang sewajar mungkin menurut aturan-aturan yang berlaku dalam bahasa sasaran”, (Translation is to transfer the meaning from source language into target language and recreate it in the target language in the most

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natural forms going along with applicable rules in the target language). It can be said that translation is a process to transfer the meaning, not the form. For example, Indonesian translation of I take bus is not Saya mengambil bis but it is translated to Saya naik bis. The sentence is translated so in order to keep the naturalness of the meaning. Such as a statement of Simatupang in his book: “Kewajaran menurut bahasa sasaran harus diusahaakan agar pembaca hasil terjemahan tidak menyadari bahwa dia sedang membaca suatu terjemahan”, (Naturalness according to the target language must be attempted to make the readers don’t realize that they are reading a translation).

Translation becomes a necessity in many fields. It is proven with many books, articles and other texts that have been translated from one language into another language to fulfill people’s need of information. Not only books contain scientific knowledge, but also other genres of books such as novel, short story, and other mediums of entertainment have been translated as well.

Reading a translation of a literary work is no more unusual in the circumstances of readership. One of literary works is novel. Besides popular, novel has become an interesting reading for many people as a medium of entertainment.

To satisfy the reader, translator must make an effort to produce a good translation product. The best translation is the one which (a) uses the normal language forms of the receptor language, (b) communicates, as much as possible,
to the receptor language speakers the same meaning that was understood by the
speakers of the source language, and (c) maintains the dynamic of the original
source language text.4

Producing a good translation is not an easy work. It requires
understanding of relevant theories and broad knowledge in many fields. One of
the obstacles that may be found by the translator is translating English words
combinations into Indonesian, for example, is in translating collocations.

Etymologically, collocation can be defined as “a combination of words in
a language, that happens very often and more frequently than would happen by
chance”.5 Simatupang stated that collocation is also fixed combination of some
words and each meaning of the former words is basically kept. “Kolokasi juga
merupakan kombinasi tetap beberapa kata dan makna masing-masing kata
pembentuknya pada dasarnya dipertahankan”6. English collocation can be
translated into Indonesian collocation, for example the phrase a piece of paper
can be translated to secarik kertas. Combination of word secarik and kertas often
occurs and becomes the most natural combination in Indonesian. Sometimes, a
pair of words may not be absolutely wrong, and people will understand what it
does mean, but it may not be the natural, normal collocation. If someone says I
did a few mistakes they will be understood, but a fluent speaker of English would
probably say I made a few mistakes.7 As McCarthy and O’Dell said:

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7 Michael McCarthy, Felicity O’Dell, 2005, English Collocations in Use, (Cambridge University
Some collocations are fixed, and some of them are more open. However, both kinds of collocations are quite hard to guess especially by English non-native speakers. “Learning collocation is an important part of learning the vocabulary of a language. Some collocations are fixed, or very strong, for example take a photo, where no word other than take collocates with photo to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for example keep to/ stick to the rules.”

Sentence below is taken from Novel Percy Jackson and the Olympians “The Battle of the Labyrinth”.

“Hi, Percy,” he said, so depressed he didn’t ever offer to shake my hand. It is translated to “Hai, Percy,” katanya begitu depresi sampai-sampai dia bahkan tidak mengulurkan tangan untuk mengajakku bersalaman. Words shake and hand collocate each other and create a meaning i.e. bersalaman (atau berjabat tangan), not translated to menggongcangkan tangan. Shake hand is also a fixed collocation where there is no word can substitute shake to collocate with hand to get the same meaning.

Overall, translator should be concerned to find the equivalence of English collocation in Indonesian. As a matter of course, there are English collocations that have no equivalences in the form of Indonesian collocation. Therefore it is a necessary to find out other strategies in translating collocation. “Hal lain yang perlu diperhatikan oleh penerjemah ialah bagaimana mencari kolokasi yang

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8 Ibid.
benar”, (Another thing that translator should pay attention with is how to find the correct collocation).⁹

The explanations above become the main interest for the writer to find out more about translating collocation. After looking for what kind of text would be used as the source of data, the writer chose novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”*. That novel is the fourth series of the novel *Percy Jackson and the Olympians* which is the first novel had been filmed and released in Indonesia. The fourth series was chosen because at the time this research was carried out, this was the latest series that had been published in Indonesian language. Beside the novel has an interesting story, there are many collocations inside the novel as the project of this research.

B. Focus of the Study

To limit the research problem findings, the writer’s attention is only focus on the sentences consist of collocation in the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* by analyzing how the English collocations in the novel are translated into Indonesian, and how the meaning equivalence of the translation.

C. Research Questions

The problems are discussed in this study, as formulated through the following questions:

1. How are the English collocations in the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* translated into Indonesia?

2. To what extent does the Indonesian translation text equal with the original text of the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* especially in the sentences consist of collocation?

**D. Significance of the Study**

The writer expects the result of this study give benefit to the readers who want to know more about translating collocation. The knowledge and theoretical understanding about translation and collocation will improve the technical ability for translator progressively. The writer also expects that this study will be useful for further researchers who are interested to do research on similar subject of study as the additional reference.

**E. Research Methodology**

9. The Objective of the Research

   Related to the research question above, the objectives of this study are:

   a. To know how the English collocations in the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* are translated into Indonesia.

   b. To know to what extent the Indonesian translation text equals with the original text of the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* especially in the sentences containing collocation.
10. The Method of the Research

The method of this research is a qualitative research, which is the writer analyzes sentences containing collocation in the novel *Percy Jackson and the Olympians* “The Battle of the Labyrinth” along with the Indonesian translation of the novel.

11. Technique of Data Collection

The data collecting technique of this research are:

a. Reading both of the novels which is in English and in Indonesian, then put a mark on the sentences containing collocation.

b. Writing the sentences containing collocation found in the novel followed by the Indonesian translation of the sentences.

c. Identifying the types of collocation found in the novel

d. Comparing between English collocation and the Indonesian translation.

12. Technique of Data Analysis

The research data will be analyzed by using qualitative analysis based on the relevant theories and data from other supporting theories. The steps for analyzing the data are:

a. Analyzing how the translator translated the collocations.

b. Analyzing what type of translation used by the translator to translate the English collocations into Indonesian.
c. Analyzing the meaning equivalence between English collocation and the translation in Indonesian.

13. Research Instrument

The instrument of the research is the researcher as the subject who is reading, putting a mark, collecting, classificating, comparing and analyzing the data from the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”*.

14. Unit Analysis

The unit analysis in this research is the text in the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* by Rick Riordan which was published by Miramax Books, New York in the year 2007 and the Indonesian translated novel by Reni Indardini published in the year 2010 by Hikmah.

15. Procedure of the Research

The procedure of the research will be done as follows:

a. Reading both of the novels, *Percy Jackson and the Olympians “The Battle of the Labyrinth”* in English and also the translation, and then observe the sentences containing collocation that may occurs.

b. Analyzing how the translator translated sentences containing collocation.

c. Analyzing the meaning equivalence of the translation especially sentences containing collocation.
d. Making conclusion.

16. Place and Time of Research

This research was carried out on August 2010 until finished in the surrounding area of English Department, Faculty of Adab and Humanities UIN Syarif Hidayatullah Jakarta.
CHAPTER II
THEORETICAL FRAMEWORK

A. Translation

Translation which is discussed in this chapter will be divided into: Definition of Translation and Types of Translation.

1. Definition of Translation

Translation is not an instant process. It needs work hard and serious attempt of the translator. According to Newmark, “Translation is rendering the meaning of a text into another language in the way that the author intended the text.”\(^{10}\) Nida and Taber also gave their definition about translation that, “Translating consist in reproducing in the receptor language the closest natural equivalent of the source language meaning, first in term of meaning and secondly in terms of style.”\(^{11}\) From both of the statement, it can be said that the ‘meaning’ is the important thing of translation. Besides, the ‘equivalence’ also becomes key word in translation as stated by Catford that, “Translation is the replacement of textual material in one language (SL), by equivalent textual material to another language (TL).”\(^{12}\)

The three definitions above are taken from various sources. From the definitions above, it can be concluded that translation is a transferring activity from source language into target language with the closest and natural equivalence in the target language. In the process of translation, equivalence is an important thing because translating a text is not only changing word by word from one language to another language, but also transferring the meaning of the text. If the translation has less of equivalence, the meaning of the source language may not be delivered in the target language effectively.

2. Types of Translation

Simatupang stated in his book that translation is generally divided into two big parts: literal translation and non-literal translation.\textsuperscript{13} Larson also divided translation into: form-based translation (literal translation) and meaning-based translation (idiomatic translation).\textsuperscript{14} Literal translation can be considered as translation type concerning on the ‘form’ whereas idiomatic translation can be considered as translation type concerning on the ‘meaning’. Furthermore, Nida and Taber divided translation into literal translation and dynamic translation. According to Simatupang, Nida’s dynamic translation equals with Larson’s meaning-based translation.\textsuperscript{15}

\textsuperscript{13} Maurits D. S. Simatupang, \textit{Op. cit.}, p. 39
\textsuperscript{15} Maurits D. S. Simatupang, \textit{Loc. cit.}
a. Literal Translation

Literal is “being the basic or usual meaning of a word or phrase”.\textsuperscript{16} Literal translation in which the SL (Source Language) grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly.\textsuperscript{17} It means that the literal translation is a type of translation that follows the form or grammar of the source language but it is normalized according to the rules of the TL (Target Language). In this thesis, SL (Source Language) is in English, and TL (Target Language) is in Indonesian. For example:

SL: Her heart is in the right place.

