# An analysis of translation techniques of collocation in *A Child Called 'It': One Child's Courage to Survive*

**Sulaiman[1], Irma Rahmawati[2]**

[1-2] English Literature Department, Faculty of Business and Social Sciences, University of Dian Nusantara, Indonesia
Correspondence Author: sulllaiman22@gmail.com

### *Abstract*

*The objective of this research is to find translation techniques and the types of collocation in the novel A Child Called 'It': Once Child's Courage to Survive. The limitation in this research is only to examine the analysis of collocation translation. The gap of this study is that there is still a misunderstanding in translating collocation and investigating how collocation is actually translated. This research used the theory of Molina and Albir (2002) for the technique of translation and the theory of McCarthy and O'Dell (2017) for the collocation. This research used a descriptive qualitative method. The data were collocations in the novel A Child Called 'It': Once Child's Courage to Survive in two versions, English as the source text and Bahasa Indonesia as the target text. From 18 techniques. There are 11 techniques applied in the data, which are adaptation, amplification, borrowing, calque, description, discursive creation, established equivalent, literal translation, modulation, reduction, and variation. In addition, there are six types of collocation found, which are adjectives and nouns, nouns and verbs, nouns and nouns, verbs and expressions with prepositions, verbs and adverbs, adverbs and adjectives. This research is expected to be useful for further research and could help improve understanding in translation.*

*Keywords: translation, translation technique, collocation*

### Abstrak

Tujuan dari penelitian ini adalah untuk menemukan teknik penerjemahan dan jenis-jenis kolokasi dalam novel A Child Called 'It': Once Child's Courage to Survive. Keterbatasan dalam penelitian ini hanya untuk mengkaji analisis terjemahan kolokasi. Kesenjangan dari penelitian ini adalah masih ada kesalahpahaman dalam menerjemahkan kolokasi dan menyelidiki bagaimana kolokasi sebenarnya diterjemahkan. Penelitian ini menggunakan teori Molina dan Albir (2002) untuk teknik penerjemahan dan teori McCarthy dan O'Dell (2017) untuk kolokasi. Penelitian ini menggunakan metode kualitatif deskriptif. Data tersebut merupakan kolokasi dalam novel A Child Called 'It': Once Child's Courage to Survive

dalam dua versi, yaitu Bahasa Inggris sebagai teks sumber dan Bahasa Indonesia sebagai teks target. Dari 18 teknik. Ada 11 teknik yang diterapkan dalam data, yaitu adaptation, amplification, borrowing, calque, description, discursive creation, established equivalent, literal translation, modulation, reduction, and variation. Selain itu, ada enam jenis kolokasi yang ditemukan, yaitu kata sifat dan kata benda, kata benda dan kata kerja, kata benda dan kata benda, kata kerja dan ekspresi dengan preposisi, kata kerja dan kata keterangan, kata keterangan dan kata sifat. Penelitian ini diharapkan dapat bermanfaat untuk penelitian lebih lanjut dan dapat membantu meningkatkan pemahaman dalam penerjemahan.

**Kata kunci:** terjemahan, teknik terjemahan, kolokasi.

## Introduction

English is widely taught since it is a universal or internationally recognized language. Not all expressions are translated word-for-word during the learning process, and when those elements combine, certain meanings can change and differ from their initial definitions. As in the phrase *good morning,* which is translated as *selamat pagi* rather than *pagi baik*. The term *fast food* is changed to *makanan siap saji* rather than *makanan cepat*. These word combinations are called collocations. Collocations are the syntagmatic relationships between two or more lexical elements (Lehecka, 2015, p. 45). English-native speakers regularly use collocations in conversation to express themselves easily and remember collocations with two or more words more than remembering a single word. So, how the English collocation is actually translated is very interesting and should be studied further. This is the reason the researcher chose this topic for his research.

Translating collocations may involve the use of translation techniques, which are methods for analyzing and categorizing translation equivalents. Based on Molina and Albir (2002) identified eighteen different translation techniques. The example of translation technique:

ST: They ***picked up*** the gear from the boat.

TT: Merekapun ***mengambil*** alat-alat itu dari perahu.

*(Source: The Old Man and The Sea, p. 3 (1952) by Ernest Hemingway and Indonesian version Lelaki Tua dan Laut, hal.11 translated by Sapardi Djoko Damono (1973))*

The sentence seemed to be translated literally at first. But if analyzed more deeply, there is a collocation ***picked up and*** translated into ***mengambil*** in the target text. When referring to the literal meaning, the phrase ***picked up*** can be translated into ***memilih ke atas*** or ***menjemput ke atas,*** and the translation

is not equal. Additionally, the technique used in translating that collocation is an established equivalent, where the phrase is translated according to a predetermined equivalent. Moreover, the phrase **picked up** can be translated into **menjemput** in other contexts, and the technique used can be different.

Collocations, which are a combination of words with a specific meaning, play a crucial role in the richness and nuance of language. Translating collocations accurately is a complex task since they frequently have meanings that are contextually and culturally specific and might not have direct equivalents in the target language. In the context of translating collocations, *A Child Called 'It': One Child's Courage to Survive*. This novel was written by Dave Pelzer and released in 1995, and the Indonesian version of *A Child Called 'It': Kisah Perjuangan Seorang Anak untuk Bertahan Hidup was* translated by Mohammad Sidik Nugraha in 2022. That is particularly significant because they have emotional resonance and contribute authenticity to the story.

