**CHAPTER IV**

**THE DATA AND DATA ANALYSIS**

**4.1 Data analysis**

The objective of this research was to investigate the factors affecting students’ anxiety in Understanding on Collocations Found in Novel “Harry Potter and the Goblet of Fire” in Fourth Edition by J.K. Rowling performance at the fourth semester of English education students in the Universitas Muslim Nusantara. There were 3 students chosen as the subjects of the research, namely: IFM, SA, MA. All the data found was completely discussed in this chapter. In order to under take the interview, three stages were completely conducted, namely:

1. The researcher choose the research subject by suggesting a lecture in translation practice.
2. The researcher contacted the students for examination and told the subject what will be interviewed, by giving a scanned novel which is then made into a PDF, and making a schedule with them. Then do an interview by means of a video call using the whatsapp application
3. Researchers conducted interviews after students have finished reading and understanding the novel by asking 2 questions, First questions about students’ understanding of novels that have been read and the second questions was research taken from translation data from students' understanding of collocations that has been provided by researchers and typed in ms.word. This interview was conducted in 21 days which was conducted online and many were hampered by a network of students who were outside the city of Medan and waited for the availability of students whose time was also hampered due to their assignments and lectures which were also carried out online.

In this study, researchers contacted 6 students before finally taking 3 students as subjects, 3 of which were IFM, SA, MA. The reason researchers took data from the 3 students was because the data they had was accurate to be used as a discussion in the study.

The interview was taken in 21 days starting from 15 May-10 June 2020. The interview was divided into 2 questions and divided into several questions; First, questions about students' understanding in finding data collocations in chapters I and II in the novel, include; First, can you mention the semantic collocations sentences contained in the novel!; Second, can you mention the semantic collocations translation sentence!; Third, can you mention the lexical collocations sentence contained in the novel!; Fourth, can you mention down the translation of the lexical collocations sentence!; Five, can you mention the lexico-grammatical sentence contained in the novel!; Six, can you mention the translation of the lexico-grammatical sentence!. Second, questions about general students’ understanding of chapters I and II in the novel `Harry Potter and the Goblet of Fire', comprise; First, where did the event occur?; Second, mention the characters in the novel!; Third,explain the plot used in the novel!; Fourth, explain the characteristics of the novel characters!; Explain the conclusions of chapter I and chapter II!. After that, collecting data through interviewed using the theory of Miles, Huberman, & Saldanna (1994), where data collection, data reduction, data display, and drawing conclusions.

Based on the data found, in the 4th semester of the Universitas Muslim Nusantara of Al Washliyah in the academic year 2019/2020, namely: First, students' understanding of the finding of translation from the combination of writing between words so that it becomes an incorrect collocation when translated into Indonesian and second, understanding of students in chapter I and chapter II in the novel.

**4.1.1 Findings**

The results of the present study strongly support Taiwo’s (2004) statement that collocational errors are equally significant as grammatical errors and, in fact, more disruptive in communication. Therefore learners should be made aware of the importance of collocation in foreign language learning; it is no less important than the other aspects like grammar, pronunciation, vocabulary, spelling etc.

Details, can be shown through data obtained from the below data collection results:

1. **Students' understanding of the finding of translation from the combination.**

First, all of the collocations were grouped into three groups in appendix that is one group of semantical collocations (Table 1), one group of lexical collocations (Table 2) and one group lexico-grammatical collocations (Table 3).

All correct collocations in Bahasa Indonesia are presented on the left column, Erroneous Indonesian Collocations are presented in the middle column as the result of the translation of the Indonesian collocations made by the students and the common English collocations, the collocations which are acceptable to native speakers of English are presented on the right column.

Then the items that belong to the same category were grouped together such as the items that belong to verb+noun pattern, adjective + noun pattern, adverb + adjective pattern and so on. Every item of English erroneous collocations was examined and compared with the Indonesian collocations to find out the causes of the students’ English collocational errors.

