| **RESEARCH ARTICLE**

Typologies and Translation Strategies on the Educational Term Collocations from English into Indonesian

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| **ABSTRACT**

In the context of education, collocation is defined as a pairing of words that frequently appear together in specific environments, including academic terminology. This study intends (1) To discover the typologies of English Educational term collocations, (2) To discover the equivalences of English educational term collocations into Indonesian, (3) To discover the typologies of Indonesian educational term collocations, (4) To discover the strategies for translating educational term collocations from English into Indonesian. Furthermore, this study uses mixed methods, namely qualitative and quantitative methods. The data was analyzed using purposive sampling techniques, with 75 data points extracted from the publication Learning Theories by Dale H. Schunk and its subsequent translation, *Teori-Teori Pembelajaran* by Eva Hamidah and Rahmat Fajar, both published in 2012. The result shows that from 75 collected data, there are 2 data (2,67%) of grammatical collocation English typologies, there are 73 data (97,33%) of lexical collocation English typologies, and from 75 data, there are 34 data (45,33%) of grammatical collocation Indonesia typologies, there are 41 data (54,67%) of lexical collocation Indonesian typologies. Moreover, out of 75 data collected, 8 data (10,67%) were translated using the literal translation strategy, 10 data (13,33%) were translated using the loan strategy, 16 data (21,33%) were translated using the calque strategy, 37 data (49,33%) were translated using expansion strategy, and 4 data (5,33%) were translated using compression strategy. The most frequent collocation in English typology is lexical collocation typology, while the most frequent collocation in Indonesian typology is lexical collocation typology. The most used strategy is expansion because educational term collocations contain complex concepts and different cultural contexts. Hence, there are additional words in the target language.

| **KEYWORDS**

Collocations, Collocation typologies. Educational terms, Translation Strategies.

| **ARTICLE INFORMATION**

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1. Introduction

In education, collocation refers to words that often appear together in a given context. In English, educational terms usually contain collocations. When these collocations are translated into Indonesian, they must consider linguistic and cultural nuances. Collocation is essential to understanding the natural use of language, especially in academic and educational contexts. For example, the collocations of curriculum development or classroom management in English might not translate directly into Indonesian. In these cases, equivalent phrases must be carefully considered to ensure accuracy and clarity.

Mastering educational collocations can greatly enhance language fluency and accuracy in the context of foreign language learning. Collocation types, such as verb–noun or adjective-noun collocations, frequently appear in academic texts and educational documents. Inaccuracies in translating collocations can lead to meaning errors and hinder readers' understanding of educational terms.

One of the challenges in translating collocations into educational terms is to ensure that various parties, such as educators, learners, and other stakeholders, can understand the terms used. Collocations such as teacher training that translates to '*pelatihan guru*' and curriculum alignment can be translated to '*penyelarasan kurikulum*.' Both are translated using literal translation because these collocations can be translated directly without changing meaning or context. However, some collocations in educational terms cannot be translated using literal translation. Another example is teaching resources, which can be translated as literal translation into '*sumber daya pengajaran*', but the correct translation is '*bahan ajar*' is more practical and commonly used in the educational field. Therefore, it can be concluded that not all collocations in educational terms can be translated by literal translation. Translators must pay attention to the accuracy of the translation and the clarity of meaning so that these terms can positively contribute to the development of educational literature in Indonesian.

Moreover, this study is considered important to discover the typologies of English Educational term collocations, the equivalences of English educational term collocations into Indonesian, the typologies of Indonesian educational term collocations, and the strategies for translating educational term collocations from English into Indonesian. Through the identification of typology and equivalent, the translation analysis of educational terms can be carried out by considering the linguistic and cultural aspects of each language. In addition, this study also reveals various strategies that can be used to analyze collocation translation effectively, thus ensuring the meaning of the term.