Although collocations are crucial for translation, there is limited research that analyzes the techniques used while translating collocations from this novel. This research seeks to bridge this gap by analyzing the translation techniques used to render collocations from *A Child Called 'It': One Child's Courage to Survive* into the target language. By examining these techniques, this research aims to shed light on the context-dependent complications of translating collocations, contributing to an advanced understanding of the challenges faced by translators.

### *Definition of Translation*

Peter Newmark (as cited in Ardi, 2015) argued that translation is the process of conveying a text's meaning into another language in accordance with the author's intentions. Moreover, Nida and Taber (as cited in Ardi, 2015) defined translation as the process of reproducing, in the target language, the meaning that is most similar to the source language, both semantically and stylistically. 'Meaning' is certainly the most important component of translation out of the two statements. The statement explains that translation is the process of reproducing messages with the closest natural equivalent in the target language by taking into consideration the message and style. In its definition, it is emphasized that what must be maintained is the message and style, not the structure or form of words.

While Larson (as cited in Ardi, 2015) states that the process of translating entails examining the vocabulary, grammar, structure, communication context, and cultural background of the original text, understanding its meaning through analysis, and then reconstructing that meaning in the target language and cultural context. In order for the translation to be reconstructed in the target language, Larson outlines a number of steps that the translator must carefully consider. These include examining the lexicon, grammar, structure,

communication scenario, and context. This definition translates text using a procedural approach.

All three of the aforementioned definitions are from different sources. According to the definitions given above, translation is the process of transforming a source language into a target language that has the same structure and meaning as the source language. Equivalence is crucial in the translation process because, in addition to changing a text's words one at a time from one language to another, translation also involves changing the text's meaning. If there is less equivalency in the translation, the meaning of the source language might not be effectively conveyed in the target language.

### Translation Techniques

There are numerous approaches to translation. These are techniques that translators can use based on the objective translation results. Translation techniques have an impact on the small text unit and on the translation. Through a comparative analysis, the techniques are identified as discursive in nature. Molina and Albir (2002) provided the following eighteen common translation techniques, there are:

1. Adaptation

Equivalent cultural components from the target language are used to replace some features of the source language's culture. This makes the language easier to understand and more recognizable, especially when it comes to measuring units.

2. Amplification

This is the reverse of reduction. The technique of providing explicit or detailed information that isn't in the source text. Variations in terminology, vocabulary, or sentence structure may be the cause of this.

3. Borrowing

When words or phrases are translated into the target language directly from the source material, this is known as borrowing. There are two different approaches to borrowing: naturalization, that modifies the borrower's spelling, and pure borrowing, and that does not.

4. Calque (loan translation)

Translating a word or phrase literally transferring from source language to target language, either lexically or structurally, is known as calque. In simpler terms, this is an exact translation of a word that was borrowed.

### 5. Compensation

Because the elements are not placed in the same place as the source text, this technique introduces information or other stylistic effects elsewhere in the target text.

### 6. Description

To explain something is to take the place of a word or an expression along with an explanation of its formation or function.

### 7. Discursive creation

A technique known as discursive creation creates a temporary equivalence that is entirely unexpected when outside of its context. This method is typically applied when translating book or movie titles.

### 8. Established equivalent

Techniques for using expressions or words that have been recognized as source text equivalents by dictionaries or speakers of the target text.

### 9. Generalization

Use of a more neutral or general phrase is known as generalization.

### 10. Linguistic Amplification

A technique of translating involving the linguistic components from the source text into the target text. This technique is frequently applied to dubbing and interpretation. These techniques are related to linguistic compression, but these two techniques still have differences. Linguistic amplification in addition is in the words and word structure in the target text.

### 11. Linguistic compression

The linguistic compression approach basically reduces the linguistic elements of a sentence during translation. This technique in order to shorten the duration it takes for a sentence to be pronounced.

### 12. Literal Translation

Every word is translated directly when using a literal translation. The target text needs to be idiomatic and keep to the original text's word choice, meaning, and style.

### 13. Modulation

This calls for a change of viewpoint, meaning that what has been written must be modified to yet express the same idea. In the process that's the case the material is translated according to the natural patterns of the target language.

14. Particularization

To particularize is to replace a term's generic form with one that is more exact or definite.

15. Reduction

The technique implies information because the meaning component is already included in the target language. The translator selects certain words from the source text to omit from the translation while using reduction.

16. Substitution

The technique of substitution converts a language element—such as intonation or gestures into a paralinguistic factor or vice versa. It is mostly utilized for interpretation.

17. Transposition

A transposition is a semantically consistent change from one grammatical category to another. This technique is often used when translating across languages with different grammatical structures.

18. Variation

Variation is a modification of textual tone, style, social dialect, regional dialect, or other linguistic or paralinguistic factors that affect linguistic variety.

### *Collocation*

This chapter's discussion of collocation will be broken down into two sections: types of collocation and definitions of collocation.

### **Definitions of Collocation**

McCarthy and O'Dell (2008) stated that "a collocation is a pair or set of words that are frequently used together". A collocation is a phrase that is frequently made up of words that are combined, but it does not form meaning by itself. Slang terms can be found in the majority of languages. Collocation is more than just how adjectives fit with nouns. For them, every common word combination is fair game. Because collocations are already a part of the language, people frequently use them in spoken conversations and written writings.

Collocation is important because the way the words are combined is fundamental to all language use. It helps us to communicate more effectively and quickly deal with complex ideas. Collocations are also crucial for learning a language because vocabulary is learned and used in context. Without understanding the right co-text, anyone cannot truly claim to have mastered a word.

As a result of the previous explanation, this study defined collocation as a natural word combination in a language that can be divided according to its strength and frequency of occurrence, some of which are predicted.

