

**THE ANALYSIS OF STUDENTS' ABILITY IN APPLYING MODULATION  
TECHNIQUE IN TRANSLATING COLLOCATION ON "THE LOST SYMBOL"  
NOVEL BY DAN BROWN**

*(A Descriptive Study at 6<sup>th</sup> Semester Students' of PBI IAIN Bengkulu in The Academic  
Year of 2019).*

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**ABSTRACT**

The objective of this research was to analyze how students' ability in applying modulation technique in translating collocation from the novel "*The lost Symbol*" by Dan Brown. The research was a content analysis of descriptive qualitative. The population was the 6<sup>th</sup> semester students of PBI IAIN Bengkulu in academic year 2019 with a total number of students 120 students. Out of this population, 25 students were taken as respondent, there were represented from each class. The data were collected by using translation test which was contained six types of collocation. The data was found that the result of students' average score in collocation that researched as follow: Adjective and noun were 60% (average), Noun and noun were 49% (very poor), Noun and verb were 41.6% (very poor), Verb and expression with preposition were 22,88% (very poor). The finding showed that there that the students' ability is dominant in collocation type of adjective and noun because to translate it just simple and the phrase of word is most familiar in their activities not also in translation subject but other skill language material.

**Keywords : *An Analysis on Students' Ability in Applying modulation Technique, Translation, and Collocation***

**Introduction**

Languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the world differently, and languages do not simply name categories; they articulate their own. The conclusion likely to be drawn is that one of the problems of translation is the disparity among languages. The bigger the gap between the source language and the target language, the more difficult it is to transfer

the message from one to another. The difference between source language and target language, and the variation in their cultures make the process of translation become a real challenge.

Translation is very important ability of students. This idea support by journal translation that said the translation could be a communicator in the process of transferring information between users of one target language (Bsa) and source language users (Bsu). Of course, they could get a lot of information through translation.

in translation process. There are some technique to them that are often use in translating, literal, borrowing, reduction, addition, transosition, modulation, amplication, description, and adaption. One of from the all of the technique, modulation technique is hard to understand this couse of some reason to support that, Modulation is a variation of the form of the message, obtained by a shift in the point of view. This change can be justified when the close translation results in a grammatically correct text, but it is considered unsuitable, unidiomatic or awkward in the target language. modulation is a variation of the form of the message obtained by a change in the point of view. In other words modulation means restructuring a message of source language text in a target language text in different structure but the meaning is not different. For the example in the modulation technique follow the sentence below:

#### Modulation Technique

-SL: I cut my finger

TL: jariku teriris

The sentence *I cut my finger* is translated into *Jariku teriris*. It can be translate by the literal, can be *saya memotong jari saya*. It is an example of shift in the point of view since there is a structural change from active voice into passive voice.

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The novel “The Lost Symbol” is written by Dan Brown a well known

American writer and bestselling novels, including The Da Vinci Code, which has become one of the best selling novels of all time. His novels are published in 300 pages and 100 chapters, each chapter is variety of pages. Brown also named one of the 100 Most Influential People in the World by TIME Magazine. The novel itself is about a Harvard symbologist, Robert Langdon

whose mentor, Peter Solomon--a prominent Mason and philanthropist--is brutally kidnapped, Langdon realizes his only hope of saving Peter is to accept the mystical invitation he received from someone and follow wherever it leads him. Langdon is instantly plunged into a clandestine world of Masonic secrets, hidden history, and never-before-seen locations--all of which seem to be dragging him toward a single, inconceivable truth until he found peter and the secret reveal.

### **Statement of the Problems**

1. What type of collocation on "The Lost Symbol" Novel by Dan Brown are translate by the 6<sup>th</sup> semester students?
2. What the dominant correct collocation in applying modulation technique by the students?
3. what the problems found in applying modulation technique by the students?

### **Conceptual Theory**

#### **Translation**

Translation is the process or result of converting information from one language or language variety into another language. The aim is to reproduce accurately as possible all grammatical and lexical features of the 'source language' original by finding equivalents in the 'target language'. It is so clear that the translation is the process or activity when we want to translate one language to other language to get the information.

Translating consist in reproducing in the receptor language the closest natural equivalent of the source language messege, first in terms of meaning and secondly in terma of style. But this relatively simple statement required carefulevaluation of several seemingly contradictory elements .

