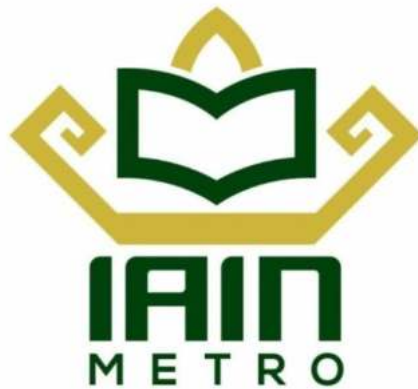


AN UNDERGRADUATE THESIS

**AN ERROR TRANSLATION ANALYSIS OF COLLOCATION IN THE
SCRIPT BAND'S SONG LYRICS AMONG THE EIGHTH SEMESTER
STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
IN THE ACADEMIC YEAR OF 2020/2021**



By :

BEPI YUNITA YURNI

STUDENT ID: 1601070008

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/ 2022 M

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SCRIPT BAND'S SONG LYRICS AMONG THE EIGHTH SEMESTER
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IN THE ACADEMIC YEAR OF 2020/2021**

Presented as a Partial Fullfillment of the Requirement

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By :

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1444 H/ 2022 M



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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the undergraduate thesis script which is written by:

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SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC
STUDIES OF METRO IN THE ACADEMIC YEAR OF 2020/2021

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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APPROVAL PAGE

Title : AN ERROR TRANSLATION ANALYSIS OF COLLOCATION IN
THE SCRIPT BAND'S SONG LYRICS AMONG THE EIGHTH
SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC
STUDIES OF METRO IN THE ACADEMIC YEAR OF 2020/2021

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RATIFICATION PAGE

B-5834/In.28.1/D/PP.00.9/12/2022

The Undergraduate Thesis entitled AN ERROR TRANSLATION ANALYSIS OF COLLOCATION IN THE SCRIPT BAND'S SONG LYRICS AMONG THE EIGHTH SEMESTER STUDENTS AT STATES INSTITUTE FOR ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR OF 2020/2021. Written by: BEPI YUNITA YURNI, Student Number 1601070008, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Friday, December 9th 2022 at 10.00 -12.00 a.m.

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**AN ERROR TRANSLATION ANALYSIS OF COLLOCATION IN THE
SCRIPT BAND'S SONG LYRICS AMONG THE EIGHTH SEMESTER
STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO IN THE ACADEMIC YEAR OF 2020/2021**

ABSTRACT

**By:
BEPI YUNITA YURNI**

This research was aimed (1) to explain the types of error translation in The Script Band's song lyrics and (2) to analyze the factors of error translation of collocation in The Script Band's songs lyrics that faced by the eighth semester students at State Institute for Islamic Studies of Metro in the academic year of 2020/2021.

It was an experiment research which was conducted in the form of translating the song lyrics from The Script Band. The population of this research was the students of State Institute for Islamic Studies of West Metro in the academic year of 2020/2021, it was about 180 students, which is consist from class A until class E. Finally, it found the student at eighth semester of State Institute for Islamic Studies of Metro as the proper sample. it was class A that consist of 36 students. The data were taken from the students observation, documentation, interview, and some question that must be translated by the students; and it was analyzed by some question that must be translated by the students and interview.

And the result of this research is illustrated that 30% of the students understand about collocation and 70% of the students are still confuse about collocation. Those data confirm that the factors influence the error in translating The Script Band's song lyrics, which there are collocations are English is not mother language of the students, the student are depending on the translate tools, lack of understand the culture of source language (English), grammatical, lazy to read, lack of vocabulary, minim knowledge about collocation, minim of practice, misunderstand while read the lyrics, and misunderstand the meaning of collocation.

**AN ERROR TRANSLATION ANALYSIS OF COLLOCATION IN THE
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STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO IN THE ACADEMIC YEAR OF 2020/2021**

ABSTRAK

**Oleh:
BEPI YUNITA YURNI**

Penelitian ini bertujuan (1) untuk menjelaskan tipe-tipe kesalahan menerjemahkan lirik lagu dari The Script Band dan (2) untuk menganalisis factor-factor dari kesalahan menerjemahkan lirik lagu dari The Script Band yang dihadapi oleh mahasiswa semester delapan di IAIN Metro tahun pelajaran 2020/2021.