Some researchers have conducted relevant research on the translation analysis of the collocation typology of educational terms. Riabi (2019) found that collocations in scientific texts are not translated the same from English into Arabic. The dominant procedure used is a literal translation, word for word, and the variety of these collocations and the difference between the two languages, English and Arabic, create many lexical problems for the translator. Meanwhile, Alharbi (2017) obtained the results in his research that the corpus-assisted contrastive analysis and translation approach effectively enhances EFL learners' knowledge of non-congruent collocations, improving both receptive and productive skills by raising awareness of cross-linguistic differences. Moosavi (2018) concluded that the most frequent lexical collocations in both corpora were identified and classified under three types of lexical collocations.

This study is distinct from previous relevant studies in that it employs a translation analysis of collocations of educational terms. The research will specifically investigate the application of translation strategies introduced by Chesterman (2016) to identify effective methods for rendering collocations in educational terminology. The research will also specifically investigate the application of collocations proposed by Benson et al. (2010) to determine the typology of collocations in educational terminology. The researchers selected the book *Learning Theories* as the data source for analysis because it contains a substantial number of educational terms translated into Indonesian.

1.1 Question of the Study
1. What are the typologies of English educational term collocations?
2. What are the equivalences of English educational term collocations into Indonesian?
3. What are the typologies of Indonesian educational term collocations?
4. What translation strategies are used to translate educational term collocations from English into Indonesian?

2. Literature Review
2.1 Definition of Collocation
Lewis (2002) defined collocation as 'words may appear together in the text repeatedly and have an important relationship based on numbers or statistics'. Moreover, according to the *Oxford Learner's Dictionary*, collocation is a combination of words in a language that happens very often and more frequently than would happen by chance. Sinclair (1991) introduces the two terminologies Node and Span. Collocation is a combination of two words that habitually and often co-occur. One of the words is more 2 prominent and dominating than others attached to it to delimit its meaning. Node is the main word in combination, while the number of relevant lexical items on each side of a node is defined as a 'span. According to Benson et al. (2010), there are two types of collocation: lexical and grammatical. Lexical collocation comprises a verb, a noun, an adjective, and an adverb, whereas grammatical collocation includes a preposition.

2.2 Definition of Translation Strategies
Translation strategies are classified into three distinct categories, namely syntactic strategy, semantic strategy, and pragmatic strategy Chesterman (2016). First, it is important to note that syntactic strategies are used in the management of syntactic changes from one to another. Syntactic strategies basically focus on manipulating the form or structure of sentences. The strategies are literal translation, loan, calque, transposition, unit shift, phrase structure change, clause structure change, sentence structure change, cohesion change, level shift, and scheme change. Second, semantic strategies include changes related to lexical meaning and clausal meaning, including emphasis, by manipulating the nuance of meaning. The strategies are synonymy,

antonymy, hyponymy, converses, abstraction change, distribution change, emphasis change, paraphrase, and trope change. Moreover, pragmatic strategies adapt the content of the message to the context and needs of the readers in the target language. These strategies consist of cultural filtering, explicitness change, information change, interpersonal change, illocutionary change, coherence change, partial translation, visibility change, and trans-editing.

2.3 Definition of Descriptive Analytical Study
Kothari (2004) stated that the major purpose of descriptive research is a description of the state of affairs as it exists at present. Additionally, Kothari (2004) also stated that in analytical research, "the researcher has to use facts or information already available and analyze these to make a critical evaluation of the material".

3. Research Methodology
This section provides the methodology of the study as follows:

3.1 Research Method
This study uses a mixed-methods research design to investigate the translation of educational terms from English into Indonesian. These methods combine qualitative and quantitative methods. This study uses a descriptive qualitative method, as Creswell (2018) described qualitative research as an approach to exploring and understanding the meaning individuals or groups describe a social or human problem, while Kothari (Kothari, 2004) explained that quantitative methods focus on results measured in terms of quantity.

3.2 Data Collection and Sampling
The population of this research is all the educational term collocations that can be found in the sourcebooks. The purposive sampling technique is used. According to Sugiyono (2010), purposive sampling is a technique that determines research samples with certain considerations that aim to make the data obtained more representative. Moreover, Kumara (2018) stated that purposive sampling is also known as judgmental sampling, which is a sampling technique based on the researcher's judgment regarding which members of the population meet the criteria to be used as a sample. Based on the opinions of the experts above, it can be concluded that this sampling technique is a technique for collecting data from a population based on the existence of a specific target or goal in a study. In this purposive sampling technique, the researchers rely on his or her judgment when choosing members of the population to participate in the study. Therefore, the sources of the data that are selected are the ones related to educational terms colocations as well as the ones that can give information about the problem of the research. 75 data points were taken from the sourcebooks.