According to Bell's book there are three distinguishable meaning for the word that related to translation : Firstly, *translating*; it is the process to translate or the activity rather than the tangible object. Secondly, *a translation*; it is the product of the process of translation. Thirdly, Translation; it is the abstract concept which encompasses both the process of translating and the product of that process. Base on the definition above the researcher conclude that the word of "*translating*" (as a verb) so the meaning is process or activity when we translate language, then

the word of “*a translation*” is as an object ,so the meaning is product or the result from people’s translation. The last is the word of “*translation*” as a general theory that still abstract related to the process and product. Translation is phenomenon that has a huge effect on every day in life. Exactly, the translation is very useful as an activity or process and also product. We can more fully understand translator’s difference motives and methods by considering their different historical moments.

## **Types of Translation**

### **1. Literal Translation**

Literal is “being the basic or usual meaning of a word or phrase”. Literal translation in which the SL (Source Language) grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly.

### **2. Dynamic Translation**

Dynamic translation is translation that aims to generate dynamic equivalents in a text, (Dynamic translation is a translation aimed to produce dynamic equivalence in a text).

## **Translation Techniques**

### **1. Literal**

This technique means translating word for word. For example translating Indonesian sentence *buah tidak akan jatuh dari pohonnya* as *the fruit never fall from its tree* in English.

### **2. Borrowing**

When a word or an expression in another language (SL) is taken directly into another language (TL), the technique is called borrowing. It could be done either purely(without any change) or naturalized (to fit the spelling rules in the TL). The use of English word *printer* in Indonesian text (pure borrowing).

### **3. Reduction**

A technique in which the students suppress the information of SL text when it is translated into TL. E.g., *a Balinese cremation* is translated into *ngaben*.

### **4. Addition**

A technique in which the students add more information of SL text or opposition of reduction. For example :*fast food* which is translated into *makanan siap saji*.

#### 5. Transposition

The change in the grammatical category (structure, unit and category). For example, the English phrase *strong lady* which is translated into *wanita kuat* in Indonesian.

#### 6. Modulasi

Theory of modulation translation procedure proposed by Vinay and Darbelnet is applied. Modulation is a variation of the form of the message obtained by a change in the point of view.

#### 7. Amplification

Introducing details that are not formulated in the SL: information, explicative paraphrasing, as illustrated by the translation from Indonesian into English by adding *the Muslim month of fasting* to the noun of *Ramadan*.

#### 8. Description

Replacing a term or expression with a description of its form or/and function, as exemplified by the translation of the Roman *Bellona* into *the Roman goddess of war*.

#### 9. Adaptation

This technique is applied by replacing the cultural element of SL with one from the target culture.

### **Collocation**

A combination of words which often go together naturally in English was called collocation. Collocation is a pair or group of words that are often used together. For example, the adjective *fast* collocated with *cars* but not with *a glance*. Other definitions assumed that collocation is a combination of two or more words that always occur together consistently in different contexts in language. Collocation is typically defined as habitual co occurrence of individual lexical item. Absolutely, the combination will be made according to the context that has the rules. The frequency oriented approach looks at statistically significant accurateness two word or more.

Furthermore, These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess.

Some combinations just sound 'wrong' to native speakers of English. Then, there are some collocations are fixed, or very strong, for example take a photo, where no word other than take collocates with photo to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for example keep to/ stick to the rules.

## Types of Collocation

Categorized several types of collocation as follow:

### 1. Adjectives and nouns

Combination between adjective and noun to make one meaning from the merger by one word or more. There are many adjective which can gather with noun, but I will write some adjectives to give you obvious example. Here are the examples of collocation adjective + noun

- He has been a **heavy smoker** and drinker all his adult life.
- She speaks English quite well but with **strong French accent**.

### 2. Verbs and Nouns or Nouns and Verbs

Combination verbs and nouns with preposition or not to make the meaning merger. For example:

- Do you think the bank would **forgive a debt**?
- We are going to **have lunch** together, would you like to join??

### 3. Nouns and nouns

- We are going to **have lunch** together, would you like to join??
- I would like to buy two bars of soaps

### 4. Verbs and expressions with preposition

- Their behavior was enough to **drive anybody to crime**
- We had to return home because we had **run out of money**

### 5. Verbs and Adverbs

- He **placed** the beautiful vase **gently** on the window ledge.
- Mary **whispered softly** in John's ear.

- 
- Adverbs and Adjectives

## 6. Adverbs and Adjectives

- They are **happily married**.
- This test is **ridiculously easy**! I didn't even study, but I will get high score.

## Method of Research

This study was a descriptive-qualitative research, and it was presented the data with a content analysis method. Some of the experts had their own point of view about this type of research :

This is the definition qualitative that explained it by the expert as a scientific method because it has fulfilled the rules, such us : concrete/empirical, objective, measurable, rational and systematic. This method is called qualitative. Descriptive method is a method of research that makes the description of the situation of event or occurrence. This study analyzes how the English collocations are translated into Indonesian.