Ini adalah penelitian kualitatif yang telah dilaksanakan dalam bentuk menerjemahkan lirik lagu dari The Script Band. Populasi dari penelitian ini adalah mahasiswa di IAIN Metro tahun pelajaran 2020/2021, ada 180 mahasiswa, yang terdiri dari kelas A sampai kelas E. Kemudian, ditemukanlah mahasiswa dari semester delapan di IAIN Metro sebagai sampel. Sampel tersebut adalah kelas A yang terdiri dari 36 mahasiswa. Data-data telah diambil dari observasi, dokumentasi, wawancara, dan beberapa pertanyaan yang harus diterjemahkan oleh mahasiswa; dan telah dianalisis oleh beberapa pertanyaan yang harus diterjemahkan oleh mahasiswa dan wawancara.

Hasil dari penelitian ini dapat diilustrasikan bahwa 30% mahasiswa mengerti tentang collocation dan 70% mahasiswa masih bingung tentang collocation. Dari data tersebut, dapat disimpulkan bahwa factor-faktor yang mempengaruhi kesalahan dalam menerjemah lirik lagu yang terdapat collocation dari The Script Band adalah Bahasa Inggris bukan bahasa ibu dari mahasiswa, mahasiswa bergantung oleh alat penerjemah, lemah dalam mengerti budaya bahasa sumber (Bahasa Inggris), tata bahasa, malas untuk membaca, lemahnya kosa kata Bahasa Inggris, sedikit pengetahuan tentang collocation, kurangnya latihan, salah memahami dalam membaca lirik, dan tidak mengerti tentang artinya collocation.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Student Number : 1601070008
Mayor : English Education Department
Faculty : Tarbiyah and Teacher Training

Study that this undergraduate thesis is original except certain part of it quoted from bibliography mentioned.

Metro, December 12, 2022

The Writer


Bepi Yunita Yurni

Std ID. 1601070008

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Yang bertanda tangan dibawah ini :

Nama : Bepi Yunita Yurni
NPM : 1601070008
Jurusan : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dan disebutkan dalam daftar pustaka.

Metro, 12 Desember 2022

Yang Menyatakan



Bepi Yunita Yurni

NPM. 1601070008

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

So, undoubtedly, along with the hardship there is a ease

(*QS. Al-Insyirah : 5*)

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبِينَ

Which is it, of the favours of your Lord, that you deny?

(*QS. Ar-Rahman : 13*)

مَنْ جَدَّ وَجَدَ

Whoever is seriously, surely he will succeed

DEDICATION

This an undergraduate thesis would highly be dedicated to:

1. The first the writer gives dedicated to almighty Allah SWT, thanks God to all your precious gift inside to me.
2. My beloved mother and father as the spirit of my life, who always support me, protect and advice me. Thanks for your everlasting love, and incessant prayer. You always hear my sigh in every single of time.
3. My supervisors, Mr. Mahrus As'ad, M.Ag and Mom Linda Septiyana, M.Pd, for your motivation that you have given to me.
4. The head of English Education Department, Mr. Andianto, M.Pd, for the support that you have given to me.
5. My love (husband) as the supporter and my bank. Thank you so much for the time and your energy.
6. My sweaty siblings, who always make me smile when I feel in blue.
7. My best friends who have given motivation and support me to finish this undergraduate thesis.
8. The Semantics teacher of State Institute for Islamic Studies of Metro.
9. The beloved friend in A class and all my friend who has support me until I finish this under graduated thesis that I can't mention one by one.
10. My beloved Almamater State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENTS

Praise be to Allah SWT. For his mercy and blessing that the writer is able to accomplish and complete this undergraduate thesis. This undergraduate thesis entitled "An Error Translation Analysis of Collocation in The Script Band's Song Lyrics Among The Eighth Semester Students At State Institute for Islamic Studies of Metro In The Academic Year of 2020/2021, is presented to fulfill one of the requirements in accomplishing the S-1 degree at State Institute for Islamic Studies of Metro.

First of all the writer would like to thank to Hj. Dr. Siti Nurjannah, M.Ag, as the principal of state Islamic college of IAIN Metro and the writer wishes to express her thank to Mr. Dr. Mahrus As'ad, M.Ag, as the first supervisor who has given his endorsement, time and guidance, so that the writer could finish the undergraduate thesis well. The writer also wishes to express her thanks to Miss Linda Septiyana, M.Pd, as the second supervisor who has contributed his expertise and ideas to assist the writer. The writer would also like to thank the chief of IAIN Metro, who has given support and approval in order the writer was able to conduct the research.