3.3 Source of The Data
The source of data is the English Educational book entitled *Learning Theories* by Dale. H. Schunk, Pearson Education, Inc, New York, (2012). This book has been translated into Indonesian namely *Teori-teori pembelajaran*, translated by Eva Hamidah & Rahmat Fajar, Pustaka Pelajar, Yogyakarta, (2012). The reason for choosing this book is that the book Learning Theories is used by teacher education programs worldwide. This book 78 encourages students to consider the implications of research for classroom pedagogy. This book also provides knowledge for students in the field of teaching about theoretical principles, concepts and research findings in the field of learning, especially about education.

4. Finding and Discussion
The researchers analyzed 75 educational term collocation data taken from the educational book Learning Theories. Out of the 75 data, the researchers categorized the collocation of typologies in educational terms into two types: grammatical and lexical. Further results can be presented in Tables 1 and 2.

Table 1. English collocation typologies found in *Learning Theories* educational book

No.	Category	Typology	Amount	Percentage
1.	Grammatical	Verb+O	2	2,67%
2.	Lexical	Adjective+Noun	51	68,00%
		Noun+Noun	17	22,67%
		Noun+of+Noun	4	5,33%
		Verb+Adverb	1	1,33%
TOTAL			75	100 %

Table 1 Describes the two typologies: Lexical is the most dominant with 73 data, whereas Grammatical is the least with 2 data.

Table 2. Indonesian collocation typologies are found in the *Learning Theories* educational book.

No	Category	Typology	Amount	Percentage
1.	Grammatical	Noun+clause	19	25,33%
		Noun+preposition	13	17,33%
		Adjective+Preposition	1	1,33%
		Verb+verb	1	1,33%
2.	Lexical	Noun+Adjective	18	24,00%
		Noun+Noun	16	21,33%
		Noun+Verb	3	4,00%
		Adejective+Noun	2	2,67%
		Verb + Adverb	1	1,33%
		Noun+of+Noun	1	1,33%
		TOTAL	75	100 %

Table 2 describes that of the two typologies, lexical is the most dominant with 41 data, whereas grammatical is the least with 34 data.

Based on Chesterman's (2016) analysis, the researchers discovered five strategies for analyzing 75 educational term collocations from English into Indonesian. In addition, the results of the analysis are synthesized in Table 3.

Table 1. Translation strategies found in the educational term collocations from *Learning Theories* educational book.

No.	Category	Translation Strategy	Amount	Percentage
1.	Syntactic Strategy	Literal translation	8	10,67 %
		Loan	10	13,33 %
		Calque	16	21,33 %
2.	Semantic Strategy	Distribution Change: Expansion	37	49,33 %
		Distribution Change: Compression	4	5,33 %
TOTAL			**75**	**100 %**

Moreover, based on the synthesis, the most dominant Strategy is distribution change: expansion with 37 data; the second most dominant is calque with 16 data. The third most dominant is loan with 10 data. The fourth most dominant is literal translation with 8 data, and the least is distribution change: compression with 4 data.

4.1 English collocation typologies in collocation educational terms
4.1.1 Grammatical typology
1. Verb+Object
An example of the collocation category of Verb+Object typology in educational terms is Spreading Activation because spreading is a verb and activation is an object (Verb+Object). The findings show that 2 data (2,67%) have the second-lowest collocation category of English collocation typologies in collocation educational terms.

4.1.2 Lexical Typology
1. Adjective+Noun
An example of the collocation category of Adjective+Noun typology in educational terms is Experiential Learning because experiential as an adjective and learning a noun (Adjective+Noun). From the findings, there are 51 data (68,00%) with the most frequent collocation category of English collocation typologies in collocation educational terms.

2. Noun+Noun
An example of the collocation category of Noun+Noun typology in educational terms is Learning Disabilities because learning as a noun and disabilities as a noun (Noun+Noun). From the findings, there are 17 data (22,67%) with the second most frequent collocation category of English collocation typologies in collocation educational terms.