Based on finding of the research EFL students` understanding semantic collocations, it is found that students` understand about semantic collocations was 15 sentences,and after they translate between these 15 sentences there are 2 sentences that will be discussed which is very inappropriate collocations translation. Clearly, the students` error in understanding semantic collocations. It seen in data I :

**Data I**

**Semantic Collocations**

English Collocations : -Its face

-Lord-ship

The Corrrect meaning :-Di dindingnya

-Yang mulia

Students answer :-IFM (High) : Its face => Wajahnya

-MA (Moderate) : Its face => Tampaknya

-SA (Low) : Its face => Di wajahnya

-IFM (High) :Lord-ship => Tuan kapal

-MA (Moderate) :Lord-ship => Kekuasaan

-SA (Low) :Lord-ship => Kekuasaan

Based on the data above, the writer found errors in translating semantic collocations in students, students translating semantic collocations from word to words not from translations taken from combined words, so that the meaning of words from those words combined with sentences before and after it can be found.

The research EFL students` understanding lexical collocations, it is found that students` understand about lexical collocations was 15 sentences, and after they translated between these 15 sentences there are 2 sentences that will be discussed which is very inappropriate collocations translation. Clearly, the students` error in understanding semantic collocations. It seen in data II :

**Data II**

**Lexical Collocations**

English Collocations : -Foot-steps

-Streat Lamp

The Corrrect meaning : -Langkah kaki

-Lampu jalan

Students answer :-IFM (High) : Foot-steps => Langkah kaki

-SA (Moderate) : Foot-steps => Langkah kaki

-MA (Low) : Foot-steps => Tindakan kaki

-IFM (High) : Streat Lamp =>Lampu jalan

-SA (Moderate) : Streat Lamp =>Lampu jalan

-MA (Low) : Streat Lamp =>Lampu jalan

Based on the data above, the writer did not find the wrong data from the student's translation because lexical collocations is a translation whose meaning is in the dictionary, without having to understand the meaning of the sentence from the word combination above.

Next, The research EFL students` understanding lexico-grammatical it is found that students` understand about lexico grammatical collocations was 15 sentences, and after they translate between these 15 sentences there are 2 sentences that will be discussed which is very inappropriate collocation translation. Clearly, the students` error in understanding semantic collocation. It seen in data III :

**Data III**

**Lexico-grammatical Collocations**

English Collocations : -On the landing

-Scrambled out of bed

The Corrrect meaning : -Setiba di bordes

-Turun dari tempat tidur

Students answer :-IFM (High) : On the landing => Di pendaratan

-SA (Moderate) : On the landing => Saat mendarat

-MA (Low) : On the landing => Di daratan

-IFM(High) :Scrambled out of bed =>Bergegas

keluar dari tempat tidur

-SA(Moderate) :Scrambled out of bed =>Bangun

dari tempat tidur

-MA (Low) :Scrambled out of bed =>Berebut

keluar dari tempat tidur

Based on the data above, the writer found very inappropriate data from the translation of students' Lexico grammatical because Lexico grammatical is a translation whose meaning is based on the arrangement of words so that the meaning of words from the combined sentences can be found.

Fifteen semantic collocations, fifteen lexical collocations, fifteen grammatical collocations are the most commonly mistaken collocations in English made by the author to find out the ability of students when they translate English novels from the novel ‘Harry Potter and the Goblet of Fire’.The mistakes were made when they were doing translation exercises or projects that affect the understanding of the meaning of the novel.

By observing all translations of incorrect English collocations made by students, explicitly showed that as foreign language learners, the translation of compound words in English collocations is a serious problem. When they translating collocations in English into Indonesian, the results are very unacceptable.

The discussion below will show how students translate the combined English words and which ones resulting not received,