The writer welcome to any suggestion and criticisms to improve of her undergraduate thesis and hopefully this will be useful for the writer and the readers.

Metro, December 12, 2022

The Writer



Bepi Yunita Yurni

Std Id. 1601070008

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CHAPTER I

INTRODUCTION

A. Background of Study

English as a second language, but in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.¹ Therefore we have been considering English as a foreign language consist of four skills, namely listening, speaking, reading, and writing. These skills are so important, because all of them have the relation and also support each other. Each skill has the different difficulty. The students and the foreign language learners should master the fourth skills above.

In addition, English is the passport to social and economic advancement, and the successful user of the appropriate variety of English identifies himself as a successful, integrated member of that language community.² Moreover, the most important function of language is a means of communication. When we discuss about communication, communication is a part of human's daily activities. If you want to learn to talk or if you want to communicate with other people or native speakers, first you should learn to understand the spoken language you hear.

In fact, learning a foreign language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a

¹Roudledge et al., *Teaching English As A Foreign Language*, (Taylor & Francis E-Library, 2003) p, 6.

²*Ibid.*

new way of thinking, feeling and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language.³ Listening is the first skill that should be mastered by the students or learners. The ability of listening is to identify and understand what the speaker is saying through understanding his pronunciation, grammar and vocabulary. Thus, we must learn about the meaning too. It means that we must learn about the semantic to know and understand other people when they say something to you, in order you haven't misunderstanding.

According to Palmer in Aminuddin, semantic (meaning) in linguistic is got a third or last component, the relation of three component (tone, grammar, and semantic/meaning) are based on (a) firstly, language is abstract tones that refereed to the existence of certain signs, (b) signs are set of system which have certain order and relationship, and (c) a set of sign which have form and relation associate the existence of certain meaning.⁴

Patrick, in his book titled 'An Introduction to English Semantics and Pragmatics' say that semantics is the study of the "toolkit" for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings.⁵

³ Brown, H Douglas, *Language, Learning And Teaching* (Addison Wesley Longman, Inc., 2000) p.1.

⁴ Aminuddin, p.15.

⁵ Griffiths. Patrick, *An Introduction to English Semantics and Pragmatics*. (University of Edinburgh., 2006) p.1.

Based on James, Brendan, and Michael semantics is the study of meaning in language.⁶

In learning semantic, there are so many problems faced by the studentss. The most problems is the studentss have low of knowledge about collocation. Collocation is the second type of lexical cohesion. Halliday and Hasan recognize collocation as an important part of creating cohesion in connected text. They argue the case of collocation as follows: The cohesive effect depends not so much on any systematic relationship as on their tendency to share the same lexical environment, to occur in collocation with one another. In general, any two lexical items having similar patterns of collocation – that is, tending to appear in similar context – will generate a cohesive force if they occur in adjacent sentences.⁷

The error translation of collocation in the text or song lyric, and not interesting to learn about collocation. Therefore all of that problem make student confuse, sometimes students do not understand where is the collocation. In addition student will be confused in semantic, if the lecture can't explain the material clearly. The students need more or detail explanation to make them understand about collocation.

Then, the language lecture needs to understand the system and functioning of the second language and the differences between the first and second language of the learners. It is one thing for a teacher to speak and

⁶ R. Hurford. James, Brendan Heasley&Michael B. Smith, *Semantics A Coursebook*. (Cambridge University Press:New York, 2007) p.1

⁷ Halliday, MAK &Hasan, Ruqaiya. *Cohesion In English*. (London:Longman Group Limited, 1976).

understand a language and yet another matter to attain the technical knowledge required to understand and explain the system of that language.⁸

The lecture should be assists the students to learn the messages, detail information, and gives questions related to the topic.

Table 1.1

The Semantic Score of The students at The eighth semester at State
Institute For Islamic Studies of Metro

No	Name	Score	Categories
1	AVA	50	Fair
2	AK	30	Fair
3	AF	30	Fair
4	ASF	30	Fair
5	AS	70	Good
6	AES	30	Fair
7	ASS	80	Good
8	CAS	90	Excellent
9	DS	40	Fair
10	DAP	40	Fair
11	DKS	100	Excellent
12	EZ	70	Good
13	FR	90	Excellent
14	FRA	60	Fair

⁸*Ibid.*, p, 2.