TL: Hatinya berada di tempat yang benar.

If it is analyzed, the translation of target language is compatible with the English grammar. TL follows the form of SL.

Literal translation emphasizes the form rather than the meaning. Text translated literally sometime becomes unnatural in the target language and understood hardly by the readers. For example:

SL: After I wake up in the morning, I make bed.

TL: Setelah saya bangun tidur di pagi hari, saya membuat tempat tidur.

There is no problem with the translation of subordinate clause because it is still understandable and contextually suitable. On the other hand, the main

\textsuperscript{17} Peter Newmark, \textit{Op. cit.}, p. 45.
clause translated literally causes a misunderstanding especially in meaning because it is contextually not suitable. *Make* literary means *membuat*, but to keep the contextual meaning *I make bed* should be translated to *saya merapikan tempat tidur*.

b. Dynamic Translation

Penerjemahan dinamis adalah penerjemahan yang bertujuan untuk menghasilkan padanan dinamis pada suatu teks, (Dynamic translation is a translation aimed to produce dynamic equivalence in a text). Dynamic equivalence is a translation which preserves the effect the ST had on its readers and which tries to elicit a similar response from the target reader. Essentially, dynamic translation emphasizes the meaning rather than form as literal translation does.

Examples and the explanations below are taken from a book by Maurits D.S. Simatupang:

A. Green leaf       Daun hijau
B. Be my guest      Silakan
C. The river runs   Air sungai mengalir

First phrase, “green leaf”, is not too difficult to be translated into Indonesian. The phrase above is talking about a leaf which has green colour. It can be expressed in Indonesian as ‘daun hijau’, ‘daun yang bewarna hijau’, or

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‘daun itu hijau warnanya’. The translation presents the real meaning of the source language and also presents the acceptable form of the target language.

The sentence ‘be my guest’, on the second example, is translated into Indonesian as ‘silakan’, not ‘jadilah tamu saya’. The form of ‘silakan’ is different with ‘be my guest’, but the meaning of these phrases are equals.

The meaning of the third phrase ‘the river runs’ is ‘air sungai mengalir’. The word ‘run’ is translated in Indonesian as ‘mengalir’, not ‘berlari’. It is translated so in order to bring the most natural equivalence in the target language.20

B. Collocation

Collocation which is described in this chapter will be divided into:

Definitions of Collocation and Types of Collocation.

1. Definition of Collocation

“A collocation is a pair or groups of words that are often used together. These combinations sounds natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound ‘wrong’ to native speakers of English.”21 For example the phrases fast food and quick food. The word fast and quick has the similar meaning in Indonesian that is cepat but the one that collocates with food is fast, not quick.

21 Michael McCarthy, Felicity O’Dell, Loc. cit.
Larson cited in his book that “collocation is concerned with how words go together, i.e. which words may occur in constructions with which other words”\(^\text{22}\). A collocation consists basically of two or three lexical (sometimes called full, descriptive, substantial) words, usually linked by grammatical (empty, functional, relational) words”\(^\text{23}\).

Sometimes collocations are translated into different words combinations to indicate the same meaning. For instance phrase ‘she runs a bath’ is not literally translated to *dia menjalankan mandi* because *mandi* doesn’t go with *menjalankan* in Indonesian. So that it is translated to *dia mandi* to make the translation acceptable without destroying the meaning and keep the original message in the source language.

2. Types of Collocation

In their book, *English Collocations in Use*, Michael McCarty and Felicity O’Dell categorized several types of collocation\(^\text{24}\) as follow:

<table>
<thead>
<tr>
<th>Adjectives and Nouns</th>
<th>Improving the <strong>health service</strong> is another key issue for government.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns and Verbs</td>
<td>The internet has <strong>created opportunities</strong> for our business. [brought new opportunities].</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Verbs and Nouns</td>
<td></td>
</tr>
<tr>
<td>Noun + Noun</td>
<td>Every parent feels a <strong>sense of pride</strong></td>
</tr>
</tbody>
</table>


when their child does well or wins something.

Verbs and expressions with preposition

I was filled with honor when I read the newspaper report of the explosion.

Verbs and Adverbs

He placed the beautiful vase gently on the window ledge.

Adverbs and Adjectives

They are happily married.

Sometimes, a pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be the natural, normal collocation. If someone says I did a few mistakes they will be understood, but a fluent speaker of English would probably say I made a few mistakes.  

C. Meaning Equivalence

Translation is an attempt in transferring the meaning of the source language in the way of finding out the equivalence of the source language in the target language. Equivalence in translation is usually conducted with the function of the text and the method of translation. Equivalence is a central issue in translation because it is related to the comparison between many different languages.

Nida and Taber divided equivalence in translation into: (1) formal equivalence and (2) dynamic equivalence. “Formal equivalence focuses attention

25 Ibid., p.41.
on the message itself, in both form and content. In such a translation one is concerned with such correspondences as poetry to poetry, sentence to sentence, and concept to concept. Viewed from this formal orientation, one is concerned that the message in the receptor language should match as closely as possible the different elements in the source language.”

Formal equivalence is basically recreated from the translation process orientated in the source language structure and arrowed to come across as wide as possible the form and the meaning of the original message. “Most typical of this kind of translation are ‘gloss translation’, with a close approximation to ST structure, often with scholarly footnotes, allowing the student (since this type of translation will often be used in an academic environment) to gain close access to the language and customs of the source culture.”

Besides formal equivalence, Nida proposed another style of equivalence that is dynamic equivalence. “Dynamic equivalence is ‘the principle of equivalent effect’, where the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message.” Nida defined the aim of dynamic equivalence as seeking the ‘closest natural equivalent to the source-language message’. “This receptor-oriented approach considers adaptations of grammar, of lexicon and of cultural references to be essential in order to achieve naturalness”

28 Eugene A. Nida, Loc. cit.
The formal equivalence emphasizes the importance of the message in the SL formal content while the important key in dynamic equivalence is the naturalness in transferring the message from SL to TL. According to Nida, the success of translation depends on the achievement of equivalent response. The four basic requirements of translation are making sense, conveying the spirit and manner of the original, having a natural and easy form of expression, and producing a similar response.\(^{30}\)

From the explanations above, it can be concluded that equivalence in translation is rather relative. It depends on the context of the text, the message that conveyed and also the aspects of the readers. After all, the message has to be equivalent anyway both in source text and target text whether in the source text approaches or the target language approaches and even in different styles of translation.

D. Relevant Research Findings

Many problems can be studied from translation works. The researchers who have similar topic with this research that previously been done are:


The main issue of those two thesis is the translation of collocation, how the strategies of the translator to transfer the original meaning of the novel. They also discuss the equivalence (in general) of the translated collocations between the original text and the Indonesian translated text. In the previous researches, the researchers categorized the Indonesian translated collocation by 3 strategies i.e. (a) translating by using collocation of similar meaning, (b) translating by changing meaning, and (c) translating by paraphrasing. While in this research, the writer analyzed the Indonesian translated collocations by using two types of translation: literal translation and dynamic translation.
CHAPTER III
RESEARCH FINDINGS

A. Data Description

As mentioned in the previous chapter, the focus of this study is only on the translation of English collocations. The English collocations will be categorized into two forms: English collocations translated literally; and English collocations translated dynamically.

After thoroughly reading the whole chapters in Percy Jackson and the Olympians “The Battle of the Labyrinth”, the writer found 437 English collocations. From the total number of English collocations occurred, the writer found there are 356 literally translated collocations (81%) and 81 dynamically translated collocations (19%). Furthermore, the numbers of 437 English collocations are classified into their types mentioned in the previous chapter. The classifications as follows:

- Adjectives and Nouns (160 collocations)
- Nouns and Verbs or Verbs and Nouns (110 collocations)
- Noun + Noun (31 collocations)
- Verbs and expressions with preposition (65 collocations)
- Verbs and Adverbs (55 collocations)
- Adverbs and Adjectives (16 collocations)

Based on the data above, the writer found that most of the collocations in the novel were translated by literal translation. From the whole data found in the
novel, the writer had chosen randomly 10% of each type of collocations to be analyzed in this chapter (43 collocations). Those collocations chosen from each type will be divided into two categories: Collocations translated literally and Collocations translated dynamically.

B. Data Analysis

a. Collocations translated literally

Literal translation is one of the types of translation. It ranges from one word to one word through group to group, clause to clause, and sentence to sentence. Most of collocations in this study are mainly translated by using literal translation.