## Types of Collocation

McCarthy and O'Dell (2017) classified various sorts of collocations into the following categories in their book *English Collocations in Use*, there are:

**Table 1.** Types of collocation and the sample

| Types of Collocation | Example |
| --- | --- |
| 1. Adjectives and Nouns | 1. Silent wings |
| 2. Verbs and Nouns | 2. Gave way |
| 3. Noun and Noun | 3. Memorial services |
| 4. Verbs and expressions with preposition | 4. Blazing with delivment |
| 5. Verbs and Adverbs | |
| 6. Adverbs and Adjectives | 5. Broke down |
| | 6. Absolutely perfect, heavily armed |

## Methods

This research used descriptive qualitative methods to describe the analysis techniques of collocation translation in the novel *A Child Called 'It': One Child's Courage to Survive*. According to Neergaard and Sullivan-Bolyai (2009), the research tradition of descriptive qualitative analysis has been extensively referenced and is seen as suitable and significant for research inquiries that aim to ascertain the where, when, and who of events or experiences, as well as to obtain understanding from informants about a poorly comprehended phenomenon. It is also the term of choice when one wants a clear explanation of a phenomenon or information to help create and improve surveys or other interventions. The researcher will use analytical methods to collect data which require techniques of seeking, collecting and analyzing data.

Creswell (2018) stated that qualitative research is "an understanding-based inquiry process that investigates social or human problems and is grounded in the distinct methodological tradition of inquiry". The study is carried out in a natural situation, presents the in-depth perspectives of informants, analyzes language, and creates a rich, holistic picture. The focus of this research is linguistic units in the form of collocations or combinations of words found in the novel entitled *A Child Called 'It': One Child's Courage to Survive*. The following is a flow diagram of the research to be carried out, the diagram below explains the stages and process of research.

## Results and discussion

### *1. Adaptation*

Cultural aspects of the source language are replaced with culturally equivalent elements from the target language, a process called cultural substitution. This makes language easier to recognize and easier to understand, especially when it comes to units of measurement. The examples of adaptation are below:

**Table 2.** Example of adaptation data
Datum 65/ACCI: OCCTS-108/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| I once stole nine dollars from the **piggy bank** of a small girl *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 65) | Saya mencuri uang Sembilan dolar dari **celengan** anak perempuan *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 108) |

The context of the datum above tells of David who is working at his neighbor's house. Because David's mother set the income that must be earned every day and if he only relies on wages from his work, it will not be enough. That's why David stole money from the neighbor's daughter.

Collocation "piggy bank" translates into "celengan" in the target text. This collocation belongs to the noun and noun collocation type. By focusing on cultural aspects as a basis for translation, translators apply techniques of adaptation to translate it. In this collocation there is a cultural similarity, the use of replicas of pigs as a place to store money. The phrase "piggy bank" does not translate into "bank babi" in the target text. In the national language of the target text, the equivalent of the word "piggy bank" is "bank babi," but the target text absorbs regional languages that have the same equivalent as the word "babi," that is "celeng," taken from the Javanese language. The word "celeng or celengan" is one of the target cultures of the text in mentioning tools for saving money.

**Table 3.** Example of adaptation data
Datum 65/ACCI: OCCTS-108/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| I once stole nine dollars from the **piggy bank** of a small girl *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 65) | Saya mencuri uang Sembilan dolar dari **celengan** anak perempuan *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 108) |

The context of the datum above tells of David who is working at his neighbor's house. Because David's mother set the income that must be earned every day and if he only relies on wages from his work, it will not be enough. That's why David stole money from the neighbor's daughter.

Collocation **"piggy bank"** translates into **"celengan"** in the target text. This collocation belongs to the noun and noun collocation type. By focusing on cultural aspects as a basis for translation, translators apply techniques of adaptation to translate it. In this collocation there is a cultural similarity, the use of replicas of pigs as a place to store money. The phrase **"piggy bank"** does not translate into **"bank babi"** in the target text. In the national language of the target text, the equivalent of the word **"piggy bank"** is **"bank babi,"** but the target text absorbs regional languages that have the same equivalent as the word **"babi,"** that is **"celeng,"** taken from the Javanese language. The word **"celeng or celengan"** is one of the target cultures of the text in mentioning tools for saving money.

### 2. *Amplification*

Amplification is the addition of information or explicative paraphrasing that is not explicitly stated in the source text. When using the amplification technique, the translator provides additional information, hints, or details to clarify or emphasize the point in the source text. Examples of amplification is provided below:

**Table 4.** Example of amplification data
Datum 21/ACCI: OCCTS-28/ACCI: KPSAUBH

| Source Text | Target Text |
| --- | --- |
| from the nurturing mother to the **wicked witch**. | Dari seorang ibu penyayang menjadi **nenek sihir jahat.** |
| *A Child Called 'It'; One Child's Courage to Survive* (Dave, 1995, p. 21) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 28) |

In the preceding datum, the collocation **"wicked witch"** is translated as **"nenek sihir jahat,"** and the translator uses the amplification technique to add the word **"nenek"** as additional information in the target text, because the evil witch is more commonly referred to as an elderly woman in the target text. Because of this, using amplification techniques is appropriate in translating this collocation. This collocation belongs to the adjective and noun collocation type.

**Table 5.** Example of amplification data
Datum 10/ACCI: OCCTS-08/ACCI: KPSAUBH

| Source Text | Target Text |
| --- | --- |
| the reject of the **fifth grade**. | ni adalah bentuk penolakan dari **murid-murid kelas lima.** |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 10) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 8) |

The data above describes David, who got cheered by his classmates for arriving late and smelling bad.