3. Noun+of+Noun
An example of the collocation category of Noun+of+Noun typology in educational terms is the Construction of Knowledge because of construction as a noun, of as of and Knowledge as a noun (Noun+of+Noun). From the findings, there are 4 data (5,33%) with the third most frequent collocation category of English collocation typologies in collocation educational terms.

4. Verb+Adverb
An example of the collocation category of Verb+Adverb typology in educational terms is Think aloud because Think as a verb and aloud as a adverb (Verb+Adverb). From the findings, there is 1 data (1,33%) with the least collocation category of English collocation typologies in collocation educational terms.

4.2 Indonesian collocation typologies in collocation educational terms
4.2.1 Grammatical Typology
1. Noun+Clause
An example of the collocation category of Noun+Clause typology in educational terms is *Komunikasi yang Dimediasi Komputer* because *Komunikasi* as a noun and *yang dimediasi komputer* as a clause (Noun+Clause).. From the findings, there are 19 data (25,33%) with the most frequent collocation category of Indonesian collocation typologies in collocation educational terms.

2. Noun+Preposition

An example of the collocation category of Noun+Preposition typology in educational terms is *Pemantauan dengan pemahaman* because *Pemantauan* as a noun and *dengan pemahaman* as a preposition phrase (Noun+Preposition). From the findings, there are 13 data (17,33%) with the fourth most frequent collocation category of Indonesian collocation typologies in collocation educational terms.

3. Adjective+Preposition

An example of the collocation category of Adjective+Preposition typology in educational terms is *Mandiri di Lapangan* because *Mandiri* as an adjective and *di Lapangan* as a preposition phrase (Adjective+Preposition). From the findings, there is 1 data (1,33%) with the least collocation category of Indonesian collocation typologies in collocation educational terms.

4. Verb+Verb

An example of the collocation category of Verb+Verb typology in educational terms is *Belajar Menguasai* because *Belajar* as a verb and *menguasai as a verb* (Verb+Verb). From the findings, there is 1 data (1,33%) with the least collocation category of Indonesian collocation typologies in collocation educational terms.

4.2.2 Lexical Typology

1. Noun+Adjective

An example of the collocation category of Noun+Adjective typology in educational terms is *Depresi Reaktif* because *Depresi* as a noun and *Reaktif* as an Adjective (Noun+Adjective). From the findings, there are 18 data (24,00%) with the second most frequent collocation category of Indonesian collocation typologies in collocation educational terms.

2. Noun+Noun

An example of the collocation category of Noun+Noun typology in educational terms is *Tujuan Pembelajaran* because *Tujuan* as a noun, and *Pembelajaran* as a Noun (Noun+Noun). From the findings, 16 data (21,33%) are found, with the third most frequent collocation category of Indonesian collocation typologies in collocation educational terms.

3. Noun+Verb

An example of the collocation category of Noun+Verb typology in educational terms *Teknik Menghapal* because *teknik* as a noun and *menghapal* as a Verb (Noun+Verb). From the findings, there are 3 data (4,00%) with the fifth most frequent collocation category of Indonesian collocation typologies in collocation educational terms.

4. Adjective+Noun

An example of the collocation category of Noun+Verb typology in educational terms is *pre-decisional processing* because *pre-decisional* as an adjective and *processing* as a noun (Adjective+Noun). From the findings, there are 2 data (2,67%) with the sixth most frequent collocation category of Indonesian collocation typologies in collocation educational terms.

5. Verb+Adverb

An example of the collocation category of Verb+Adverb typology in educational terms *Think aloud* because *Think* as a verb and *aloud as an adverb* (Verb+Adverb). From the findings, there is 1 data (1,33%) with the least collocation category of Indonesian collocation typologies in collocation educational terms.

6. Noun+of+Noun

An example of the collocation category of Noun+of+Noun typology in educational terms *zone of development* because *Zone* as a noun, of as of and *development as noun* (Noun+of+Noun). From the findings, there is 1 data (1,33%) with the least collocation category of Indonesian collocation typologies in collocation educational terms.