15	FUH	90	Excellent
16	FM	30	Fair
17	GIKD	30	Fair
18	H	50	Fair
19	IN	30	Fair
20	IF	80	Good
21	LNH	30	Good
22	LE	30	Fair
23	L	60	Fair
24	MT	30	Fair
25	MKS	30	Fair
26	MMH	30	Fair
27	NGA	30	Fair
28	NSR	60	Fair
29	NI	30	Fair
30	NLDC	60	Fair
31	NL	80	Good
32	RDP	80	Good
33	SO	90	Excellent
34	SAR	80	Good
35	SH	100	Excellent
36	SM	80	Good

Total	2020	-
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(source : archived from the students semantic assignment by the english teacher)

Result from Pre-Survey on the date June 3th with the above abilities are categorized into 2 criteria, based on the above minimum provisions, then the English language lessons for TBI class A with the results of the pre-survey categorization are illustrated in the following table:

Table 1.2

The Percentage of Students' Semantic Score TBI class A

No	Score	Frequency	Percentage	Criteria
1	81-100	6 Students	16%	Excellent
2	70-80	10 Students	27%	Good
3	69 or below	21 Students	57%	Fair
Total	Total of Students (n) = 36 Students			

The Pre-Survey results above show that the highest percentage of students' semantic ability belongs to 'fair' category (57%). Meanwhile, the lowest percentage of students' semantic ability belongs to 'excellent' category (16%). It means that the studentss' semantic ability is fair.

Based on the pre-survey had been conducted among the eighth semester students at State Institute for Islamic Studies of Metro, the researcher found some problems, such as: a lack of vocabularies, have

unfamiliar words in vocabulary, have low of the theories about collocation, students have the error translation of collocation in the text or song lyric, and do not interesting to learn about collocation. Therefore the researcher will conduct a study entitled: An Error Translation Analysis of Collocation In The Script Band's Song Lyrics Among The Eighth Semester Students At State Institute for Islamic Studies of Metro In The Academic Year of 2020/2021.

B. Problem Identification

Based on the background of the study above, there are some problems related to the students' error translation of collocation in The Script Band's song lyrics of State Institute for Islamic Studies of Metro as follow:

1. The students have a lack of vocabularies.
2. The students have unfamiliar words in vocabulary.
3. The students have low of the theories about collocation.
4. The students have the error translation of collocation in the text or song lyric.
5. The students do not interesting to learn about collocation.

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem in this research that the students have the error translation of collocation in the text or song lyric at State Institute for Islamic Studies of Metro.

D. Problem Formulation

Based on the problem limitation above, the researcher concludes that the problem formulation of this research is:

1. What are the types of error translation of collocation in The Script Band's songs lyrics faced by the eight semester students of The State Institute for Islamic Studies of Metro in the Academic Year of 2020/2021?
2. What are the factors of error translation of collocation in The Script Band's song lyrics that faced by the eighth semester students at State Institute for Islamic Studies of Metro in the Academic Year of 2020/2021?

E. The Objective and The Benefit of Study

1. The Objective of Study

Based on the problem formulation, the researcher concludes that the objectives study of this research is:

- a. To explain the types of error translation of collocation in The Script Band's songs lyrics that faced by the eight semester students at State Institute For Islamic Studies of Metro in the Acadeic Year of 2020/2021
- b. To analyze the factors of error translation of collocation in The Script Band's song lyrics that faced by the eighth semester students at State

Institute for Islamic Studies of Metro in the Academic Year of 2020/2021.

2. The Benefit of Study

In this research, there are two kinds of benefits, namely theoretical and practical benefit.

a. The Theoretical Benefits :

- 1) The result of the research can be used as input student's error translation of collocation especially semantic subject.
- 2) The result of this research can be used as the references for those who want to conduct a research of student's error translation of collocation especially semantic subject.

b. The Practical Benefits :

- 1) For the students

To acquire knowledge of information about their error translation of collocation in The Script Band's song and to know how to solves their error translation of collocation.

- 2) For the Lecture

To acquire knowledge of information about the error translation of collocation in The Script Band's song, to motivate the teacher to make new methods or strategies to solve error translation of collocation in The Script Band's song.

3) For the Institution

To acquire knowledge of information about the error translation of collocation in The Script Band's song of all the staff in the campus, especially all the staff in the library.

F. Prior Research

For this research, it will be carried out by considering some prior research as a guideline for authors to determine each important step in this study.

The first entitled "The Effect of English Pop Songs In Building Vocabulary To Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta In The Academic Year of 2010/2011" by Wahyu Dwi Widhiastuti.⁹ Based on the research, the researcher found that the English pop songs has the effect to the studentss in build their vocabulary.