* **Semantic Collocations**

Examination of English semantic collocations translated by students into Indonesian is not much of an error, and the error is because students translate this English semantic collocations by interpreting word for word so that it produces meaning different from the true meaning of the novel. As we saw in number one the semantic collocations of each student's translation result, namely from the word 'its face'. Many of them translate the word ‘face’ meaning ‘face’ so that the meaning of the word 'its face' becomes ‘wajahnya’, ‘di wajahnya’ and ‘tampaknya’. ‘face’ in the Indonesian English dictionary meaning (muka, permukaan, wajah, menghadapi, menghadapkan, berhadapan, lapisan, begitu saja) from the dictionary translation we can see so many meanings ‘face’ in the dictionary, so students must understand more in interpreting so to be a meaning that is in accordance with the actual context in the novel and the meaning of the word ‘its’ in the Indonesian English dictionary is ‘nya’ which is used to replace the objects. The word ‘face’ in the novel does not stand alone but is a combination of two words namely 'its' and ‘face’ so that it cannot be translated per word but rather a combination of these words and see from the previous sentence and the sentence afterwards so that the meaning of the actual semantic collocation has meaning ‘di dindingnya’. Students forget about the meaning of ‘its’ which is a form of pronoun noun or place, so students must look at the word or text before to interpret the meaning of the word ‘its face’. The previous word of ‘its face’ is ‘over’, the word ‘over’ is not the meaning of an object or even a place, because ‘over’ has the meaning of the word ‘berakhir’ which is a form of adverb which has no pronouns, so it does not can be the meaning of ‘its’. Next we will see the text before the word ‘its fac’ which is “The villagers of Little Hangleton still called it ‘the Riddle House’, even though it has been many years since the Riddle family had lived there. It stood on a hili overloking the village, some of its windows boarded, tiles missing from its roof, and ivy spreading unchecked over its face”.

From the text we can understand the meaning of the word ‘its’, that is ‘House’ seen from the first sentence of the text (The villagers of Little Hangleton still called it ‘the Riddle House’, even though it has been many years since the Riddle family had lived there) which explains that the word ‘its’ is a pronoun from ‘house’ Therefore the meaning of the semantic collocation 'its face' is ‘di dindingnya’. It is not true what it means to be ‘wajahnya’, ‘di wajahnya’ dan ‘tampaknya’ because the house is an inanimate object whose function is as a residence and has no face. The reason the translation of the semantic collocations become ‘di dindingnya’ is because the other meaning of the 'face' dictionary is the layers and surfaces, the outer layer or the surface of the house, the wall. This error is because ‘face’ is generally known to be identical meaning ‘wajah’ so that it cannot freely collocate with any word. This happens because of the lack of students’ knowledge of collocations so they do not know and do not usually translate collocations combined words.

In this finding semantic collocations translation, students who have high ability in translating, in fact, have the wrong translation results in translating this semantic collocations. This is the same with students who have moderate and low abilities. This is due to the fact that in the semantic translation, the collaboration is not only vocabulary mastery but students' knowledge in taking the meaning of the word combination connected to the sentence before and after.

* **Lexical Collocations**

Examination of English lexical collocations translated by students into Indonesian is not much of an error because translating lexical collocations is not that difficult. Translating lexical collocations is translating a combination of words which if the word stands alone has meaning and when combined the meaning remains the same. As we saw in number one the lexical collocations of each student's translation result, the word ‘Foot-steps’, each student translates the word into ‘langkah kaki’, ‘langkah kaki’, ‘tindakan kaki’. The meaning of each word translation has the same meaning which is to show something that happened to the feet. The word 'foot-steps' has two English words combined. The first word is ‘foot’ which has meaning in Indonesian English dictionary (kaki dan siku) and the second word is 'steps' which has meaning in Indonesian English dictionary (langkah, tindakan, tingkat, irama) of some of the meanings we see in dictionary, one of which is in the novel's translation of the words ‘kaki’ and ‘langkap’ which are collocated into ‘foot-steps’ and the translation is ‘langkah kaki’.

In accordance with the meaning in the dictionary above 'foot' and 'steps' have several translation words other than 'foot' meaning 'foot' but there are other translations namely 'Suku', 'Suku' cannot be collocated right in this context because syllables are used for animals. The second word ‘steps’ has another meaning besides ‘steps’ i.e. ‘actions’, ‘level’, ‘rhythm. The meaning of 'action' in KBBI is used for 'something done; deed ', meaning' level 'also in' KBBI 'which is a layered or winding arrangement such as lenggek house, pedestal on a ladder (ladder): house three -; fifteen stairs -; 2 high and low dignity (position, position, progress, civilization, etc.); rank; level; level; class: ambassador is the same as minister; his rank is higher than two - than the sergeant, not looking - and the class; 3. time limit (period); border of an event (process, event, etc.); round (late); stage: negotiations have reached the last; . And finally the word 'rhythm' is regular successive movements; up and down songs (sounds and so on) are regular; rhythm; So, from the meaning and description of ‘foot’ and ‘steps’, there is nothing that can be collocated other than being the meaning of ‘footsteps’ according to the context of the novel.