From 437 English collocations found in the novel, the total number of literally translated terms is 356 collocations (81%). The following are the examples of English collocations translated literally into Indonesian:

Source text: English

Target text: Indonesian

1. Adjectives and Nouns

Example 1:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>With his salt-and-pepper hair, denim clothes, and leather jacket, he reminded me of a TV actor. (page 1)</td>
<td>Dengan rambut kelabu keperakan, pakaian denim, dan jaket kulit, dia mengingatkanku pada seorang actor TV. (page 2)</td>
</tr>
</tbody>
</table>
Noun ‘jacket’ collocates with ‘leather’ as an adjective. Literally, phrase ‘leather jacket’ means a jacket that made from animal’s leather. In Indonesian ‘jaket kulit’ has the same meaning with ‘leather jacket’, they are equal in formal equivalence. The translator translated the collocation in the different form (adjective + noun were translated to noun + noun). Word ‘kulit’ is singly a noun, but in ‘jaket kulit’ it functions as an adjective that describe noun ‘jaket’. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 2:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best cabin got first shower hour, which meant hot water guaranteed. (page 32)</td>
<td>Pondok terbaik mendapat jam mandi pertama, yang berarti air panas dijamin. (page 40)</td>
</tr>
</tbody>
</table>

Noun ‘water’ collocates with adjective ‘hot’. Literally, ‘water’ is acceptably translated to ‘air’ in Indonesian, and ‘hot’ means ‘panas’ or ‘pedas’ (in this case, ‘panas’ is more suitable). Phrase ‘hot water’ and ‘air panas’ are equal in formal equivalence. The translator translated the collocation in the different form (adjective + noun were translated to noun + adjective) because in Indonesian, an adjective is commonly placed before the noun. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 3:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>One was blond with icy blue eyes. (page 3)</td>
<td>Yang satu pirang dengan mata biru sedingin es. (page 4)</td>
</tr>
</tbody>
</table>
Noun ‘eye’ collocates with adjective ‘blue’. Literally, ‘eye’ is acceptably translated to ‘mata’ in Indonesian, and ‘blue’ means ‘biru’. Phrase ‘blue eyes’ and ‘mata biru’ are equal in formal equivalence. The translator translated the collocation in the different form (adjective + noun were translated to noun + adjective) because in Indonesian, an adjective is commonly placed before the noun. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 4:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first time, she seemed to notice the black smoke and the ringing fire alarms. (page 15)</td>
<td>Untuk pertama kalinya, dia tampak menyadari asap hitam dan alarm kebakaran yang melengking. (page 19)</td>
</tr>
</tbody>
</table>

Noun ‘smoke’ collocates with adjective ‘black’. Literally, ‘smoke’ is acceptably translated to ‘asap’ in Indonesian, and ‘black’ means ‘hitam’. Phrase ‘black smoke’ and ‘asap hitam’ are equal in formal equivalence. The translator translated the collocation in the different form (adjective + noun were translated to noun + adjective) because in Indonesian, an adjective is commonly placed before the noun. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 5:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annabeth had always admired Luke, the former head counselor for Hermes who had betrayed us... (page 18)</td>
<td>Annabeth selama ini selalu mengagumi Luke, mantan kepala konselor untuk pondok Hermes yang telah menghianati kami... (page 23)</td>
</tr>
</tbody>
</table>
Noun ‘head’ collocates with adjective ‘former’. Literally, ‘head’ is acceptably translated to ‘kepala’ in Indonesian, and ‘former’ means ‘mantan’. Phrase ‘former head’ and ‘mantan kepala’ are equal in formal equivalence. The translator kept the form of the collocation (adjective + noun were translated to adjective + noun). Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 6:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>But looking in Tyson’s big eye, I knew I couldn’t hide anything from him. (page 38)</td>
<td>Tapi saat memandang mata besar Tyson, aku tahu aku tidak bisa menyembunyikan apapun darinya. (page 47)</td>
</tr>
</tbody>
</table>

Noun ‘eye’ collocates with adjective ‘big’. Literally, ‘eye’ is acceptably translated to ‘mata’ in Indonesian, and ‘big’ means ‘besar’. Phrase ‘big eye’ and ‘mata besar’ are equal in formal equivalence. The translator translated the collocation in the different form (adjective + noun were translated to noun + adjective) because in Indonesian, an adjective is commonly placed before the noun. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 7:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold wind rustled the velvet drapes. (page 81)</td>
<td>Angin dingin berdesir di tirai beledunya. (page 102)</td>
</tr>
</tbody>
</table>
Noun ‘wind’ collocates with adjective ‘cold’. Literally, ‘wind’ is acceptably translated to ‘angin’ in Indonesian, and ‘cold’ means ‘dingin’. Phrase ‘cold wind’ and ‘angin dingin’ are equal in formal equivalence. The translator translated the collocation in the different form (adjective + noun were translated to noun + adjective) because in Indonesian, an adjective is commonly placed before the noun. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 8:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;This is a good reason for new war games,&quot; Quintus continued, …</td>
<td>&quot;Ini alasan bagus untuk main perang-perangan yang baru&quot;, Quintus menjelaskan, …</td>
</tr>
</tbody>
</table>

Noun ‘reason’ collocates with adjective ‘good’. Literally, ‘reason’ is acceptably translated to ‘alasan’ in Indonesian, and ‘good’ means ‘bagus’ atau ‘baik’. Phrase ‘good reason’ and ‘alasan bagus’ are equal in formal equivalence. The translator translated the collocation in the different form (adjective + noun were translated to noun + adjective) because in Indonesian, an adjective is commonly placed before the noun. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 9:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>We can set up a defensive line and wait for them. (page 67)</td>
<td>Kita bisa mendirikan garis pertahanan dan menunggu mereka. (page 84)</td>
</tr>
</tbody>
</table>
Noun ‘line’ collocates with adjective ‘defensive’. Literally, phrase ‘defensive line’ means ‘garis pertahanan’ in Indonesian and they are equal in formal equivalence although the translator translated the collocation in the different form (adjective + noun were translated to noun + noun). Word ‘pertahanan’ is singly a noun, but in the phrase ‘garis pertahanan’ it functions as an adjective and describes the noun ‘garis’. However, since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

Example 10:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dry leaves rustled. (page 55)</td>
<td>Dedaunan kering berkerisikan. (page 68)</td>
</tr>
</tbody>
</table>

Noun ‘leaf’ collocates with adjective ‘dry’. Literally, ‘leaf’ is acceptably translated to ‘daun’ in Indonesian, and ‘dry’ means ‘kering’. Word ‘leaves’ is the plural form of ‘leaf’ in English which was translated to its plural form in Indonesian ‘dedaunan’. Phrase ‘dry leaves’ and ‘dedunan kering’ are equal in formal equivalence. The translator translated the collocation in the different form (adjective + noun were translated to noun + adjective) because in Indonesian, an adjective is commonly placed before the noun. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

2. Nouns and Verbs or Verbs and Nouns

Example 11:

(The table of example 11 will be shown on the next page)
<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I walked into the amphitheater and my heart almost stopped. (page 22)</td>
<td>Aku berjalan masuk ke amphitheater dan jantungku hampir berhenti. (page 27)</td>
</tr>
</tbody>
</table>

As written above, the phrase ‘my heart almost stopped’ was translated literally to ‘jantungku hampir berhenti’. However, noun ‘heart’ collocates with verb ‘stop’. The translator translated the English collocation in the same form in Indonesian (noun + verb were translated to noun + verb). The collocation and its translation are equal in formal equivalence which focuses on the source target message context. The Indonesian translation is still acceptable because in Indonesian language, the noun ‘jantung’ and the verb ‘berhenti’ are often used together. Furthermore, the target language readers will get the same feeling and experience with the source language readers when reading the phrases.

Example 12:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last winter, Grover had heard a voice in his head…. (page 36)</td>
<td>Musim dingin lalu, Grover mendengar suara di kepalanya…. (page 44)</td>
</tr>
</tbody>
</table>

As written above, the phrase ‘had heard a voice’ was translated literally to ‘mendengar suara’. Noun ‘voice’ collocates with verb ‘hear’. The translator translated the English collocation in the same form in Indonesian (verb + noun were translated to verb + noun). The collocation and its translation are equal in formal equivalence which focuses on the source target message context. The Indonesian translation is still acceptable because in Indonesian language, the noun ‘suara’ and the verb ‘mendengar’ are often used together. Furthermore, the target
language readers will get the same feeling and experience with the source language readers when reading the phrases.

Example 13:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>She winked at me and <strong>left the room</strong>. (page 35)</td>
<td>Dia mengedipkan matanya kepadaku dan <strong>meninggalkan ruangan</strong>. (page 43)</td>
</tr>
</tbody>
</table>

As written above, the phrase ‘left the room’ was translated literally to ‘meninggalkan ruangan’. Noun ‘room’ collocates with verb ‘left’. The translator translated the English collocation in the same form in Indonesian (verb + noun were translated to verb + noun). The collocation and its translation are equal in formal equivalence which focuses on the source target message context. The Indonesian translation is still acceptable because in Indonesian language, the noun ‘ruangan’ and the verb ‘meninggalkan’ are often used together. Furthermore, the target language readers will get the same feeling and experience with the source language readers when reading the phrases.

3. **Noun + Noun**

Example 14:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>tour group</strong> was approaching. (page 13)</td>
<td><strong>Kelompok tur</strong> tengah mendekat. (page 16)</td>
</tr>
</tbody>
</table>

Noun ‘tour’ collocates with noun ‘group’. Literally, ‘tour’ is acceptably translated to ‘tur’ in Indonesian, and ‘group’ means ‘kelompok’. The translator
kept the form of the collocation (noun + noun were translated to noun + noun), but placed ‘kelompok’ before ‘tur’. Phrase ‘tour group’ and ‘kelompok tur’ are equal in formal equivalence. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable. Furthermore, the target language readers will get the same feeling and experience with the source language readers when reading the phrases.