This research and the first prior research have similarity and difference. The similarity between this research and the first prior research is using songs. The difference between this research and the first prior research is in the research sample. This is because this research will examine the seventh semester of State Institute for Islamic Studies of Metro while the first prior research had been conducted the sample in SMP Angkasa Adisutjipto Yogyakarta as a sample.

⁹ Widhiastuti, Wahyu Dwi, *The Effect of English Pop Songs In Building Vocabulary To Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta In The Academic Year of 2010/2011* (Universitas Negeri Yogyakarta, 2012).

The second, which related with this research is entitled “Types of Lexical Cohesion Found In Lyric of The Script’s Song” has written by Ni Putu Dyah Damayanti Irawan.¹⁰ Ni Putu was analyzed the lexical cohesion in the script’s song lyric. There are repetition, synonym or near synonym, superordinate, general word, and collocation.

This research and the second prior research have similarities and difference. The similarities between this research and the second prior research are using the script’s song and analyze the collocation in the lyric. The difference between this research and the second prior research is in the research analysis. This is because this research will analyze the collocation only, while the second prior research has analyzed all of the types of lexical cohesion.

The third, which related with this research is entitled “Collocation In The Novel *Nothing But The Truth*” has written by Ahmad Ali.¹¹ Ali was analyzed the collocation in the novel with the title “Nothing But The Truth”.

This research and the third prior research have similarity and difference. The similarity between this research and the third prior research is analyze the collocation. The difference between this research and the third prior research is in the research media. This is because this research will analyze the collocation in the songs, while the third prior research has analyze the collocation in the novel.

¹⁰ Irawan, Ni Putu Dyah Damayanti. *Types of Lexical Cohesion Found In Lyric of The Script’s Song*(Udayana University).

¹¹ Ali, Ahmad. *Collocation In The Novel ‘Nothing But The Truth’*(University Of Muhammadiyah Sumatera Utara Medan, 2018)

Based on all the prior research descriptions above that was conducted by Wahyu Dwi Widhiastuti, Ni Putu Dyah Damayanti Irawan, and Ahmad Ali, the researcher would like to conduct qualitative method research entitled: An Error Translation Analysis of Collocation In The Script Band's Song Lyrics Among The eighth semester students at State Institute for Islamic Studies of Metro In The Academic Year Of 2020/2021. Understanding the procedure and the results of all prior research above the researcher can take an important essence and clear instructions on the implementation of this next research.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Collocation

1. The Definition of Collocation

Collocation is the second type of lexical cohesion. Halliday and Hasan recognize collocation as an important part of creating cohesion in connected text. They argue the case of collocation as follows: The cohesive effect depends not so much on any systematic relationship as on their tendency to share the same lexical environment, to occur in collocation with one another. In general, any two lexical items having similar patterns of collocation – that is, tending to appear in similar context – will generate a cohesive force if they occur in adjacent sentences.¹²

According to Michael McCarthy and Felicity O'Dell, collocation is a pair or group of words that are often used together. 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. For example, the adjective *fast* collocates with *cars*, but not with *a glance*.¹³ Based on the oxford dictionary, collocation is the way words combine in a language to produce natural-sounding speech and writing. For example, in

¹² Halliday, MAK & Hasan, Ruqaiya. *Cohesion In English*. (London: Longman Group Limited, 1976).

¹³ McCarthy, Michael & Felicity O'Dell, *Collocation In Use*. (Cambridge)

English you say *strong wind* but *heavy rain*. It would not be normal to say *heavy wind* or *strong rain*. And whilst all four of these words would be recognized by a learner at pre-intermediate or even elementary level, it takes a greater degree of competence with the language to combine them correctly in productive use. To a native-speaker these combinations are highly predictable; to a learner they are anything but.

Combination of words in a language can be ranged on a cline from totally free – *see a man/car/book* – to the totally fixed and idiomatic – *not see the wood for the trees*. This idiom is not only fixed in form, it also has nothing whatever to do with wood or trees. Between these two extremes, there is a whole range of nouns that take the verb *see* in a way that is neither totally predictable nor totally opaque as to meaning. These run from the fairly ‘weak’ collocation *see a film* (which elementary students learn as a ‘chunk’ without pausing to reflect that this is not quite the literal meaning of *see*) through the ‘medium strength’ *see a doctor* to the ‘stronger’ collocations of *see danger/reason/the point*. All these combinations, apart from those at the very extremes of the cline, can be called collocation. And it is combination such as these – particularly in the ‘medium-strength’ area – that are vital to communicative competence in English.¹⁴