4.3 Translation Strategies
4.3.1 Literal translation

ST: **Strategic thinking** is the successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.

TT: **Pemikiran strategis** adalah siswa yang berhasil dapat menciptakan dan menggunakan pembendaharaan strategi- strategi pemikiran dan penalaran untuk memenuhi tujuan-tujuan pembelajaran yang kompleks.

According to *Kamus Inggris Indonesia* by Echols and Shadily (2010), the word strategic is translated as *strategis (hlm.560),* and the word thinking is translated as *pemikiran (hlm 587)*. The collocation of Strategic thinking in the source text is translated literally into Pemikiran strategis in the target. Thus, it is called literal translation.

Based on Benson et al. (2010), the typology of collocation in strategic thinking is lexical collocation because strategic is an adjective and thinking a noun (adj+noun). Meanwhile, in the typology of collocation, Pemikiran Strategis is a lexical collocation because Pemikiran is a noun, and strategis is an adjective (noun+adj).

4.3.2 Loan
ST: **Artificial Intelligence** holds exciting possibilities for helping us understand human thought processes

TT: **Artificial Intelligence** memiliki kemungkinan yang menarik untuk membantu kita memahami proses berfikir manusia. According to *Oxford's Dictionary, the collocation "artificial Intelligence ... means the study and development of computer systems that can copy intelligent human behavior. In this case, the translator used the loan strategy because the word in the source text does not have an equivalent in the Indonesian target text. This is called a* loan.

Based on Benson et al. (2010), the typology of collocation in Artificial intelligence is lexical collocation because artificial is an adjective and intelligence is a noun (adj +noun).

4.3.3 Calque
ST: **Semantic memory** involves general information and concepts available in the environment and not tied to a particular context.

TT: **Memori semantik** mencakup informasi dan konsep umum yang tersedia di lingkungan sekitar dan tidak terikat pada konteks tertentu.

The collocation Semantic memory **...** according to *Dictionary.com means* the recollection of facts and concepts compare episodic memory. The collocation of Semantic memory ...in the source text is adopted into *Memori Semantik*... in the Indonesian language. The word *Memori*... is adopted by changing the letter y into i, and the word ...semantik... is adopted by changing the letter c into k, so this is called calque.

Based on Benson et al. (2010), the typology of collocation on semantic memory is lexical collocation because semantic is an adjective, and memory is a noun (adj+noun). Whereas in the typology of collocation on *memori, semantik* is lexical collocation because *memori* is a noun, and *semantik is* a noun (noun+noun).

4.3.4 Distribution Change: Expansion
ST: Being forms of **computer-mediated communication** (CMC), distance learning and computer conferencing greatly expand the possibilities for learning through social interaction.

TT**:** Dengan membentuk **komunikasi yang dimediasi komputer** , belajar jarak jauh dan konferensi menggunakan komputer akan membuka kemungkinan secara besar untuk belajar melalui interaksi sosial.

The collocation...computer-mediated communication...modified consists of three words, and it is translated into ...*komunikasi yang dimediasi komputer* ... which consists of four words. Thus, an expansion occurs in the translation.

Based on Benson et al. (2010), the typology of collocation in computer-mediated communication is lexical collocation because the computer is a noun, mediated communication is an adjective, and mediated is a noun (noun+adjective). Whereas in the typology of collocation on *komunikasi yang dimediasi komputer* is grammatical collocation because *komunikasi* is a noun, and *yang dimediasi komputer is clause (noun+clause).*

4.4 Distribution Change: Compression
ST: **Construction of knowledge** is the successful learner can link new information with existing knowledge in meaningful ways.

TT: **Konstruksi pengetahuan** adalah siswa yang berhasil dapat menghubungkan informasi yang baru dengan pengetahuan yang telah ada dengan cara-cara yang bermakna.

The collocation "Construction of knowledge" consists of three words, and it is translated into "Konstruksi pengetahuan ... which consists of two words. Thus, the translation is compressed.

Based on Benson, et al. (2010), the typology of collocation Construction of knowledge is lexical collocation because Construction is a noun, of is of, and knowledge is a noun (noun+of+noun). Whereas in the typology of collocation *Konstruksi*

pengetahuan is lexical collocation because *Kontruksi* is a noun, and *pengetahuan* is a noun (noun+noun).