Example 15:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faint glow of the blade was just enough to illuminate Annabeth’s frightened face and the mossy <strong>stone walls</strong> on either side of us. (page 58)</td>
<td>Pendar samara bilah pedang cukup untuk menerangi wajah Annabeth yang ketakutan dan <strong>dinding batu</strong> berlumut di samping kami. (page 72)</td>
</tr>
</tbody>
</table>

Noun ‘stone’ collocates with noun ‘wall’. Literally, ‘stone’ is acceptably translated to ‘batu’ in Indonesian, and ‘wall’ means ‘dinding’ or ‘tembok’. The translator kept the form of the collocation (noun + noun were translated to noun + noun), but placed ‘dinding’ before ‘batu’. Phrase ‘stone walls’ and ‘dinding batu’ are equal in formal equivalence. Since the translator still kept the original meaning and context, the Indonesian translation is acceptable.

4. Verbs and Expressions with Prepositions

Example 16:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I walked into the amphitheater and my heart almost stopped. (page 22)</td>
<td>Aku <strong>berjalan masuk ke</strong> amphitheater dan jantungku hampir berhenti. (page 27)</td>
</tr>
</tbody>
</table>
As written above, the collocation ‘walked into’ was translated into ‘berjalan masuk ke’. Literally, the meaning of ‘walk’ is ‘to move or go somewhere by putting one foot in front of the other on the ground, but without running’. However, ‘walk’ collocates with ‘into’ and has the same meaning with ‘berjalan’ in Indonesian, while ‘into’ is a preposition usually follows a verb to indicate direction which means ‘ke dalam’ or ‘masuk ke’ although the form is different (‘into’ (preposition) → ‘masuk’ (verb) + ‘ke’ (preposition)). It is also showed that ‘walk into’ and ‘berjalan masuk ke’ are equal in formal equivalence e.g. the translator focused on the source text message and context and still the translation is acceptable in the target language.

Example 17:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I slashed with Riptide. (page 12)</td>
<td>Aku menyabet dengan Riptide. (page 14)</td>
</tr>
</tbody>
</table>

The collocation ‘slashed with’ was translated into ‘menyabet dengan’. Literally, the meaning of verb ‘slash’ is ‘to make a long cut with a sharp object, especially in a violent way’. However, ‘slash’ collocates with ‘with’ and has the same meaning with ‘menyabet’ in Indonesian, while ‘with’ is a preposition usually follows a verb which means ‘dengan’. The translator kept the form of the collocation (verb + preposition were translated to verb + preposition). It is also showed that ‘slash with’ and ‘menyabet dengan’ are equal in formal equivalence e.g. the translator focused on the source text message and context and still the translation is acceptable in the target language.
Example 18:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>..., but I was going to stay at camp until things cooled down. (page 19)</td>
<td>..., tapi aku akan tinggal di perkemahan sampai kekacauan mereda. (page 24)</td>
</tr>
</tbody>
</table>

The collocation ‘stay at’ was translated into ‘tinggal di’. Literally, the meaning of verb ‘stay’ is ‘be or remain in the same place or condition’. However, ‘stay’ collocates with ‘at’ and has the same meaning with ‘tinggal’ in Indonesian, while ‘at’ is a preposition usually follows a verb which means ‘di’. The translator kept the form of the collocation (verb + preposition were translated to verb + preposition). It is also showed that ‘stay at’ and ‘tinggal di’ are equal in formal equivalence e.g. the translator focused on the source text message and context and still the translation is acceptable in the target language.

5. Verbs and Adverbs

Example 19:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>She held her hands in surrender, but I could tell she was trying hard not to smile. (page 2)</td>
<td>Ibuku mengangkat kedua tangannya, menyerah, tapi aku tahu dia berusaha keras agar tidak tersenyum. (page 3)</td>
</tr>
</tbody>
</table>

The collocation ‘trying hard’ was translated to ‘berusaha keras’. Literally verb ‘try’ means ‘mencoba’ or ‘berusaha’ in Indonesian. Word ‘hard’, in this sentence, is an adverb because of the function to describe the verb followed by ‘hard’. The translator change the form of the collocation (verb + adverb were translated to verb + adjective). Word ‘keras’ is singly an adjective, but in the
phrase ‘berusaha keras’ it functions as an adverb. Since the translator kept the source language form and message, the collocation ‘try hard’ equals in formal equivalence with ‘berusaha keras’.

Example 20:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
</table>
| “You can’t have that, Nico,” Bianca 
  **told him gently.** (page 168) | “Kau tak bisa mendapatkanku kembali, Nico,” Bianca  
  **memberitahunya dengan lembut.** (page 208) |

The collocation ‘told him gently’ was translated to ‘memberitahunya dengan lembut’. Literally verb ‘tell’ means ‘menceritakan’ or ‘memberitahukan’ in Indonesian. Word ‘gently’, in this sentence, is an adverb because of its function that describes the verb ‘told’. Word ‘gently’ means ‘dengan lembut’ or ‘dengan hati-hati’ in Indonesian. The translator change the form of the collocation (verb + adverb were translated to verb + preposition + adjective). Since the translator kept the source language form and message, the collocation ‘told him gently’ equals in formal equivalence with ‘memberitahunya dengan lembut’.

Example 21:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
</table>
| I showed him that I still had both arms and both legs, and Tyson  
  **clapped happily.** (page 33) | Aku menunjukkan kepadanya bahwa aku masih memiliki dua lengan dan dua kaki, dan Tyson  
  **bertepuk tangan dengan gembira.** (page 42) |

The collocation ‘clapped happily’ was translated to ‘bertepuk tangan dengan gembira’. Literally verb ‘clap’ means ‘hit your open hands together
several times to show your approval of something’ and means ‘bertepuk tangan’ in Indonesian. Word ‘happily’, in this sentence, is an adverb because of its function that describes the verb ‘clap’. Word ‘happily’ means ‘dengan gembira’ in Indonesian. The translator translated the collocation in the different form (verb + adverb were translated to verb + noun + preposition + adjective) to express the meaning of the collocation. Since the translator kept the source language form and message, the collocation ‘clapped happily’ equals in formal equivalence with ‘bertepuk tangan dengan gembira’.

6. Adverbs and Adjectives

Example 22:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very hard to craft. (page 77)</td>
<td>Sangat sulit diukir. (page 97)</td>
</tr>
</tbody>
</table>

As written above, phrase ‘very hard’ was translated literally to ‘sangat sulit’. Adjective ‘hard’ collocates with adverb ‘very’ in English. The translator kept the form of the collocation (adverb + adjective were translated to adverb + adjective). In Indonesian word ‘very’ equally means ‘sangat’ and ‘hard’ as an adjective means ‘sulit’. It is also showed that ‘very hard’ and ‘sangat sulit’ are equal in formal equivalence e.g. the translator focused on the source text message and context and still the translation is acceptable in the target language.

Example 23:

(The table of example 23 will be shown on the next page)
As written above, phrase ‘totally unfair’ was translated literally to ‘betul-betul tidak adil’. Adjective ‘unfair’ collocates with adverb ‘totally’ in English. The translator change the form of the collocation (adverb + adjective were translated to adjective + adjective). In Indonesian word ‘totally’ equally means ‘benar-benar’ or ‘betul-betul’ and ‘unfair’ means ‘tidak adil’. It is also showed that ‘totally unfair’ and ‘betul-betul tidak adil’ are equal in formal equivalence e.g. the translator focused on the source text message and context and still the translation is acceptable in the target language.

b. Collocations translated dynamically

From 437 English collocations found in the novel, the total number of dynamically translated terms is 81 collocations (19%). The following are the examples of English collocations translated dynamically into Indonesian:

1. Adjectives and Nouns

Example 24:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>He tried to smile, but it was a gruesome sight with his bloody mouth. (page 64)</td>
<td>Dia mencoba tersenyum, tapi senyumnya mengerikan berkat mulutnya yang berdarah. (page 80)</td>
</tr>
</tbody>
</table>
Noun ‘sight’ collocates with adjective ‘gruesome’ in English. As written above, ‘gruesome sight’ was translated to ‘senyum mengerikan’. Literally, ‘sight’ is translated to ‘pengelihatan’ or ‘pemandangan’ and ‘gruesome’ means ‘mengerikan’. The translator translated the collocation ‘gruesome sight’ to ‘senyumnya mengerikan’, not to ‘pemandangan mengerikan’. The translator rather used dynamic translation to translate the collocation and reproduce an effective translation by conveying the message of the original text (adjective + noun were translated to noun + adjective). After all, the original text and its translation equal in dynamic equivalence.