The collocation of **"fifth grade"** in the source text translates to **"murid-murid kelas lima"** in the target text. This collocation belongs to the adjective and noun collocation type. To translate collocation in the datum, translators use amplification techniques. The word **"fifth grade"** translated into **"murid-murid kelas lima."** Translation of **"fifth grade"** into **"kelas lima"** refers to a class of students who are enrolled in a classroom. The translator uses the technique of amplification by including **"murid-murid"** to emphasize the messages and adds more details.

### 3. Borrowing

Taking a word or phrase from another language and using it is known as borrowing. When there is no equivalent word in the source text, borrowing is usually used to translate the word. Without rearranging the letters or making small changes, words from the source text are directly picked up. Examples of pure borrowing is provided below:

**Table 6.** Example of borrowing data
Datum 7/ACCI: OCCTS-2/ACCI: KPSAUBH

| Source Text | Target Text |
| --- | --- |
| Today it's **Lucky Charms**. *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 7) | Pagi ini, mereknya **Lucky Charms**. *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 2) |

The context of the datum above tells David that he gets breakfast cereal in exchange for washing the dishes.

The collocation of **"Lucky Charms"** in the source text was translated to **"Lucky Charms"** in the target text. This collocation belongs to the adjective and noun collocation type. In this sample, pure borrowing is used, which is borrowing without any changes or absorbed directly from the source text. The translator translates the collocation using borrowing techniques by absorbing the language directly from the source text. In this case, the borrowing technique is done because it is used to translate a brand of product, so there is no change in translating it.

**Table 7.** Example of borrowing data
Datum 12/ACCI: OCCTS-12/ACCI: KPSAUBH

| Source Text | Target Text |
| --- | --- |
| I can see some of the kids from my class playing **dodge ball.** *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 12) | Saya melihat beberapa teman sekelas saya sedang bermain **dodge ball.** *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 12) |

The context of the datum above tells of David with the cops passing through the cafeteria, after which David sees several of his friends playing.

The collocation **"dodge ball"** in the target text was translated precisely the same as the source text **"dodge ball."** This collocation belongs to the nouns and nouns collocation type. The collocation is translated by the translator using borrowing techniques. If translated literally in this case, the collocation has the equivalent **"bola hindar."** The translation of collocation is the same as in the source language because the collocation originated from a game name and reflects culture.

**Table 8.** Example of borrowing data
Datum 07/ACCI: OCCTS-02/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| Minutes later I'm in the old family **station wagon**. | Tidak lama kemudian, saya sudah berada di mobil **station wagon** tua milik keluarga kami. |
| *A Child Called 'It'; One Child's Courage to Survive* (Dave Pelzer, 1995, p. 7) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 2) |

The datum above tells of David going to school in his family's car.

The collocation **"station wagon"** in the source text translated into **"station wagon"** in the target text. This collocation belongs to the nouns and nouns collocation type. When translating the collocation, the translator employs borrowing techniques. There is no equivalent for the term **"station wagon"** in the target text, thus it is taken directly from source text. The term **"station wagon"** also refers to a particular kind of vehicle.

### *4. Calque*

Calque is a translation technique in which a word or phrase is literally transferred, either lexically or structurally, from the source text to the target text. Example of calque provided below:

**Table 9.** Example of calque data
Datum 13/ACCI: OCCTS-13/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| He asks for my **telephone number** again. | Dia menanyakan **nomor telepon** rumah saya lagi. |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 13) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 13) |

The context of the datum above tells the story of the police asking for David's home phone number in order to contact his mother.

The collocation "**telephone number**" in the source text translated into "**nomor telepon**" in the target text. This collocation belongs to the adjective and noun collocation type. Translator employs calque technique to translate that collocation by transferring the word from the source text. In word conversion from the source text, the word taken is not completely the same as the source text, but there are some changes in the letters. The change adjusts to the pronunciation of the target text.

## 5. Description

A translation technique known as descriptive translation is explaining a word's meaning. This is done if the translator determines that the meaning of the word mentioned is not equivalent to the word in target text. The example of description is below:

**Table 1:** Example of description data

Datum 37/ACCI: OCCTS-57/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| My idea was to sneak away from the playground and run to the local **grocery store**, | Gagasan saya adalah pergi diam-diam dari taman bermain dan berlari ke **toko kebutuhan sehari-hari** di dekat sekolah. |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 37) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 57) |

The datum above tells about David's plan to get food by stealing in a store.

The collocation **"grocery store"** in the source text translates to **"toko kebutuhan sehari-hari"** in the target text. This collocation belongs to the noun and noun collocation type. The translator uses descriptive techniques to translate the collocation. The phrase **"grocery store"** in the target text has the meaning **"toko kelontong"** when translated using the established equivalent technique. But translators choose to use the description technique in translating it, because the phrase **"toko kelontong"** is rarely used in this era, so translating with the description technique is more precise and will be easier for readers to understand.

## 6. Discursive Creation

Discursive creation is a technique that produces a momentary equivalence that, when taken out of the context of the term within it if translated directly into the target language, is totally unexpected. As a result, this kind of translating involves

making conclusions based on the theme of the whole story. The examples of discursive creation are below:

**Table 10.** Example of discursive creation data
Datum 25/ACCI: OCCTS-35/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| I knew I had more **happy face** papers than.... *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 25) | Saya lebih sering dapat **nilai bagus** dari pada.... *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 35) |

The context of the datum above tells of the words of David's mother in late spring. She often said that David would not move up in class, even though Davide often got good grades.