¹⁴ Oxford Collocations Dictionary for Students of English. (Oxford University Press, 2002)

2. The Importance of Learning Collocation

Learning collocations is a good idea because they can:

- a. Give the most natural way to say something: *smoking is strictly forbidden* is more natural than *smoking is strongly forbidden*.
- b. Give alternative ways of saying something, which may be more colourful/expressive or more precise: instead of repeating *It was very cold and very dark*, it can say *It was bitterly cold and pitch dark*.
- c. Improve style in writing: instead of saying *poverty causes crime*, it can say *poverty breeds crime*; instead of saying *a big meal* it can say *a substantial meal*. It may not need or want to use these in informal conversations, but in writing they can give the text more variety and make it read better: this book includes notes about formality wherever the collocations are especially formal or informal.¹⁵

3. The Key to Learning Collocation

Learning collocations is not so different from learning any vocabulary item. The key things are to:

- a. Regularly revise what want to learn
- b. Practice using what want to learn in contexts that are meaningful for personally

¹⁵ McCarthy, Michael & Felicity O'Dell, *Collocation In Use*. (Cambridge)

- c. Learn collocations in groups to help fix them in memory. It might group together collocations relating to the same topic. Or it might group collocations based on the same word, for example:

I must find a way to help him.

Can you find your way back to my house?

I learnt the hard way that Jack can't be trusted.

Please tell me if I'm getting in your way.

You must give way to traffic from the left.

I've tried every possible way to get him to change his mind.¹⁶

4. The Types of Collocation

There are many different types of collocations. According to Michael McCarthy and Felicity O'Dell, collocation has six types. There are :

a. Adjectives and nouns

Notice adjectives that are typically used with particular nouns.

Examples:

Jean always wears red or yellow or some other **bright colour**.

We had **a brief chat** about the exams but didn't have time to discuss them properly.

Unemployment is **a major problem** for the government at the moment.

Improving **the health service** is another key issue for government.

¹⁶ *Ibid.*

b. Nouns and verbs

Notice how nouns and verbs often go together. The examples below are all to do with economics and business:

The economy **boomed in the 1990s**, [the economy was very strong]

The company **has grown** and now employs 50 more people than last year.

The company **has expanded** and now has branches in most major cities.

The two companies **merged in 2003** and now form one very large corporation.

The company **launched the product** in 2002. [introduced the product]

The price **increase poses a problem** for us. [is a problem]

The Internet **has created opportunities** for our business, [brought new opportunities]

c. Noun + noun

There are a lot of collocations with the pattern *a ... of...* . Examples:

As Sam read the lies about him, he felt **a surge of anger**, [literary: a sudden angry feeling]

Every parent feels **a sense of pride** when their child does well or wins something.

I felt **a pang of nostalgia** when I saw the old photos of the village where I grew up.

d. Verbs and expressions with prepositions

Some verbs collocate with particular prepositional expressions.

Examples:

As Jack **went on** stage to receive his gold medal for the judo competition you could see his parents swelling with pride, [looking extremely proud]

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

When she **spilt juice on** her new skirt the little girl burst into tears, [suddenly started crying]

e. Verbs and adverbs

Some verbs have particular adverbs which regularly collocate with them. Examples:

She **pulled steadily** on the rope and helped him to safety, [pulled firmly and evenly]

He placed **the beautiful vase gently** on the window ledge.

'I love you and want to marry you,' Derek **whispered softly** to Marsha.

She **smiled proudly** as she looked at the photos of her new grandson.

f. Adverbs and adjectives

Adjectives often have particular adverbs which regularly collocate with them. Examples:

They are **happily married**.

I am **fully aware** that there are serious problems. [I know well]

Harry was **blissfully unaware** that he was in danger. [Harry had no idea at all, often used about something unpleasant]¹⁷

Based on the explanation above, the researcher will analyzed three of the type of collocation, there are noun + noun, verbs + adverb and adjective + noun, because the researcher interested to learn more about that.