Example 25:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackjack and I went back a long way.</td>
<td>Blackjack dan aku sudah lama saling kenal.</td>
</tr>
<tr>
<td>(page 51)</td>
<td>(page 63)</td>
</tr>
</tbody>
</table>

Noun ‘way’ collocates with adjective ‘long’ in English. As written above, ‘went back a long way’ was translated to ‘sudah lama saling kenal’. Literally, ‘way’ is translated to ‘jalan’ or ‘cara’ and ‘long’ means ‘panjang’ or ‘lama’. Meanwhile, the translator rather used dynamic translation to translate the phrase containing collocation and reproduce an effective translation by conveying the message of the original text (verb + adverb + adjective + noun were translated to adverb + adjective + adverb + verb). After all, the original text and its translation equal in dynamic equivalence.
Example 26:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I didn't figure you could just walk into Pet Zone and put those in your shopping cart. (page 69)</td>
<td>Kurasa kau tak mungkin masuk begitu saja ke Pet Zone - Zona Hewan Peliharaan - dan meletakkan biskuit semacam itu di kereta dorongmu. (page 87)</td>
</tr>
</tbody>
</table>

Noun 'cart' collocates with adjective 'shopping' in English. Word 'shopping' is singly a noun, but in the phrase 'shopping cart' it becomes an adjective and describes the noun 'cart'. Literally, the collocation 'shopping cart' means 'kereta belanja'. As written above, 'shopping cart' was translated to 'kereta dorong'. The translator rather used dynamic translation to translate the collocation and reproduce an effective translation by conveying the message of the original text (adjective + noun were translated to noun + verb). Word 'dorong' is singly a verb but it functions to describe the noun 'kereta'. After all, the original text and its translation equal in dynamic equivalence.

Example 27:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The living room walls were decorated with a bunch of gruesome hunting trophies… (page 158)</td>
<td>Dinding ruang keluarga dihiasi oleh sekumpulan trofi berburu yang mengerikan… (page 196)</td>
</tr>
</tbody>
</table>

Noun 'room' collocates with adjective 'living' in English. Word 'living' is singly a noun, but in the phrase 'living room' it becomes an adjective and describes the noun 'room'. Literally, the collocation 'living room' means 'ruang hidup'. As written above, 'living room' was translated to 'ruang keluarga'. The
translator rather used dynamic translation to translate the collocation and reproduce an effective translation by conveying the message of the original text (adjective + noun were translated to noun + noun). Word ‘keluarga’ is singly a noun, but it functions an adjective and describe the noun ‘room’. After all, the original text and its translation equal in dynamic equivalence.

2. Nouns and Verbs

Example 28:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>When she turned, I caught a glimpse of her face.</td>
<td>Saat dia berbalik, kulihat sekilas wajahnya.</td>
</tr>
</tbody>
</table>

Verb ‘catch’ collocates with noun ’glimpse’. As written above, ‘I caught a glimpse of her face’ was translated to ‘kulihat sekilas wajahnya’. Although the translator kept the form of the collocation (verb + noun were translated to verb + noun), this is still called dynamic translation because the translator did not use literal meaning. The translator rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, ‘caught a glimpse’ will be translated to ‘menangkap pandangan sekilas’. This translation will be ineffectively used and may confuse the reader. So the translator omitted ‘menangkap’ and shifted the noun ‘pandangan’ to verb ‘memandang’. However, ‘I caught a glimpse of her face’ and ‘kulihat sekilas wajahnya’ are different, but the meanings are equal. This is called dynamic equivalence.
Example 29:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>As I made my way through camp, I said hi to some of my friends.</td>
<td>Saat aku jalan-jalan keliling perkebahan, aku mengucapkan salam kepada beberapa temanku.</td>
</tr>
</tbody>
</table>

Noun 'way' collocates with verb 'make' in English. As written above, 'made way' was translated to 'jalan-jalan'. The translator rather used dynamic translation to translate the collocation and reproduce more natural translation (verb + noun were translated to verb). Literally, 'made way' is translated to 'membuat jalan'. This translation is ineffectively used and may confuse the reader. So the translator changed the form of the source language to make an appropriate translation. Contextually, 'as I made my way through camp' and 'saat aku jalan-jalan keliling perkebahan' are the same. They are different in form, but the meanings are equal. This is called dynamic equivalence.

Example 30:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I left her there, staring at maps that led from nowhere to nowhere; but I couldn’t shake the feeling that one of us wasn’t going to come back from this quest alive.</td>
<td>Aku meninggalkannya di sana, menatap peta-peta yang mengarah dari antah berantah ke antah berantah; tapi aku tidak bisa mengenyahkan firasat bahwa salah seorang dari kami tak bakalan kembali hidup-hidup dari misi ini.</td>
</tr>
</tbody>
</table>

Noun 'feeling' collocates with verb 'shake' in English. As written above, 'shake the feeling’ was translated to ‘mengenyahkan firasat’. Although the translator kept the form of the collocation (verb + noun were translated to verb + noun), this is still called dynamic translation because the translator did not use
literal meaning. The translator rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, ‘shake’ means ‘move quickly from side to side or up and down’ and ‘menggoncangkan’ or ‘mengocok’ in Indonesian. The translator used word ‘mengenyahkan’ to replace ‘menggoncangkan’ in order to make an appropriate translation. In this context, ‘shake the feeling’ and ‘mengenyahkan firasat’ equal in dynamic equivalence.

Example 31:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>..., but the sound echoed around the gym so I had no idea what he was saying. (page 6)</td>
<td>..., tapi suaranya bergema di sepenjuru gimnasium sehingga aku sama sekali tidak tahu apa yang dia katakan. (page 7)</td>
</tr>
</tbody>
</table>

Noun ‘idea’ collocates with verb 'have' in English. As written above, ‘had no idea’ was translated to 'sama sekali tidak tahu’. The translator rather used dynamic translation to translate the collocation and reproduce more natural translation (verb + noun were translated adjective + verb). Literally, ‘had no idea’ is translated to ‘tidak mempunyai ide’. This translation is ineffectively used and may confuse the reader. So the translator changed the form of the source language to make an appropriate translation. Contextually, ‘had no idea’ and ‘tidak tahu sama sekali’ are the same. They are different in form, but the meanings are equal. This is called dynamic equivalence.

Example 32:

(The table of example 32 will be shown on the next page)
Noun 'plunge’ collocates with verb 'take’ in English. As written above, 'I took the plunge’ was translated to 'kuberanikan diriku’ (verb + noun were translated verb + noun). The translator rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, ‘took the plunge’ is translated to ‘mengambil resiko’. This translation (‘aku tidak tahu kenapa, tapi aku mengambil resiko’) is rather awkward to read, so the translator served the more communicative translation to make it easier to understand. Contextually, ‘I took the plunge’ and ‘kuberanikan diriku’ are the same and are equal in dynamic equivalence.

Example 33:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>She looked like she was ready to <strong>catch a movie</strong>, have a cool afternoon hanging out together. (page 15)</td>
<td>Dia tampak siap <strong>nonton film</strong>, menjalani siang yang asyik sambil nongkrong bareng. (page 18)</td>
</tr>
</tbody>
</table>

Noun 'movie’ collocates with verb 'catch’ in English. As written above, 'catch a movie’ was translated to ‘nonton film’ (verb + noun were translated verb + noun). The translator rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, ‘catch a movie’ is translated to ‘menangkap film’. This translation is ineffectively used and may confuse the reader. So the translator expressed the meaning by serving the more appropriate
translation based on the context of the story. Contextually, ‘catch a movie’ and ‘menonton film’ are the same and are equal in dynamic equivalence.

Example 34:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ironic to be saved by a mortal, yet we <strong>owe</strong> her a <strong>debt</strong>. (page 27)</td>
<td>”Ironis, diselamatkan oleh manusia fana, tapi kita <strong>berhutang budi</strong> kepadanya. (page 33)</td>
</tr>
</tbody>
</table>

Noun ‘debt’ collocates with verb ‘owe’ in English. As written above, ‘owe a debt’ was translated to ‘berhutang budi’ (verb + noun were translated verb + noun). The translator rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, ‘owe’ means ‘berhutang’ and ‘debt’ means ‘hutang’. The translator didn’t translate the collocation literally in order to serve the more appropriate translation based on the context of the story. Word ‘debt’ in the sentence doesn’t refer to sum of money or other material things but it refers to a kind of gratitude addressed to someone for saving their (some characters) lives. Phrase ‘berhutang budi’ is commonly used by Indonesian to express that idea. However, ‘owe a debt’ and ‘berhutang budi’ are the same and are equal in dynamic equivalence.

Example 35:

(The table of example 35 will be shown on the next page).
..., were starting to make war on our father. (page 35)  
..., mulai menyatakan perang dengan ayah kami. (page 44)  

Noun 'war' collocates with verb 'make' in English. As written above, 'make war' was translated to 'menyatakan perang' (verb + noun were translated verb + noun). The translator rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, 'make war' is translated to 'membuat perang'. This translation is ineffectively used and may confuse the reader. So the translator expressed the meaning by serving the more appropriate translation based on the context of the story. Contextually, 'make war' and 'menyatakan perang' are the same and are equal in dynamic equivalence.

3. Noun + Noun

Example 36:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ya bring me some sugar cubes? (page 51)</td>
<td>Kaubawakan aku gula batu? (page 44)</td>
</tr>
</tbody>
</table>

Noun 'sugar' collocates with noun 'cube' in English. As written above, 'sugar cubes' was translated to 'gula batu'. Although the translator kept the form of the collocation (noun + noun were translated to noun + noun), this is still called dynamic translation because the translator did not use literal meaning. The translator rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, 'sugar cubes' is translated to 'gula kubus'. Actually, Indonesian reader will consider 'gula kubus' as kind of sugar
which has cube shape. But Indonesian people usually say that kind of sugar with term ‘gula batu’. So the translator used the term ‘gula batu’ to make the most natural translation. After all, ‘sugar cubes’ and ‘gula batu’ are equally the same. This is called dynamic Equivalence.