### 1. Translation Test

Instrument is one of important point that the researcher used it to know the score or capability of students. Absolutely in this thesis the researcher will use a translation test to translate the collocation words from English into bahasa. The test are sentences from the novel of "*The Lost Symbol*" that containing collocation.

### 2. Table of Student's Translation

The students should translate the source language that are contained six types of collocation into column of target language. Moreover, the result of students' translation would be checked with the correct translation (target language) that has been checked by the translation lecturer (expert) .

## Result of Students' Ability in Translating Collocation

This research presents the result and the discussion of students' ability in applying modulation technique in translating collocation. The are six types of collocation from 25 items of translation test.

## Analysis

**Table 1**

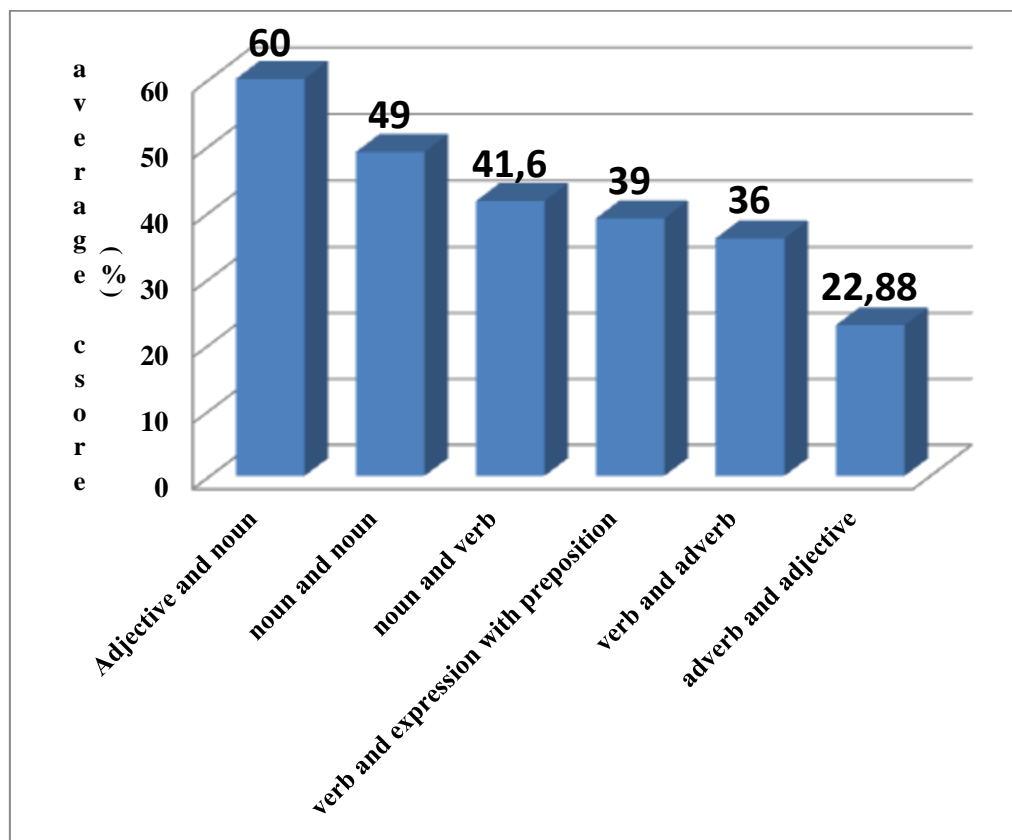
**The dominant list of correct collocation**

No	List of collocation	Average score (%)	Criteria
1	Adjective and noun	60%	Poor
2	Noun + noun	49%	Very poor
3	Noun and verb	41,6%	Very poor
4	Verb and expression with preposition	39%	Very poor
5	Verb and adverb	36%	Very poor
6	Adverb and adjective	22,88%	Very poor

Based on the data above, the researcher found that students' average score for each collocation; first was the students' average score in collocation "Adjective and noun" were 60% (average). The second was the students' average score in collocation "Noun + noun" were 49% (very poor). The third was the student average score in collocation "Noun and verb " were 41.6% (very poor). The fourth was the student average score in collocation "Verb and expression with preposition " were 39% (very poor). Then, there was the student average score in collocation "Verb and adverb " were 36% (very poor) The lest was the student average score in collocation "Adverb and adjective " were 22,88 % (Very poor). Thus, the researcher concluded that the students' ability is dominant in collocation type of adjective and noun because



the dominant type to translate it just simple and the phrase of word is most familiar in their activities not also in translation subject but other skill language material.. In other hand, the students' low ability in translate collocation of adverb and adjective because they could not just use the literal translation but they have to adapt it or changed their cognitive and focus on the context, which make relevant and coherent. Moreover, to see the total score for each students could be seen in the appendix. Then the researcher also put the chart of The dominant list of correct collocation that can be seen below:



**Figure 1**

**The dominant list of correct collocation**

## Discussion

The students ability in applying modulation technique in translating the collocation were different. There were the result of students' translation in each collocation that have different score that could be seen in the average score for each collocation; first was the students' average score in collocation Adjective and noun were 60%. The second was the students' average score in collocation Noun and noun were 49%, Noun and verb were 41.6%. The third was the student average score in collocation Adverb and adjective were 39%. The fourth was the student average score in collocation Verb and adverb were 36%. The last was the student average score in collocation Verb and expression with preposition were 22,88%.

Moreover, the researcher analyzed the students translation for each items of collocation types to find the student problems. There are the result of students' translation in six types of collocation;

First is collocation type of adjective and noun like "supreme person" almost students translated "supreme" to "tinggi, tertinggi" but from source language into target language is not relevant if translated like it. If they see the sentence as full, "beside her, Langdon looked like a supreme person" they would translate correctly "supreme person" is "the great leader". Then more example collocation "serious line", many student translate as literal technique as "garis serius" almost the students incorrect to translate with modulation. If they look the context, the translate should be "kritis" meaning from it.

Second is noun and verb or verb and noun. The example is "cell phone shouting" actually the students just need ability of cognitive to translate this collocation which is the meaning "ponsel berdering" but some students still false in translate this collocation, they translated it

“ponseinya berteriak” because they did not translate it used cultural contexts. shouting not also mean “berteriak” but in this context they must translate it “bebunyi”.

Third is noun and noun. All students easier in translating this collocation such as: “wrap mannequin hand” mean “sapu tangan” and “granite stone” mean “bongkahan batu”. Students still false translate it . but almost the student can translate correctly because this type is the easiest to translate. Students just need vocabulary to translate this collocation.

Fourth is verb and expression with preposition. There was some students could not translate it correctly because they seldom to learn and find this type, example “hang for a moment” the students could not literal translation but they have to use modulation technique to translate which is the meaning would be “membisu sejenak” if they look overall sentence “he let the words hang for a moments”.

Fifth is verb and adverb. Almost students translate this collocation incorrect, example; “gaze down” the students translate it “menatap kebawah, melihat bawah”. But, there was also students correct in translate it as “tertunduk” because they translate just translate “gaze” and “down” should be combine be “tertunduk” .

The six is adverb and adjective. The students also seldom to find this collocation type. But, the researcher found that student could translate it well. These are the example “almost demonic” student translate it literally “hampir menyerupai hantu” it is in adequate becau the context not told about demon or devil, but tell about situation who are starving. The collocation “almost demonic” to describe what happen if someone not meal for two days.

Based on the explanation above the researcher concluded that the students’ ability in translation collocation especially for applying modulation technique should be increasing and improving. Based on Hatim and Munday (2001: 150) They just need to learn more about the

modulation technique in translation that they can see of context beyond the text, and change point of view and the most important is the cognitive should be works, to translate it well. Moreover, the students have to learn more about collocation and translation theories. The lecturer also must give them more detail about technique in translation especially modulation technique and hopefully this thesis will be useful for students and all reader and also the next researcher can find out the great solution for this problems.

## **Conclusion**

Based on the result of the data analysis, it was concluded that students' ability in applying modulation technique in translating collocation on "The Lost Symbol" Novel by Dan Brown, the researcher found that the students' average in total score for all collocation was 60% which was the category "poor". And 40% score was in category "average". In other hand, the students' ability in applying modulation technique no one in category good or excellent. Moreover, the researcher also concluded that the students' ability was dominant in collocation type of adjective and noun, it showed in score was 60%, because in this collocation, the dominant type to translate it just simple and the phrase of word is most familiar in their activities not also in translation subject but other skill language material. The students' low ability in translate collocation of verb and expression with preposition because they could not just use the literal translation but they have to adapt it or changed their cognitive and focus on the context, which make relevant and coherence.

Thus, the students' ability of 6<sup>th</sup> semester students' of PBI (IAIN) Bengkulu should be learn more about translation subject and also must be support with addition more the translation lecturer, and references as the translation book in IAIN library.

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