Examples of translational errors that occur in translating lexical collocation are seen in numbers four, five and twelve namely in the sentence ‘Misty orange light’, ‘Dark wizard’, ‘Dark wizard’. Although different in translating, but the meaning in question is still the same.

In this finding lexical collocations translation, students who have high and moderate skills, it is certain that they master a lot of English vocabulary, in addition to mastering vocabulary they are also able to match the words that are combined so that their answers to the lexical translation of their collocations are correct. However, the answers of students who are weak in translating have wrong answers, because the student does not master vocabulary much, even so, he can see the translation from the English dictionary. So from that the answer from the student is "the foot way". Judging from the English dictionary and "step" has many meanings, namely (step, action, level, rhythm) and students who have weak abilities choose the meaning of the word "step", namely action. The translation of the word "step" as "action" is very unsuitable and has nothing to do with the sentence before and after it.

* **Lexico-Grammatical Collocations**

When we look closely at the errors of grammatical collocations in the fifteen examples of table 3 above it can be clearly seen that the influence of native speakers' language is very dominant. In grammatical language, the term error contains grammatical meaning understanding of errors in understanding grammatical elements of language. Error in understand the grammatical elements of the source language that have an impact on the incompatibility of the results of the translation (target language) with the source language. As we saw in number one the grammatical collocations of each student's translation result, the word 'on the landing', each student translates the word into ‘di pendaratan’, ‘saat mendarat’, ‘di pendaratan’. Word ‘On the landing’ combination of three English words that use the preposition + noun combination form. The first word is the word 'on' which has a meaning in the Indonesian English dictionary which is (sedang berlangsung, di, pada, mengenai, atas, dalam, untuk, demi). In this context ‘on’ is defined as ‘di’ because it indicates a place, it is in accordance with the preposition of the word ‘on’ which is used to indicate the time and place. The second word, ‘the’, is a form of article in a sentence to explain the noun (Noun), the form of article used to indicate time and place, serves to give further information about objects. The usage in English sentences shows specific nouns (Noun) that are clear and certain. This object is usually mentioned before so the speaker and listener already understand which object is meant. The third word is ‘landing’ which has the basic form of the word ‘land’ which is a noun that is added to the suffix ‘-ing’ so that it becomes the word ‘landing’ which has meaning in accordance with the Indonesian English dictionary ‘pendaratan’ and ‘tempat penyebrangan’.

In accordance with the explanation or even from the translation of each word above that the meaning of the word ‘on the landing’ explains a place by giving further information about the objects and objects usually already mentioned earlier. Therefore, let's look back at the previous text “He reached the hall, which was a little lighter owing to the large mullioned windows either side of the front door, and started to climb the stairs, blessing the dust which lay thick upon the stone, because it muffled the sound of his feet and steek”, from the text we know that the place in question is' in the front room and begins to climb the stairs' and the next sentence of the novel, “on the landing, Frank turned right, and saw at once where the intruders were”, from the continuation of the sentence we can understand that the general meaning of ‘on the landing’ that is ‘di pendaratan’ and landing in accordance with the context of the discussion of the novel and ‘on the landing’ is a grammatical collocation so that the translation becomes ‘setiba di bordes’. Bordes is a place to rest your feet for a moment when climbing stairs.

In translating the collocations lexico-grammatical, students who have high abilities are still wrong in translating the collocations lexico-grammatical. This is the same with students who have moderate and low abilities. lexico grammatical was a translation of a collocations of words using word order. Therefore, student mistakes were caused by the lack of knowledge of each student on grammar translation. And it affects the results of each student's translation of their lexico-grammatical collocations.