Example 37:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older kids, probably student council members, … (page 6)</td>
<td>Anak-anak yang lebih tua, kemungkinan pengurus OSIS, … (page 6)</td>
</tr>
</tbody>
</table>

Noun ‘council’ collocates with noun ‘member’ in English. As written above, ‘council members’ was translated to ‘pengurus OSIS’. Although the translator kept the form of the collocation (noun + noun were translated to noun + noun), this is still called dynamic translation because the translator did not use literal meaning. The translator rather used dynamic translation to translate the collocation and reproduce more natural translation. Literally, ‘council members’ is translated to ‘anggota dewan’. The translator translated the collocation and focus on the target language, replaced the ‘council’ with ‘OSIS’. In Indonesian ‘OSIS’ is a kind of legal organization of the students held in the school. Word ‘council’ based on the story in the novel means organization of the students in Percy’s school. The replacing of the word ‘council’ and ‘OSIS’ may make the translation more communicative but still there must be differences between ‘council’ in Percy’s school and ‘OSIS’ in Indonesian school.
4. Verbs and Expressions with Prepositions

Example 38:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cursed under my breath. (page 32)</td>
<td>Aku menggerutu. (page 41)</td>
</tr>
</tbody>
</table>

Verb 'curse' collocates with preposition 'under' in English. As written above, ‘cursed under my breath’ was simply translated to ‘menggerutu’. Literally, ‘curse’ means ‘a prayer that harm will come to someone’ or ‘disrespectful or indecent word or expression’ and ‘under’ means ‘in a lower position than something’. The translator translated the collocation in the different form (verb + preposition were translated to verb). Instead of translating the sentence to ‘Aku mengutuk dibawah napasku’, the translator expressed the idea of the original message by choosing other word that represents the message of the original text.

Example 39:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then dinner came, and all the campers lined up by cabin and marched into the dining pavilion. (page 34)</td>
<td>Lalu waktu makan malam pun tiba, dan semua pekemah berbaris di dekat pondok dan berderap masuk ke paviliun makan. (page 43)</td>
</tr>
</tbody>
</table>

Verb 'march' collocates with preposition 'into' in English. As written above, ‘marched into’ was translated to ‘berderap masuk ke’. Literally, ‘march’ means ‘to walk with stiff regular steps like a soldier’ while ‘into’ is a preposition usually follows a verb to indicate direction which means ‘ke dalam’ or ‘masuk ke’. The translator translated the collocation in the different form (verb + preposition were translated to verb + verb + preposition). The translator rather
used dynamic translation to translate the collocation and reproduce translation with the closest meaning and message of the source text. Literally, ‘march into’ is translated to ‘berbaris masuk ke’. But the translator chose ‘berderap’ to replace the word ‘march’ rather than ‘berbaris’. In English, ‘berderap’ means ‘to move forward at a speed that is faster than a walk and slower than a canter’. The collocation translated so in order to make an appropriate translation based on the context and the message that is brought. Word ‘berbaris’ and ‘berderap’ are different in meaning. However ‘march’ in the context of the sentence is closer to ‘berderap’ and they are equal although different. This is called dynamic equivalence.

Example 40:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’ll deal with the school,” I promised, anxious to change the subject. (page 17)</td>
<td>&quot;Aku akan membereskan soal sekolah,&quot; janjiku, tak sabar untuk mengubah topik. (page 20)</td>
</tr>
</tbody>
</table>

Verb ‘deal’ collocates with preposition ‘with’ in English. Literally, ‘deal with’ is translated to ‘berurusan dengan’ but as written above it was translated to ‘membereskan soal’ (verb + preposition was translated to verb + noun). Word ‘soal’ is singly a noun, but in the sentence ‘membereskan soal sekolah’ it functions as a preposition which means ‘about’. The translator rather used the dynamic translation to translate the collocation. However, ‘deal with’ and ‘membereskan soal’ are dynamically equal based on the context of the story.
Example 41:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>He <strong>pressed</strong> me <strong>hard</strong>, …</td>
<td>Dia <strong>betul-betul mendesakku</strong>, …</td>
</tr>
<tr>
<td>(page 37)</td>
<td>(page 46)</td>
</tr>
</tbody>
</table>

Verb ‘press’ collocates with preposition ‘hard’ in English. Literally, ‘press hard’ is translated to ‘mendesak dengan keras’ but as written above it was translated to ‘betul-betul mendesak’ (verb + adverb was translated to adjective + verb). The translator rather used the dynamic translation to translate the collocation to make the more natural translation. However, ‘press me hard’ and ‘betul-betul mendesakku’ are dynamically equal based on the context of the story.

5. **Verbs and Adverbs**

Example 42:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argus hardly ever <strong>shows up</strong> unless something really major is going on.</td>
<td>Argus nyaris tidak pernah menunjukkan batang hidungnya kecuali sesuatu yang besar sedang terjadi. (page 81)</td>
</tr>
<tr>
<td>(page 64)</td>
<td></td>
</tr>
</tbody>
</table>

Verb ‘show’ collocates with adverb ‘up’. Literally, ‘show up’ means ‘to arrive where you have arranged to meet somebody or do something’. The translator translated the collocation in the different form (verb + adverb were translated to verb + noun). As written above, the collocation ‘shows up’ was translated to ‘menunjukkan batang hidungnya’ which is very common for Indonesians. ‘Menunjukkan batang hidung’ doesn’t represent the appearance of part of a body ‘batang hidung’, but appearance of a person. Although the
translation has different form with the original text, the original meaning isn’t
distracted and can be conveyed to the reader and sounds natural in Indonesian.

6. Adverbs and Adjectives

Example 43:

<table>
<thead>
<tr>
<th>Source text</th>
<th>Target text</th>
</tr>
</thead>
<tbody>
<tr>
<td>We made it a hundred feet before we were <strong>hopelessly lost</strong>. (page 94)</td>
<td>Kami sampai sejauh tiga puluh meter sebelum kami <strong>betul-betul kesasar</strong>. (page 119)</td>
</tr>
</tbody>
</table>

Adjective ‘lost’ collocates with adverb ‘hopelessly’. The translator translate the sentence by changing the form of the collocation (adverb + adjective were translated to adjective + adjective). Literally, ‘hopelessly’ means ‘dengan tidak ada harapan’ in Indonesian. The translator expressed the idea of the original message to make it more natural by translating the collocation to ‘betul-betul kesasar’ rather than its literal meaning ‘kesasar dengan tidak ada harapan’. The collocation was translated dynamically based on the context and the message that was brought. ‘Hopelessly lost’ and ‘betul-betul kesasar are equal in dynamic equivalence.
A. Conclusion

Based on the results, to find the equivalence, the translator translated the collocations in the novel by: (1) translating collocation literally, (2) translating collocation dynamically. If the translator found the equivalence of the collocations in Indonesian without changing the meaning of every word the English collocation, the translator used literal translation. The changing of source language form and meaning in translating collocations in this novel was likely to be used to get the nearest equivalence when the source language collocation couldn’t be translated literally in the target language, so the translator used dynamic translation.

From the total number of English collocation analyzed, the writer found there are 356 collocations translated literally and 81 collocations translated dynamically. Most of the collocations found in this novel were translated by literal translation.

However, one of the most important things in translation is to find the nearest and natural equivalent in the target language and convey the meaning of the source language. If the translation didn’t distract the meaning of the original message, both literal and dynamic translation can be used by the translator to find the closest equivalence in target language. Since no translation can be completely
translated literal, so the translator combined both literal and dynamic translation to reproduce the best translation.

B. Suggestion

The function of translation is to bridge two different languages, so it is crucial for the translator to recreate the best and natural translation to be read without misleading the readers by the wrong interpretation of the message of the original text. Wide knowledge and good understanding of both source language and target language may help the translator to produce a good translation product.

In this research, the writer suggests the readers especially who are interested in translation research in the field of collocations that not only mastering the translation theories but also understanding the form and the meaning of the collocations themselves are necessarily needed. The study of collocations can give a broader understanding on how native speaker use those combinations of words properly to make their English more natural. A special dictionary of collocation can be an ideal assistance to identify those combinations in a text because sometimes collocations become difficult to recognize.

Finally, the writer expects this thesis can give positive contribution in translation study, especially for the students of English Letters Department, Faculty of Adab and Humanities, State Islamic University “Syarif Hidayatullah” Jakarta, as an additional reference in studying collocation translation. As this thesis is still far from perfection, so the writer hopes the reader’s correction and evaluation to make this thesis more perfect.
BIBLIOGRAPHY


Curriculum Vitae

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Jakarta, May 15, 2011
INTRODUCTION

A. Background of the Study

Language is “the system of communication in speech and writing that is used by people of a particular country or area”\(^1\). Language as a medium of communication has an important role because through language people can express ideas, feelings and opinions. Nowadays, language is also expected to use as a medium to elicit information and knowledge as wide as possible.