The collocation **"happy face"** in the source text was translated into **"nilai bagus"** in the target text. This collocation belongs to the adjective and noun collocation type**.** The translator uses a discursive creation technique to translate the collocation. The phrase **"happy face"** if translated literally would become **"wajah bahagia"** in the targeted text. But the translator does not use the translation because it does not represent the message of the collocation. Translate using the phrase **"nilai bagus"** instead of **"wajah bahagia."** Because the phrase **"nilai bagus"** represents the message conveyed from the source text, more acceptable, and appropriate to the context of the story.

**Table 11.** Example of discursive creation data
Datum 20/ACCI: OCCTS-25/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| I became fascinated at the **seemingly endless** fields of grapes. *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 20) | Saya sangat **bersemanga**t karena saya mengetahui kami akan pergi kesana. *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 25) |

The context of the datum above tells about David's beautiful moments with his parents when he was in kindergarten.

Collocation **"seemingly endless"** in the source text, is translated into **"bersemangat"** in the target text using discursive creation techniques. Translators use discursive creation techniques by translating collocations regarding the story's context, not based on its literal meaning. The literal meaning of the phrase **"seemingly endless"** is **"tampak tidak ada habisnya,"** but changed to **"bersemangat."** This collocation belongs to the adverbs and adjectives collocation type.

**Table 12.** Example of discursive creation data
Datum 20/ACCI: OCCTS-25/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| but I haven't let her **take away** my will to somehow survive. | tetapi saya tidak akan membiarkan dia **memadamkan** tekad saya untuk bertahan hidup dengan segala cara. |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 7) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p.2) |

The context of the datum above explains that David is acting so as not to get beaten by his mother again, even though he is often abused, David tries not to lose his spirit.

The collocation **"take away"** in the source text, was translated into **"memadamkan"** in the target text. This collocation belongs to the verbs and adverbs collocation type**.** The translator applied a discursive creation technique to translate the collocation. Literally collocation **"take away"** has the meaning **"dibawa"** in the target text. But adjusting to the setting of the story, the collocation cannot be translated literally. Therefore, there is a change from **"dibawa"** to **"memadamkan"** because it adjusts to the storyline and context.

### 7. Established equivalent

Using a phrase or expression that is recognized or established as having an equivalent in the target text is known as an established equivalent. Example of established equivalent is provided below:

**Table 13.** Example of established equivalent data
Datum 74/ACCI: OCCTS-126/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| a lady from **social services** came to our house in the afternoon. | Seorang perempuan dari **dinas sosia**l datang ke rumah kami. |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 74) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 126) |

The context of the datum above tells of David's house where a female social worker arrives after hearing a report of child abuse.

In the target text, the collocation **"social services"** is translated as **"dinas sosial."** This collocation belongs to the adjective and noun collocation type. According to the target text, the collocation **"social services"** would be translated into **"layanan sosial,"** according to the dictionary, but due to the social context of the target text, the phrase of **"layanan sosial"** is organization who service through online media. Whereas, in the source text **"social services"**

refer to the organization that has the building office and people can visit the place directly. The common equivalent of **"social services"** in the target text is **"dinas sosial."** When the translator translates collocation using the established equivalent technique, the collocation's common equivalent can be found in the target text, as provided. Example of established equivalent data

**Table 14.** Example of established equivalent data
Datum 87/ACCI; OCCTS-151-152/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| But by **Christmas Day**, | Namun, pada **Hari Natal**, |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 87) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 151-152) |

The context of Datum Diatsa explains the state of David's parents pretending to be okay. But when Christmas comes, they no longer pretend to be okay because they are tired.

The collocation **"Christmas Day"** is translated as **"Hari Natal"** in the target text. This collocation belongs to the noun and noun collocation type. The translator uses established equivalent techniques to translate the collocation. In the target text the equivalent of the collocation **"Christmas Day"** is **"Hari Natal,"** the translator uses this technique because in the target text the word **"Natal"** is an absorption of Latin (Portuguese). The word "**Christmas Day**" or "**Hari Natal**" is a term that basically has the same meaning if translated literally according to the target text, namely **"Merayakan kelahiran Yesus (Isa Almasih)."**

**Table 15.** Example of established equivalent data
Datum 08/ACCI; OCCTS-03/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| She says Uncle Dan will **take care** of me." | Dia bilang, Paman Dan akan **mengurus** saya. |
| *A Child Called 'It'; One Child's Courage to Survive* (Dave Pelzer, 1995, p. 8) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 3) |

According to the datum aboe, David's mother told him that she would bring David to his uncle's house to temporarily stay.

The collocation **"take care"** is translated as **"mengurus"** in the target text. This collocation belongs to the verbs and nouns or nouns and verbs collocation type. The phrase **"take care"** is not translated word for word as **"mengambil peduli** or **mengambil perawatan."** The translator uses the technique of established equivalence to translate the collocation, which is there is an equivalent set by the speaker and a dictionary for the collocation. In the target text, this collocation has various meanings, the translation of which is adapted to

the context. Another meaning of collocation **"take care"** in target text is **"hati-hati"** if used for the person who is going to travel.

**Table 16.** Example of established equivalent data
Datum 8/ACCI; OCCTS-3/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| "**Have a nice day**." | "**Semoga harimu menyenangkan!**" |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 8) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p.3) |

In the datum above, David's mother drove him to school, and as he got out of the car, she gave a speech.