1. **Understanding of students in chapter I and chapter II in the novel.**

Of the 5 questions given (in appendix) namely: First where did the event occur?; Second, Mention the characters in the novel!; Third, Explain the plot used in the novel!; Fourth, Explain the characteristics of the novel characters!; Five, Explain the conclusions of chapter I and chapter II!. There are two questions that have answers that do not match the contents of the novel, namely: question about plot and question about conclusion in novel, we could see from data comparison below:

**Data I**

* Question IV : Explain the characteristics of the novel characters!

IFM (HIGH) : Mr Riddle : Rich, arrogant and rude

Mrs Riddle : Rich, arrogant and rude

Frank Bryce : Stiff and doesn't like noise

Riddle family helper : Loves to tell the Riddle family

Wormatil : Lord Voldemort's Servant

Lord Voldemort : Feel the most powerful

Harry Poter : The main character, a smart kid and

voldemort enemy

Dumbledore : Principal, voldemort's most feared

SA : Frank bryce : Independent, brave, wise, reserved.

(MODERATE) Wormtail : Timid, jealous, talkative, docile

Lord Voldemort : Cunning, firm, strong, grumpy

MA (LOW) : - Villagers who like to gossip

* Frank Bryce is stiff person , although like that he is a good person.
* Nagini is a obedient Voldemort's snake.
* Wormtail/Petter is a submission and evil person.
* Voldemort is verry bad an verry cunnung person.
* Harry Potter is a verry kind and brave man.
* Hermione Granger is a kind and caring person.
* Ron Weasley is kind and caring person.

**Data II**

* Question V : Explain the conclusions of chapter I and chapter II!

IFM (HIGH) : The conclusion is that Voldemort killed the Riddles. The snake that often comes to Harry's dream is voldemort. The wound on Harry's forehead was caused by Voldemort. It was the kind of magic Voldemort had given Harry as a child. However, the magic did not work, so the scar appeared. Harry indirectly absorbed Voldemort's power at that moment. that's why the scar on Harry's forehead will hurt when Voldemort is near him.

SA : CHAPTER I=>The villagers of Little Hangleton still (MODERATE) called it "the Riddle House," The house has a bad

reputation. Half a century ago, Riddle's family, including his son, were found dead in the guest room. Frank Bryce, the Riddles' gardener, was arrested on suspicion of homicide but was released when it was determined that the victims were not murdered, and Bryce now lives alone on the Riddle property. Late one night, Bryce investigates a light in one of the house's windows. Inside, he overhears Lord Voldemort and Wormtail (Peter Pettigrew) planning to take action after the Quidditch World Cup. Bryce is discovered by Nagini, Voldemort's giant pet snake, and the wormtail told him to come in, then asked if Frank had heard their conversation. But Frank threatened to call the police because of the murders they committed. But there was a flash of green light, a roaring sound, and Frank sank. He died before touching the floor. CHAPTER II=>Harry woke up from a very real dream, holding a scar on his forehead that was burning and injured. He remembered how difficult it had been, and saw Wormtail and Voldemort in a dark room, fighting with an old man. In addition he also remembered that they also planned to kill him. Harry continued to ask questions to ask and tell about his scar that was hurt due to Voldemort's curse, Finally Harry told his godfather, Sirius Black. And tell him what happened to the Dursleys and their scars. Harry sent a letter through Hedwig is a white owl.

MA (LOW) : The conclusion of Chapter 1 is the plan of Voldemort and

his followers to catch Harry Potter at the Quidditch world cup. The conclusion of Chapter 2 is Harry Potter tried hard to remember about his dream, he tried to hard to understanding what the meaning of his dream related to the scars he had.

Students' understanding of the novels in chapter I and chapter II has a different understanding. For example in the novel aboutexplain the characteristics of the novel characters and novel conclusions. The first student, explained characteristics of the novel characters, Mr Riddle: rich, arrogant and rude; Mrs Riddle: rich, arrogant and rude; Frank Bryce: stiff and doesn't like noise; Riddle family helper: Loves to tell the Riddle family; Wormatil: Lord Voldemort's Servant; Lord Voldemort: Feel the most powerful; Harry Poter: The main character, a smart kid and voldemort enemy, Dumbledore:Principal, voldemort's most feared. And the conclusion obtained is the conclusion of chapter 1 is the plan of Voldemort and his followers to catch Harry Potter at the Quidditch world cup and the conclusion of chapter 2 is Harry Potter trying hard to remember about his dream, he tried to hard to understand what the meaning of his dream is related to the scars he had.