To spread extensively information provided in many foreign languages, the role of translator surely essential. Actually, there are many definitions about translation. Simatupang gives the definition of translation in his book “Menerjemahkan adalah mengalihkan makna yang terdapat dalam bahasa sumber ke dalam bahasa sasaran dan mewujudkannya kembali di dalam bahasa sasaran dengan bentuk-bentuk yang sewajar mungkin menurut aturan-aturan yang berlaku dalam bahasa sasaran”, (Translation is to transfer the meaning from source

language into target language and recreate it in the target language in the most natural forms going along with applicable rules in the target language).\(^2\) It can be said that translation is a process to transfer the meaning, not the form. For example, Indonesian translation of *I take bus* is not *Saya mengambil bis* but it is translated to *Saya naik bis*. The sentence is translated so in order to keep the naturalness of the meaning. Such as a statement of Simatupang in his book: “Kewajaran menurut bahasa sasaran harus diusahaakan agar pembaca hasil terjemahan tidak menyadari bahwa dia sedang membaca suatu terjemahan”, (Naturalness according to the target language must be attempted to make the readers don’t realize that they are reading a translation).\(^3\)

To satisfy the reader, translator must make an effort to produce a good translation product. The best translation is the one which (a) uses the normal language forms of the receptor language, (b) communicates, as much as possible, to the receptor language speakers the same meaning that was understood by the speakers of the source language, and (c) maintains the dynamic of the original source language text.\(^4\)

Producing a good translation is not an easy work. It requires understanding of relevant theories and broad knowledge in many fields. One of the obstacles that may be found by the translator is translating English words combinations into Indonesian, for example, is in translating collocations.

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\(^3\) *Ibid.*

Etymologically, collocation can be defined as “a combination of words in a language, that happens very often and more frequently than would happen by chance”. Simatupang stated that collocation is also fixed combination of some words and each meaning of the former words is basically kept. “Kolokasi juga merupakan kombinasi tetap beberapa kata dan makna masing-masing kata pembentuknya pada dasarnya dipertahankan”. English collocation can be translated into Indonesian collocation, for example the phrase *a piece of paper* can be translated to *secarik kertas*. Combination of word *secarik* and *kertas* often occurs and becomes the most natural combination in Indonesian. Sometimes, a pair of words may not be absolutely wrong, and people will understand what it does mean, but it may not be the natural, normal collocation. If someone says *I did a few mistakes* they will be understood, but a fluent speaker of English would probably say *I made a few mistakes*. As McCarthy and O’Dell said:

Some collocations are fixed, and some of them are more open. However, both kinds of collocations are quite hard to guess especially by English non-native speakers. “Learning collocation is an important part of learning the vocabulary of a language. Some collocations are fixed, or very strong, for example *take a photo*, where no word other than *take* collocates with *photo* to give the same meaning. Some collocations are more open, where several

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different words may be used to give a similar meaning, for example *keep to/ stick to the rules.*

Sentence below is taken from Novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”*. 

“Hi, Percy,” he said, so depressed he didn’t ever offer to shake my hand. It is translated to “Hai, Percy,” katanya begitu depresi sampai-sampai dia bahkan tidak mengulurkan tangan untuk *mengajakku bersalaman*. Words *shake* and *hand* collocate each other and create a meaning i.e. *bersalaman* (atau *berjabat tangan*), not translated to *menggoncangkan tangan*. *Shake hand* is also a fixed collocation where there is no word can substitute shake to collocate with hand to get the same meaning.

Overall, translator should be concerned to find the equivalence of English collocation in Indonesian. As a matter of course, there are English collocations that have no equivalences in the form of Indonesian collocation. Therefore it is a necessary to find out other strategies in translating collocation. “Hal lain yang perlu diperhatikan oleh penerjemah ialah bagaimana mencari kolokasi yang benar”, (Another thing that translator should pay attention with is how to find the correct collocation).

The explanations above become the main interest for the writer to find out more about translating collocation. After looking for what kind of text would be used as the source of data, the writer chose novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”*. That novel is the fourth series of the

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8 Ibid.
novel Percy Jackson and the Olympians which is the first novel had been filmed
and released in Indonesia. The fourth series was chosen because at the time this
research was carried out, this was the latest series that had been published in
Indonesian language. Beside the novel has an interesting story, there are many
colloocations inside the novel as the project of this research.

B. Focus of the Study

To limit the research problem findings, the writer’s attention is only
focus on the sentences consist of collocation in the novel Percy Jackson and the
Olympians “The Battle of the Labyrinth” by analyzing how the English
collocations in the novel are translated into Indonesian, and how the meaning
equivalence of the translation.

C. Research Questions

The problems are discussed in this study, as formulated through the
following questions:

1. How are the English collocations in the novel Percy Jackson and the
   Olympians “The Battle of the Labyrinth” translated into Indonesia?

2. To what extent does the Indonesian translation text equal with the original
text of the novel Percy Jackson and the Olympians “The Battle of the
Labyrinth” especially in the sentences consist of collocation?
D. Significance of the Study

The writer expects the result of this study give benefit to the readers who want to know more about translating collocation. The knowledge and theoretical understanding about translation and collocation will improve the technical ability for translator progressively. The writer also expects that this study will be useful for further researchers who are interested to do research on similar subject of study as the additional reference.

E. Research Methodology

1. The Objective of the Research

Related to the research question above, the objectives of this study are:

a. To know how the English collocations in the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* are translated into Indonesia.

b. To know to what extent the Indonesian translation text equals with the original text of the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* especially in the sentences containing collocation.

2. The Method of the Research

The method of this research is a qualitative research, which is the writer analyzes sentences containing collocation in the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* along with the Indonesian translation of the novel.
3. Technique of Data Collection

The data collecting technique of this research are:

a. Reading both of the novels which is in English and in Indonesian, then put a mark on the sentences containing collocation.

b. Writing the sentences containing collocation found in the novel followed by the Indonesian translation of the sentences.

c. Identifying the types of collocation found in the novel

d. Comparing between English collocation and the Indonesian translation.

4. Technique of Data Analysis

The research data will be analyzed by using qualitative analysis based on the relevant theories and data from other supporting theories. The steps for analyzing the data are:

a. Analyzing how the translator translated the collocations.

b. Analyzing what type of translation used by the translator to translate the English collocations into Indonesian.

c. Analyzing the meaning equivalence between English collocation and the translation in Indonesian.

5. Research Instrument

The instrument of the research is the researcher as the subject who is reading, putting a mark, collecting, classifying, comparing and analyzing the
data from the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”*. 

6. Unit Analysis

The unit analysis in this research is the text in the novel *Percy Jackson and the Olympians “The Battle of the Labyrinth”* by Rick Riordan which was published by Miramax Books, New York in the year 2007 and the Indonesian translated novel by Reni Indardini published in the year 2010 by Hikmah.

7. Procedure of the Research

The procedure of the research will be done as follows:

a. Reading both of the novels, *Percy Jackson and the Olympians “The Battle of the Labyrinth”* in English and also the translation, and then observe the sentences containing collocation that may occurs.

b. Analyzing how the translator translated sentences containing collocation.

c. Analyzing the meaning equivalence of the translation especially sentences containing collocation.

d. Making conclusion.

8. Place and Time of Research

This research was carried out on August 2010 until finished in the surrounding area of English Department, Faculty of Adab and Humanities UIN Syarif Hidayatullah Jakarta.
CHAPTER II

THEORETICAL FRAMEWORK

A. Translation

1. Definition of Translation

Translation is not an instant process. It needs work hard and serious attempt of the translator. According to Newmark, “Translation is rendering the meaning of a text into another language in the way that the author intended the text.” Nida and Taber also gave their definition about translation that, “Translating consist in reproducing in the receptor language the closest natural equivalent of the source language meaning, first in term of meaning and secondly in terms of style.” From both of the statement, it can be said that the ‘meaning’ is the important thing of translation. Besides, the ‘equivalence’ also becomes key word in translation as stated by Catford that, “Translation is the replacement of textual material in one language (SL), by equivalent textual material to another language (TL).”

The three definitions above are taken from various sources. From the definitions above, it can be concluded that translation is a transferring activity from source language into target language with the closest and natural equivalence in the target language. In the process of translation, equivalence is an important

thing because translating a text is not only changing word by word from one language to another language, but also transferring the meaning of the text. If the translation has less of equivalence, the meaning of the source language may not be delivered in the target language effectively.

2. Types of Translation

Simatupang stated in his book that translation is generally divided into two big parts: literal translation and non-literal translation. Larson also divided translation into: form-based translation (literal translation) and meaning-based translation (idiomatic translation). Literal translation can be considered as translation type concerning on the ‘form’ whereas idiomatically translation can be considered as translation type concerning on the ‘meaning’. Furthermore, Nida and Taber divided translation into literal translation and dynamic translation. According to Simatupang, Nida’s dynamic translation equals with Larson’s meaning-based translation.

a. Literal Translation

Literal is “being the basic or usual meaning of a word or phrase.”

Literal translation in which the SL (Source Language) grammatical constructions are converted to their nearest target language equivalents, but the lexical words

15 Maurits D. S. Simatupang, Loc. cit.
are again translated singly.\textsuperscript{17} It means that the literal translation is a type of translation that follows the form or grammar of the source language but it is normalized according to the rules of the TL (Target Language). In this thesis, SL (Source Language) is in English, and TL (Target Language) is in Indonesian. For example:

SL: Her heart is in the right place.

TL: Hatinya berada di tempat yang benar.

If it is analyzed, the translation of target language is compatible with the English grammar. TL follows the form of SL.