The collocation **"Have a nice day"** in the source text is translated to **"Semoga harimu menyenangkan."** This collocation belongs to the verbs and nouns or nouns and verbs collocation type. The translator applies an established equivalent technique to translate the collocation. The collocation equivalent in the target text shares the same meaning precisely, thus it is not translated word for word.

**Table 17.** Example of established equivalent data
Datum 71/ACCI; OCCTS-121/152/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| I received a pair of **roller skates.**<br><br>*A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 71) | Saya mendapatkan sepasang **sepatu roda**.<br>*A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha 2022, p. 121) |

The context of the datum above tells the story of David who gets a gift on Christmas Day. But the gift is not a sign of affection. Rather as a tool used to torture him.

The collocation **"roller skates"** in the source text is translated as **"sepatu roda"** in the target text. This collocation belongs to the noun and noun collocation type. The original translation referring to the dictionary is **"sepatu luncur,"** even that phrase as literal could be understood, but in the target text that phrase is rarely or never used. Translators use equivalent techniques to translate the collocation. The phrase **"roller skates"** has a defined equivalent in the target language as **"sepatu roda."** By using this technique, the translation is easier to understand.

**Table 18.** Example of established equivalent data
Datum 42/ACCI; OCCTS-68/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| I laid on the **wooden cot** and shivered until I fell into a restless sleep. | Saya berbaring di **pelbet** sambil menggigil sampai akhirnya bisa tidur walaupun tidak nyenyak. |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 42) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 68) |

The datum above tells the story of David who has to sleep in the garage because according to his mother, David does not deserve to live in the main part of the house.

The collocation **"wooden cot"** in the source text is translated as **"pelbet"** in the target text. This collocation belongs to the noun and noun collocation type. The translator uses established equivalent techniques to translate the collocation. The phrase **"wooden cot"** literally has the equivalent of **"dipan kayu"** in the targeted text. In the target text referring to KBBI, **"dipan kayu"** is a long low stool to put a mattress or carpet on it, but translators use other terms to be **"pelbet"** which means the field bed is made of foldable tarpaulin and can be carried everywhere. Considering the story's context, the wooden cot in question is a type of wooden cot for soldiers, which means that it can be carried concisely. Therefore, the use of the word **"pelbet"** is more appropriate.

## 8. Literal translation

A literal translation translates a sentence literally. When employing literary techniques, translators may change the grammatical structure to make it more appropriate for the target text. Example of literal translation technique is provided below:

**Table 19.** Example of literal translation data
Datum 08/ACCI; OCCTS-03/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| I look into her swollen **red eyes**. | Saya menatap **mata merah**nya yang cekung. |
| A *Child Called 'It'; One Child's Courage to Survive (*Pelzer, 1995, p. 8) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 3) |

The context of the datum above tells of David talking to his mother. Then he looked at his mother's tangled face from being drunk last night.

The collocation **"red eyes"** in the source text was translated into **"mata merah"** in the target text. This collocation belongs to the adjective and noun collocation type. The translator translates the location using literal translation

techniques. The collocation **"red eyes"** is translated into **"mata merah"** in the target text regarding the dictionary without any changes. This technique is used because messages from source and target text are equivalent in literal translation.

**Table 20.** Example of literal translation data
Datum 68/ACCI; OCCTS-115/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| The new teacher played "**pop hits**" on 45rpm records, <br> *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 68) | Guru baru itu menyetel **lagu-lagu terkenal** di piringan hitam 45rpm, <br> *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 115) |

The context of the datum above explains about the new teacher who teaches in class. He is playing music to make the class atmosphere cheerful, and then they all sing together.

The collocation **"pop hits"** in source text translates into **"lagu-lagu terkenal"** in target text. This collocation belongs to the noun and noun collocation type. The translator translates the collocation using the literal translation technique, by translating word for word, and is absorbed directly from the target language without any change in meaning.

**Table 21.** Example of literal translation data
Datum 19/ACCI; OCCTS-24/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| Our parents seemed happy to lie next to each other on a blanket, sip **red wine** and watch us play. <br><br> *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 19) | Orang tua kami tampak bahagia berbaring berdampingan di atas tikar kain, mereka menyesap **anggur merah** sambil melihat kami bermain. <br><br> *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 24) |

The context of the datum above tells the good times of David's family before it finally became hell.

The collocation **"red wine"** in the source text translated into **"anggur merah"** in the target text. This collocation belongs to the adjective and noun collocation type. The translator translates the collocation literally according to the equivalent or dictionary meaning of the target text, so there is no change in meaning because it is appropriate.

**Table 22.** Example of literal translation data
Datum 92/ACCI; OCCTS-158/CCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| I knew the **black hole** was out there, | Saya tahu **lubang hitam** itu tetap ada, |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 92) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 158) |

The context of the datum above explains David's dark times that remain in his heart and will never disappear.

The collocation **"black hole"** in the source text translated into **"lubang hitam"** in the target text. This collocation belongs to the adjective and noun collocation type. Translators use literal translation techniques in translating these collocations. This technique is used because there is no change in the delivery of the message when translated word for word.

**Table 23.** Example of literal translation data
Datum 21/ACCI; OCCTS-27/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| My relationship with Mom **drastically changed** from.... | Hubungan saya dengan ibu **benar-benar berubah** dari... |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 21) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 27) |

The above datum explains the violence committed by David's mother that is getting out of control to David.

Collocation **"drastically changed"** of the source text is translated as **"benar-benar berubah"** in the target text. This collocation belongs to the adverbs and adjectives collocation type. When translating these collocations, translators employed literal translation techniques. In the target text, the collocation translated word by word.