B. Concept of Error

1. The Definition of Error

Norrish define that error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong.¹⁸ Cunningsworth remarks that error are systematic deviation from the norms of the language being learned. According to J. Richard et al., an error is the use of a word, speech act or grammatical items such as a way it seems

¹⁷ *Ibid.*

¹⁸ Norrish, J. *Language Learning and Their Errors*. (London:Macmillan Publisher Ltd, 1987)

imperfect and significant of an incomplete learning.¹⁹ Hendrickson mentioned that error are 'signals' that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language.²⁰

Corder errors are significant of three things, first to the teacher, in that they tell him, if he or she undertakes a systematic analysis, how far towards that goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Third (and in a sense this is their most important aspect) they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn.²¹

From the definition above, the researcher conclude that error is a systematic deviation from a selected norm or a set of norms of a target language. Error is the difference between an observable behavior and a desires behavior.

2. The Difference Between Error and Mistake

Richards et.al states that mistake, made by a learner when writing or speaking, is caused by lack of attention, fatigue, carelessness, or other

¹⁹ Richards, J. C. & Schmidt, R. *Dictionary of Language Teaching and Applied Linguistics*. (London: Longman. 3rd Edition. 2002). p. 184

²⁰ Hendrickson, J. M. *Error Correction in Foreign Language Teaching: Recent Theory, Research, and Practice*. (Boston: Heinle&Heinle. 1987). p. 357

²¹ Corder. S. P. *International Review of Applied Linguistics*. (1967). p. (167)

aspects of performance. Norrish says that a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong.²² Based on Corder error result from lack of knowledge, while mistakes are performance phenomena, such as writing it's for its. For examples : (1) he go to school. (Error. The students has not learnt the 3rd person form), and (2) he goes to scool. (Mistake. The students knows the correct spelling, wrote it wrongly).

According to Brown in order to analyze a learner language, it is important to understand the distinction between errors and mistakes. A mistake refers to a performance error that is either a random guess or a slip, seeing as a failure to use a know system correctly. Mistakes can happen in both native and second language are the result of some sort of temporary breakdown, hesitations, slip of the tongue, random ungrammaticalities, or imperfection in the process of producing speech and can be recognized and corrected by native speakers. However errors are idiosyncrasies in the language of the learner. They are actually deviation from adult grammar of a native speaker. It shows the competence of the learner. Then mistakes are referred to performance errors in which the learner knows the system but fails to use it while errors are the result of one's systematic competence. It means that the learner's system is incorrect. Therefore, the conclusion: a mistake is made

²² *Ibid.*

by a learner because he does not apply the rules that he actually knows.

An error is a systematic deviation of the norms of the language.

3. The Definition of Error Analysis

According to Brown error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.²³ Crystal states that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.²⁴ Based on Richards et.al, error analysis is the study of errors made by the second and foreign language learners.

However, Error Analysis is a study of learners' errors which is helpful for the teacher, as a monitoring tool. It consists of some steps in identifying, describing, and explaining learner language (Ellis & Barkhuizen).²⁵ From the definition above, the researcher conclude that error analysis is an activity to identify, describe, interpret, evaluate and prevent the errors made by the learners.

²³ Brown, H Douglas. *Principles of Language Learning and Teaching*. 4th. (New York: Longman, 2000)

²⁴ Crystal, D. *A Dictionary of Linguistic and Phonetics*. (Malden: Blackwell Publishing. 6th Edition. 2008)

²⁵ Ellis, R. & Barkhuizen, G. *Analyzing Learner Language*. (Oxford: Oxford University Press. 2005)

4. Categories of Errors

A number of different categories for describing errors have been identified, but Dulay, Burt and Krashen categorize and describe the idea most clearly. To them, errors fall into four categories. They are:

- a. Omission : it is the absence of an item that must appear in a well formed utterance. It is the evidence of missing one part of phrase, clause, sentence or others. The ideal form is well-formed utterance. The part which misses may be content or grammatical morphemes, such as nouns, verbs, adjectives, adverbs for content morphemes which carry the meaning of a sentence; noun inflections, verb inflections, copulas, verb auxiliaries, prepositions, conjunctions, articles for grammatical morphemes. Grammatical morphemes may not be important as content morphemes but it is more produced as errors. For example, to say ‘She.....sleeping’.
- b. Addition : it is the presence of an item that must not appear in a well formed utterance. Addition usually appears in the form of adding wrong item in a well-formed sentence. This class occurs in the latter stages of L2 acquisition. Addition has its sub-class, which are double markings, regularization and simple addition. Double markings occur when two items appear in one sentence to mark the same feature. Besides, regularization occurs when the learner uses regular form for irregular class. Simple addition is for all addition errors where no

particular feature can identify. For example, to say ‘He returned back there’.