The first relevant research was conducted by Asfer Saad (2024) on the topic of *Collocations in Short Stories.* The findings of the first relevant research are that the Adjective-Noun pattern is used more frequently in ancient writing than in modern writing, and the Noun-Verb pattern is used more frequently in modern writing than in ancient writing. Meanwhile, the findings of this current research are that Adjective+Noun is used most frequently in education term collocations, and the most dominant strategy translation used is distribution change: expansion. This research is also similar to the current research that refers to analyze the typology of collocations. However, the differences between the first relevant research and this current research are as follows: Firstly, this relevant research only analyzed the typology of collocations; meanwhile, this researcher analyzed the typology of collocations and translation strategies. Secondly, the first relevant research used short stories (ancient & modern writing) as a source of the data, but this research used educational book as sources of the data.

The second relevant research by Al-Jarf (2022) is "*Undergraduate student-translators' difficulties in translating English word + preposition collocations to Arabic*". The findings of the second relevant research are that students often mistranslate prepositions in word + preposition collocations. Most of the errors (84%) were in the form of replacing the wrong preposition, 13% adding unnecessary prepositions, and 3% omitting prepositions that should be present; 81% of the errors stemmed from a lack of mastery of Arabic, while 19% were due to the influence of English, with 86% being syntactic, 11% semantic, and 3% stylistic. Simultaneously, in this current research, the data show that the most frequent collocation English typology is lexical collocation typology with 73 data (97,33%). In contrast, the most frequent collocation Indonesian typology is lexical collocation typology with 41 data (54,67%). The most used strategy is expansion, with 37 data (49,33%). The similarity between the second relevant research and this current research is that both researchers focus on collocation typologies. However, there is a difference between the second relevant and current research. Firstly, the relevant research used Arabic as the target language. Meanwhile, this current research used Indonesian as the target language. Secondly, the relevant research used undergraduate student translators as the data sources; in contrast, this current research used educational book as the data source.

The third relevant research was carried out by Khaled (2020) on the topic of *Palestinian EFL Learners ' Use of English Lexical Collocations.* The findings of the relevant research show a low level of performance on the Palestinian EFL learners' part. Also, the findings revealed that the learners employ literal transfer from their mother tongue and different strategies in order to compensate for their deficiency in using English lexical collocations. However, in this current research, the data show that the most frequent collocation English typology is lexical collocation typology with 73 data (97,33%). In contrast, the most frequent collocation Indonesian typology is lexical collocation typology with 41 data (54,67%). The most used strategy is expansion, with 37 data (49,33%). Both this current research and relevant have a similar focus on collocation typology, particularly in lexical collocations. Even so, there are differences between the third relevant research and this current research. Firstly, the third relevant research used Arabic as the target language; nevertheless, this current research used Indonesian as the target language. Secondly, the third relevant research obtained the data from students at Gaza University, while this current research study obtained the data from educational books. Thirdly, the third relevant research analyzed the student's interview results about lexical collocations, meanwhile this current research analyzed lexical collocation from the educational book.

6. Conclusion

In accordance with the research, the results show that from the various translation strategies proposed by Chesterman (2016), only some of them are applied in analyzing the translation of educational term collocations. The researchers found five strategies with distribution change, with expansion being the most frequently used strategy in this analysis. In addition, the researchers identified that distribution change: expansion was used in 37 data, followed by calque with 16 data. The third most frequently used strategy is a loan with 10 data, followed by literal translation as the fourth strategy, and finally, the fifth strategy is distribution change: compression. The reason distribution change: expansion is most frequently used is that these educational term collocations usually contain complex concepts and different cultural contexts. The result shows that from 75 data, lexical is the most dominant typology found in English collocation typologies with 73 data; meanwhile, grammatical is the least typology found in English collocation typologies with 2 data. Meanwhile, lexical is the most dominant typology found in Indonesian collocation typologies with 41 data; meanwhile, grammatical is the least typology found in Indonesian collocation typologies with 34 data.

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