The second student explained characteristics of the novel characters that Frank bryce: independent, brave, wise, reserved; Frank bryce: independent, brave, wise, reserved; Wormtail: timid, jealous, talkative, docile; Lord Voldemort: cunning, firm, strong, grump; Frank bryce: independent, brave, wise, reserved; Wormtail: timid, jealous, talkative, docile; Lord Voldemort :cunning, firm, strong, grumpy; Wormtail: timid, jealous, talkative, docile; Lord Voldemort : cunning, firm, strong, grumpy. The conclusion obtained is that the villagers of Little Hangleton still called it "the Riddle House," The house has a bad reputation. half a century ago, Riddle's family, including his son, were found dead in the guest room. Frank Bryce, the Riddles' gardener, was arrested on suspicion of homicide but was released when it was determined that the victims were not murdered, and Bryce now lives alone on the Riddle property. Late one night, Bryce investigates a light in one of the house's windows. Inside, he overhears Lord Voldemort and Wormtail (Peter Pettigrew) planning to take action after the Quidditch World Cup. Bryce is discovered by Nagini, Voldemort's giant pet snake, and the wormtail told him to come in, then asked if Frank had heard their conversation. But Frank is threatened to call the police because of the murders they are committed. But there was a flash of green light, a roaring sound, and Frank sank. He edited before touching the floor and chapter II Harry woke up from a very real dream, holding a scar on his forehead that was burning and injured. He remembered how difficult it had been, and saw Wormtail and Voldemort in a dark room, fighting with an old man. In addition he also remembered that they also planned to kill him. Harry continued to ask questions to ask and tell about his scar that was hurt due to Voldemort's curse, Finally Harry told his godfather, Sirius Black. And tell him what happened to the Dursleys and their scars. Harry sent a letter through Hedwig is a white owl.

And the third student explained characteristics of the novel characters that Villagers who like to gossip; Frank Bryce is stiff person , although like that he is a good person; Nagini is a obedient Voldemort's snake; Wormtail/Petter is a submission and evil person; Voldemort is verry bad an verry cunning person; Harry Potter is a verry kind and brave man; Hermione Granger is a kind and caring person; Ron Weasley is kind and caring person. The conclusion obtained is that the conclusion is that Voldemort killed the Riddles. The snake that often comes to Harry's dream is voldemort. The wound on Harry's forehead was caused by Voldemort. It was the kind of magic Voldemort had given Harry as a child. However, the magic didn't work, so the scar appeared. Harry indirectly absorbed Voldemort's power at that moment. That's why the scar on Harry's forehead will hurt when Voldemort is near him.

The difference from the three conclusions is the conclusions of the first student explaining that in chapter one harry potter will be killed while in the Quidditch World Cup, in chapter II Harry Potter tries to remember his dream and understand what it means while the conclusion of the second student in chapter I namely Harry Potter will be killed after the Quidditch World Cup and the conclusion of its chapter II, Harry remembers all his dreams and tells his dreams to his godfather, Sirius Black. The next conclusion from the third student in chapter I is that there is no discussion about when Harry Potter will be killed but only explains that what killed the Riddles family is voldemort and chapter II namely Harry knows his scar and tells it to Hedwig. The difference they get from their understanding is due to the translation of their novels which results are different, so get an explanation of the characteristic of the novel character and conclusions from different novels.

Translation is different because of the students' lack of understanding of the meaning of collocation and the application of literal / direct translation, differences in collocation patterns in the second source and the target language, low mastery of English vocabulary which causes them to be unable to change the style meaning of the two correct words.

Finally, the students understanding from the results of the author's research. The answers from students with high abilities have the results of answers that are more correct than those from students with moderate and low abilities. Highly skilled students have high abilities in translating because they have mastered the vocabulary so that even though their understanding of the collocation is the same as students with moderate and low abilities, the answers of these high-ability students can match the contents of the novel.