Literal translation emphasizes the form rather than the meaning. Text translated literally sometime becomes unnatural in the target language and understood hardly by the readers. For example:

SL: After I wake up in the morning, I make bed.

TL: Setelah saya bangun tidur di pagi hari, saya membuat tempat tidur.

There is no problem with the translation of subordinate clause because it is still understandable and contextually suitable. On the other hand, the main clause translated literally causes a misunderstanding especially in meaning because it is contextually not suitable. \textit{Make} literary means \textit{membuat}, but to keep the contextual meaning \textit{I make bed} should be translated to \textit{saya merapikan tempat tidur}.

\textsuperscript{17} Peter Newmark, \textit{Op. cit.}, p. 45.
b. Dynamic Translation

Penerjemahan dinamis adalah penerjemahan yang bertujuan untuk menghasilkan padanan dinamis pada suatu teks, (Dynamic translation is a translation aimed to produce dynamic equivalence in a text). Dynamic equivalence is a translation which preserves the effect the ST had on its readers and which tries to elicit a similar response from the target reader. Essentially, dynamic translation emphasizes the meaning rather than form as literal translation does.

Examples and the explanations below are taken from a book by Maurits D.S. Simatupang:

A. Green leaf  Daun hijau
B. Be my guest  Silakan
C. The river runs  Air sungai mengalir

First phrase, ‘green leaf’, is not too difficult to be translated into Indonesian. The phrase above is talking about a leaf which has green colour. It can be expressed in Indonesian as ‘daun hijau’, ‘daun yang bewarna hijau’, or ‘daun itu hijau warnanya’. The translation presents the real meaning of the source language and also presents the acceptable form of the target language.

The sentence ‘be my guest’, on the second example, is translated into Indonesian as ‘silakan’, not ‘jadilah tamu saya’. The form of ‘silakan’ is different with ‘be my guest’, but the meaning of these phrases are equals.

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The meaning of the third phrase ‘the river runs’ is ‘air sungai mengalir’. The word ‘run’ is translated in Indonesian as ‘mengalir’, not ‘berlari’. It is translated so in order to bring the most natural equivalence in the target language.20

B. Collocation

1. Definition of Collocation

“A collocation is a pair or groups of words that are often used together. These combinations sounds natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound ‘wrong’ to native speakers of English.”21 For example the phrases fast food and quick food. The word fast and quick has the similar meaning in Indonesian that is cepat but the one that collocates with food is fast, not quick.

Larson cited in his book that “collocation is concerned with how words go together, i.e. which words may occur in constructions with which other words”22. A collocation consists basically of two or three lexical (sometimes called full, descriptive, substantial) words, usually linked by grammatical (empty, functional, relational) words”.23

Sometimes collocations are translated into different words combinations to indicate the same meaning. For instance phrase ‘she runs a bath’ is not literally

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21 Michael McCarthy, Felicity O’Dell, Loc. cit.
translated to *dia menjalankan mandi* because *mandi* doesn’t go with *menjalankan* in Indonesian. So that it is translated to *dia mandi* to make the translation acceptable without destroying the meaning and keep the original message in the source language.

2. Types of Collocation

In their book, *English Collocations in Use*, Michael McCarty and Felicity O’Dell categorized several types of collocation\(^{24}\) as follow:

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives and Nouns</td>
<td>Improving the <strong>health service</strong> is another key issue for government.</td>
</tr>
<tr>
<td>Nouns and Verbs or Verbs and Nouns</td>
<td>The internet has <strong>created opportunities</strong> for our business. [brought new opportunities].</td>
</tr>
<tr>
<td>Noun + Noun</td>
<td>Every parent feels <strong>a sense of pride</strong> when their child does well or wins something.</td>
</tr>
<tr>
<td>Verbs and expressions with preposition</td>
<td>I was <strong>filled with</strong> honor when I read the newspaper report of the explosion.</td>
</tr>
<tr>
<td>Verbs and Adverbs</td>
<td>He <strong>placed</strong> the beautiful vase <strong>gently</strong> on the window ledge.</td>
</tr>
<tr>
<td>Adverbs and Adjectives</td>
<td>They are <strong>happily married</strong>.</td>
</tr>
</tbody>
</table>

Sometimes, a pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be the natural, normal collocation. If

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someone says I did a few mistakes they will be understood, but a fluent speaker of English would probably say I made a few mistakes.  

C. Meaning Equivalence

Translation is an attempt in transferring the meaning of the source language in the way of finding out the equivalence of the source language in the target language. Equivalence in translation is usually conducted with the function of the text and the method of translation. Equivalence is a central issue in translation because it is related to the comparison between many different languages.

Nida and Taber divided equivalence in translation into: (1) formal equivalence and (2) dynamic equivalence. “Formal equivalence focuses attention on the message itself, in both form and content. In such a translation one is concerned with such correspondences as poetry to poetry, sentence to sentence, and concept to concept. Viewed from this formal orientation, one is concerned that the message in the receptor language should match as closely as possible the different elements in the source language.”

Formal equivalence is basically recreated from the translation process orientated in the source language structure and arrowed to come across as wide as possible the form and the meaning of the original message. “Most typical of this kind of translation are ‘gloss translation’, with a close approximation to ST structure, often with scholarly footnotes, allowing the student (since this type of

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25 Ibid., p.41.
translation will often be used in an academic environment) to gain close access to the language and customs of the source culture.”

Besides formal equivalence, Nida proposed another style of equivalence that is dynamic equivalence. “Dynamic equivalence is ‘the principle of equivalent effect’, where the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message.” Nida defined the aim of dynamic equivalence as seeking the ‘closest natural equivalent to the source-language message’. “This receptor-oriented approach considers adaptations of grammar, of lexicon and of cultural references to be essential in order to achieve naturalness.”

The formal equivalence emphasizes the importance of the message in the SL formal content while the important key in dynamic equivalence is the naturalness in transferring the message from SL to TL. According to Nida, the success of translation depends on the achievement of equivalent response. The four basic requirements of translation are making sense, conveying the spirit and manner of the original, having a natural and easy form of expression, and producing a similar response.

From the explanations above, it can be concluded that equivalence in translation is rather relative. It depends on the context of the text, the message that conveyed and also the aspects of the readers. After all, the message has to be equivalent anyway both in source text and target text whether in the source text approaches or the target language approaches and even in different styles of translation.

As mentioned in the previous chapter, the focus of this study is only on the translation of English collocations. The English collocations will be categorized into two forms: English collocations translated literally; and English collocations translated dynamically.

After thoroughly reading the whole chapters in Percy Jackson and the Olympians “The Battle of the Labyrinth”, the writer found 437 English collocations. From the total number of English collocations occurred, the writer found there are 356 literally translated collocations (81%) and 81 dynamically translated collocations (19%). Furthermore, the numbers of 437 English collocations are classified into their types mentioned in the previous chapter. The classifications as follows:

- Adjectives and Nouns (160 collocations)
- Nouns and Verbs or Verbs and Nouns (110 collocations)
- Noun + Noun (31 collocations)
- Verbs and expressions with preposition (65 collocations)
- Verbs and Adverbs (55 collocations)
- Adverbs and Adjectives (16 collocations)

Based on the data above, the writer found that most of the collocations in the novel were translated by literal translation. From the whole data found in the novel, the writer had chosen randomly 10% of each type of collocations to be
analyzed in this chapter (43 collocations). Those collocations chosen from each
type will be divided into two categories: Collocations translated literally and
Collocations translated dynamically.
A. Conclusion

Based on the results, to find the equivalence, the translator translated the collocations in the novel by: (1) translating collocation literally, (2) translating collocation dynamically. If the translator found the equivalence of the collocations in Indonesian without changing the meaning of every word the English collocation, the translator used literal translation. The changing of source language form and meaning in translating collocations in this novel was likely to be used to get the nearest equivalence when the source language collocation couldn’t be translated literally in the target language, so the translator used dynamic translation.

From the total number of English collocation analyzed, the writer found there are 356 collocations translated literally and 81 collocations translated dynamically. Most of the collocations found in this novel were translated by literal translation.

However, one of the most important things in translation is to find the nearest and natural equivalent in the target language and convey the meaning of the source language. If the translation didn’t distract the meaning of the original message, both literal and dynamic translation can be used by the translator to find the closest equivalence in target language. Since no translation can be completely
translated literal, so the translator combined both literal and dynamic translation to reproduce the best translation.

B. Suggestion

The function of translation is to bridge two different languages, so it is crucial for the translator to recreate the best and natural translation to be read without misleading the readers by the wrong interpretation of the message of the original text. Wide knowledge and good understanding of both source language and target language may help the translator to produce a good translation product.

In this research, the writer suggests the readers especially who are interested in translation research in the field of collocations that not only mastering the translation theories but also understanding the form and the meaning of the collocations themselves are necessarily needed. The study of collocations can give a broader understanding on how native speaker use those combinations of words properly to make their English more natural. A special dictionary of collocation can be an ideal assistance to identify those combinations in a text because sometimes collocations become difficult to recognize.

Finally, the writer expects this thesis can give positive contribution in translation study, especially for the students of English Letters Department, Faculty of Adab and Humanities, State Islamic University “Syarif Hidayatullah” Jakarta, as an additional reference in studying collocation translation. As this thesis is still far from perfection, so the writer hopes the reader’s correction and evaluation to make this thesis more perfect.