### 9. Modulation

Modulation is the shifting of the point of view, focus, or cognitive category relative to the source text. It can be lexical or structural. The example of modulation is below:

**Table 24.** Example of modulation data
Datum 92/ACCI; OCCTS-160/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| With the windows **rolled down,** | Dengan jendela mobil **terbuka**, |

| Source Text | Target Text |
| --- | --- |
| A Child Called 'It'; One Child's Courage to Survive (Pelzer, 1995, p. 92) | A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup (Nugraha, 2022, p. 160) |

The context of the datum tells the story of adult David visiting the place where he used to live as a child.

The translator translates the collocation **"rolled down"** into **"terbuka"** using modulation techniques. The translator changed the focus, point of view or impact of the phrase **"rolled down,"** when a person rolls down a car window, as a result of which the window will open. Therefore, the translator does not translate verbatim into **"di gulung ke bawah"** in target text, but rather the impact of the treatment which is **"terbuka."** This collocation belongs to the verbs and adverbs collocation type.

## 10. Reduction

Reduction is the technique that implies information because the meaning component is already included in the target text. Example of reduction technique is provided below:

**Table 25.** Example of reduction data
Datum 30/ACCI; OCCTS-44/ACCI; KPSAUBH

| Source Text | Target Text |
| --- | --- |
| The meat **dripped with grease**, | Dagingnya **berlemak**, |
| A Child Called 'It'; One Child's Courage to Survive (Pelzer, 1995, p. 30) | A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup (Nugraha, 2022, p. 44) |

The above datum describes David dreaming about a big hamburger with everything in it like meat and cheese.

The collocation **"dripped with grease"** translates into **"berlemak"** in the target text. This collocation belongs to the verbs and expressions with prepositions collocation type. Translators use reduction techniques by reducing or not translating the phrasing **"dripped with,"** while the word **"grease"** is translated into **"lemak"** according to the equivalent in the target text. This technique is to reduce the number of linguistic components in a sentence in order to shorten the duration it takes for a sentence to be pronounced. Although there are elements that are not translated, it does not detract from the message conveyed in the source text.

**Table 26.** Example of reduction data
Datum 07/ACCI; OCCTS-02/ACCI; KPSAUBH

| Source Text | Target Text |
| --- | --- |
| I breathe a **sigh of relief.** | Saya bernafas **lega.** |

| Source Text | Target Text |
|---|---|
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 7) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 2) |

The context of the datum above describes when David made sure his mother had left him in the kitchen alone.

The collocation **"sigh with relief"** translates into **"lega"** in the target text. This collocation belongs to the verbs and expressions with prepositions collocation type. The translator translates the collocation using the Reduction technique. The sentence **"sigh with relief"** is not translated in its entirety, just translated word **"relief"** into **"lega"** because by translating one of the words in the target text already represents the sentence. In addition, this technique is used so that there is no repetition of words in the target text, if translated literally it will become **"menghela nafas lega"** and the translation becomes ineffective when juxtaposed with a whole sentence that would become **"saya bernafas menghela nafas lega."**

**Table 27.** Example of reduction data
Datum 22/ACCI: OCCTS-30/ACCI: KPSAUBH

| Source Text | Target Text |
|---|---|
| Mother snatched a napkin from her table, **tore a piece** and rammed it up my nose. | Dia mengambil serbet dari meja, **menyobeknya** dan menyumpalkannya ke hidung saya. |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 22) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 30) |

The context of the datum above tells the story of David's mother asking her children to look for her lost belongings. One day David forgot what items to look for, when he asked his mother, David was hit in the face until his nose bled.

The collocation **"tore a piece"** in the source text translates into **"menyobeknya"** in the target text. This collocation belongs to the verb and noun or noun and verb collocation type. The translator translates the collocation using reduction techniques. The phrase **"tore a piece"** if translated literally will become **"merobek sepotong"** in the target text. But translator change into one word **"merobeknya"** because it already represents the phrase **"merobek sepotong."**

## 11. Variation

The intention of variation is modifying the language or paralinguistic elements (gestures, intonation) that affect the tone, style, social dialect, and regional dialect of the text. That is affected by linguistic variety. The example of variation is below:

**Table 28.** Example of variation data
Datum 24/ACCI; OCCTS-33/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| I cradled my arm as it began to **throb with pain**. | Saya menekuk tangan kiri saya ketika sakitnya semakin terasa **nyut-nyutan.** |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 24) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 33) |

The context of the datum above tells of David who felt pain because his hand was pulled very hard by his mother.

Collocation **"throb with pain"** translates into **"nyut-nyutan"** in the target text. This collocation belongs to the verbs and expressions with prepositions collocation type. Translators use variation techniques by applying the style and social dialect of the target language. If translated literally, collocation **"throb with pain"** will be **"denyutan dengan luka,"** and it doesn't sound natural in the target text. But translators make it more natural by changing it to **"nyut-nyutan"** according to the dialect of the target text without compromising the actual message.

**Table 29.** Example of variation data
Datum 86/ACCI; OCCTS-148/ACCI; KPSAUBH

| Source Text | Target Text |
|---|---|
| Father often spent his time doing **odd jobs** outside the house. | Dia sering menghabiskan waktu dengan **luntang-lantung** di luar rumah. |
| *A Child Called 'It'; One Child's Courage to Survive* (Pelzer, 1995, p. 86) | *A Child Called 'It'; Kisah Perjuangan Seorang Anak untuk Bertahan Hidup* (Nugraha, 2022, p. 148) |

The context of the datum above tells about the situation of David's father who often spends his time outside the house because when at home he always fights with his mother.