Students with moderate and low abilities have answers that do not match the contents of the novel. This was due to weak vocabulary mastery and students' weak knowledge of collocations translation. So that it affects students' understanding to answer these questions.

**4.2 Discussions**

Every student has different abilities in understanding the novel and translating English collocation in the novel:

IFM with higher translation ability answers from the interview questions in the first part are very detailed, such as the character explanation of each character and the conclusion answers given are very detailed. And answer to the second part answers from the results of the words not from the combined meaning of words related to the first sentence and the sentence after that.

SA with moderate translation ability answered from the interview questions in the first part that are not detailed, such as answers from mentioning the characters in the novel and character explanation of each character's answers are incomplete. The conclusion answer is too long but does not match the contents of the novel. Student answers for the second part are the same as the first student answers.

MA with lower translation ability answered for the first part are detailed and in accordance with the contents of the novels chapter I and chapter II but for the answers to the conclusions do not match the novel because there is no explanation of the conclusions as contained in chapter I and chapter II. And students' answers to the second answer were still blamed for a lack of understanding of collocations.

Based on previous research, the tittle “The translation of English collocations into Indonesian in “Tell me your dreams”, a thesis of student of university of Jakarta in 2007 by Agnes, using qualitative methods. Qualitative research presents research data in the form of qualitative descriptions. Data sources in this study are sentences and sayings containing collocations in English and their translations in Indonesia. In collecting data, the results of this study were 437 collocations found in the novel, there were 356 collocations were translated literally (81%) and 81 collocations that were dynamically translated (89%). From the above findings, the authors concluded that translator use literal translation as a translation method to translate the most collocations. In general, the meaning of equality between English collocation and its translation is literally in a formal style. Meanwhile, collocation is translated dynamically equivalent to English collocation in a dynamic style. Therefore, it can be said that the two methods used by the translator function as closely as possible the meaning of equality between the original text and the target text.

The other relevant studys, the title “The Analysis on Indonesian Translated Collocations of J.K Rowling’s novel “Harry Potter and The goblet on Fire” a thesis of student of Semarang State University in 2009 by Dini Puspa Asih.In collecting data 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. The data collection was conducted by finding utterances and sentences that have collocation in the novel. Then, author investigate how the collocations are translated into Indonesian. Author analyzed them afterward. Those data were organized to find the strategies used by the translator in translating those collocations. The steps to analyze the data were: observing, documenting, identifying, comparing and analyzing. The result of this study showed that strategies used by the translator in translating from English into Indonesian are the ones suggested by Mona Baker (1992) such as: (1) translation by using a collocation of similar meaning. (2) Translation by changing meaning. (3) Translation by paraphrasing. If we can find the equivalence of the original text without any changes both in meaning and form, she or he can translate them using collocation of similar meaning. The change in meaning and the paraphrasing techniques are used to get the nearest equivalence when the source language collocations cannot be rendered using the collocations of similar meaning in the target language. It is suggested that in doing translation works, a translator have good understanding and wide knowledge both of the source and target language.

While this research, the discussion of this research talked about how students understand the translation of collocations taken from 45 collocations words divided into three groups namely semantical collocations, lexical collocations and lexico-grammatical collocations, taken from in the novel "Harry Potter and the Goblet of Fire". The method of taking data used as said in the theory 'Miles, Huberman, & Saldanna (1994)'. And from the students ‘Translation, the writer knew that students' mistakes in understanding the conclusions of their novel are different because of the errors in the translation of each of their collocations meanings.

Based on the findings, the research showed that students 'understanding of the contents of the novel contained in chapters I and chapter II is still a lot of mistakes, as well as students' understanding of the translation of collocations, here are the data entered based on the understanding of students in the fourth semester of the Universitas Muslim Nusantara:

1. There are three students chosen by the author as research subjects. By giving a novel that has been made as a PDF.
2. The author provides questions conducted by video call and used the whatsapp application due to circumstances that can not conduct interviews face to face. From the results of interviews the author made documentations to produce a comparative conclusion between the students.
3. None of three students had the same resultd from the research in translation ofcollocation’s answers in accordance with the actual Indonesian collocation results, this was due to the lack of students’ understanding of collocations.