The collocation **"odd jobs"** translates into **"luntang-lantung"** in the target text. This collocation belongs to the adjective and noun collocation type. The translator translates the collocation using variation techniques. The collocation **"odd jobs"** literally means **"pekerjaan sambilan"** in the target text, but the context of the story is not looking for a side job. But David's father does nothing outside the house. Based on the context of the target text, the activity that does nothing outside has the equivalent of **"luntang-lantung."** The word is a social dialect of the target text that means **"doing something obscure."**

## Conclusion

There data found in source text in the form of collocation were analyzed using techniques proposed by Molina and Albir. Of the 18 techniques proposed by Molina and Albir, only 11 techniques were found to be used in collocation translation. They are: adaptation, amplification, borrowing, calque, description, discursive creation, established equivalent, literal translation, modulation, reduction, and variation. The literal translation technique is the most frequently employed to translate these collocations, according to the analysis's findings. Then there is the established equivalent technique, which is also frequently employed for translating collocations that are slightly different from literal translation techniques. It means the translators often use literal meanings in translating collocations. In addition, translators also use terms, expressions, and collocations that are recognized as equivalent and commonly used in the target text.

Therefore, there are 6 types of collocations found in this research. The collocation is based on a theory from the book *English Collocations in Use* (McCarty & O'Dell, 2017). They are: adjectives and nouns, nouns and verbs, nouns and nouns, verbs and expressions with prepositions, verbs and adverbs, adverbs and adjectives.

Translating can be a difficult thing to do. Translating a language into another language requires deep understanding so that every intention in a word can be conveyed properly and precisely. In addition, translating requires a deep process so that nothing is missed.

## References

Ardi, H. (2015). *Pengantar Penerjemahan* (Introduction to translation). November 2018.

Anggraini, I. W. (2022). An Analysis of Collocation Translation in the Novel "13 Reasons Why." State Islamic University of Raden Intan Lampung.

Cambridge University Press. (n.d.). *Cambridge Dictionary*. Cambridge University. Press. https://dictionary.cambridge.org/

Creswell, J. W. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. (4th ed.). SAGE Publications.

Inayah, R. H. (n.d.). Translation Technique of English Collocation in Lauren Weisberger's 'The Devil Wears Prada' Novel.

Jimmi, J., Sidauruk, J., & Suprihatin, T. (2019). The Collocation Analysis of *Twilight New Moon* Novel. *EDULANGUE, 2(1), 63–85*

Kirk, J. M. (2000). Exploring Collocations in Textbook: A Corpus Study.

Klotz, M. (2003). *Oxford Collocations Dictionary for Students of English* [In *International Journal of Lexicography*, 16(1), 1–930].

Larson, M. L. (1984). *Meaning-based Translation: A Guide to Cross Language Equivalence*. New York: University Press of America.

Lehecka, R. (2015). *Collocations: Lexical Elements in Context*, p. 2.

Liswahyuningsih, N. L. G. (2021). *Analisis teknik penerjemahan frasa nomina Bahasa Indonesia ke dalam Bahasa Inggris* [Analysis of Translation Techniques for Indonesian Noun Phrases into English]. In *Proceedings of the National Seminar on Linguistics and Literature (SEMNALISA)* (pp. 278-279). ISBN: 978-602-5872-78-5.

Mark, M. M. (1966). The External Validity of Experiments. *American Educational Research Journal*, 5(4), 437.

McCarthy, M., & O'Dell, F. (2017). *19- English Collocation in Use – Advanced.pdf*, pp. 1–192.

Molina, L., & Albir, A. H. (2002). *Translation Technique Revisited: A Dynamic and Functional Approach*. Barcelona: Universita.

Neergaard, M. A., Olesen, F., Andersen, R. S., & Sondergaard, J. (2009). Qualitative description – the poor cousin of health research? BMC Medical Research Methodology, 9, 522

Oxford University Press. (n.d.). *Oxford Learner's Dictionaries*. Oxford University Press. https://www.oxfordlearnersdictionaries.com/

Pelzer, D. J. (1995). *A Child Called "It": One Child's Courage to Survive*. Deerfield Beach, Florida: Health Communications.

Pelzer, D. J. (2022). *A Child Called "It": Kisah Perjuangan Seorang Anak untuk Bertahan Hidup*. Jakarta: Gramedia Pustaka Utama.

Rahmawati, A. (2016). *Analysis of Translation Techniques in Roth's Divergent*, 10–15.

Setiadi, N. J. (2010). *Pengaruh gaya hidup dan kelompok referensi terhadap keputusan pembelian* (Survei Mahasiswa S1 Fakultas Ilmu Administrasi Angkatan 2014 dan 2015 Universitas Brawijaya Malang yang Membeli dan Menggunakan Smartphone iPhone). *Jurnal Administrasi Bisnis (JAB)*, 50(2), 180.

Sullivan-Bolyai, S., Bova, C., & Harper, D. (2005). Developing and refining interventions in persons with health disparities: The use of Qualitative Description. *Nursing Outlook,* 53(3), 127-133. doi:10.1016/j.outlook.2005.03.005

Sugiyono, D. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.

Syaputra, T. (2018). *An Analysis on Indonesian Translated Collocations of Stephenie Meyer's Novel "Twilight"* [State College for Islamic Studies (STAIN) Curup]. Read here. WordReference.com. (n.d.). *WordReference.com*. https://www.wordreference.com/

Zainuddin, H., Husein, R., & Siregar, S. S. (2020). Translation Procedures of Collocations in Novel *The Ghost Writer* into Bahasa Indonesia, 488(Aisteel), 323–325. DOI.