- c. Misinformation : it is the use of the wrong form of the morpheme or structure. Misinformation is the evidence when a wrong form of the morpheme or structure exists in sentence. It is divided into three types of misinformation. They are regularization errors, arch-forms and alternating forms. Regularization errors is separated into two parts: 1) over regularization errors occur because of using regular rule rather than irregular form in all items, and 2) regularization errors in the comprehension of grammar occur because of using wrong diction and part of phrase (i.e. preposition in phrasal verbs). It might produce a different meaning on its sentence. Beside, arch-forms and alternating forms almost appear as the same sub-class because arch-forms often show up the learner language’s alternating forms. For example, to say ‘The dog eated the chicken’.
- d. Misordering : Misordering appears when is an incorrect placement of a morpheme, phrase, clause, or sentence in an utterance. Occasionally, it occurs systematically between learners’ L1 and L2. it is the incorrect placement of a morpheme or a group of morpheme in an utterance such as ‘What he is doing?’²⁶

²⁶ Dulay, H., Burt, M. & Krashen, S. *Language Two*. (New York: Oxford University Press. 1982).

C. Song

1. The Definition of Songs

According to Richard a song is a relatively short musical composition for the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms, speed and style.²⁷

A song usually is accompanied by music instruments, which perfect and beautify its performance. Related to the singing of songs, Piaget in Murphey describes songs as an egocentric language. It means that the studentss simply enjoy hear the songs. It can be said that the need for the egocentric language is fulfilled partly through songs. The touch of music instruments sometimes makes a song have more emotion value than a poem. Because of the specially, more and more people can enjoy songs easier than they can enjoy poems.²⁸

Songs have rhymes and rhythms. They also use beautiful words and convey subjective feelings. Kamien stated that song is a relatively short musical composition for the human voice that is possibly accompanied by other musical instrument which features words or lyrics. A song is often employed in literature to refer to a lyric poem adapted to expression in music. This definition, then, supports the previous statement which

²⁷ Richard, Middleton, *Studying Popular Music*. (Philadelphia: Open University Press, 2002).

²⁸ Murphey, T, *The Discourse of Pop Songs*. (TESOL Quarterly, 26 (4), 7-44, 1992)

declares that songs have rhymes and rhythms are considered as inevitable parts of poem.²⁹

A rhyme is more than an ornament in poetry or songs. It provides pleasing sense impression; it helps to establish stanza form; it is an aid in memorizing; and it contributes to unity of poem or a song. A rhythm which is the uniform of recurrence (repetition) of beat or accent is the measured flow of words in verse or prose. It is most often established by a combination of accents and numbers of syllables. Song is an ideal vocabulary learning media for students. It is because song helps students remember the vocabulary easily.

One of many songs genres is pop song that comes from pop music (a term that originally derives from and abbreviation of “popular”) which originated in its modern form in 1950’s, deriving from rock and roll. The word popular music and pop music is interchangeably, even though the former is a description of music which is popular and can include any style, whilst the latter is a specific genre containing qualities of mass appeal (Lamb).

2. The Benefit of Songs in Language Learning

Some teachers underestimate the value of songs in the classroom, whereas the repetitive nature of songs and rhythm mean a lot because it could help learners to learn vocabulary and rhythm of a language. The

²⁹ Kamien, Roger, *Music : An Appreciation*. (Mcgraw-Hill College; 3rd Edition, 1997)

activity of hearing song subconsciously will enrich learners' vocabulary. Lynch says, 'songs are usually directed to the native-speaking population so they usually contain contemporary vocabulary, idioms, and expressions.'" ³⁰

Moreover, Nattinger states that the repetition words on the songs provide students with different ways in memorizing the new words. As we know the comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory.

Furthermore, the use of song in vocabulary teaching also helps the teacher in teaching English in a way that is readably absorbed, fun, and much less frustrating than standardized textbook instruction. According to Wilcox, "Teachers should consider using songs as a regular part of their classroom activities since it give a pleasure and enjoyable way to teach vocabulary."

In line with Wilson, Norton states that teaching vocabulary through songs allows the studentss to learn vocabulary in alternate way, one is that is less threatening yet still provides the repetition needed to learn new vocabulary. It also provides students a chance work with their musical intelligence. Since the goal of the lesson is to give students a foundation and a means to learn and apply new vocabulary words.

Some researchers have conducts the research on the use of song in teaching vocabulary. Songs as teaching medium is very effective

³⁰ Lynch, Larry. 2002. *Using Pop Songs to Improve Language Listening Comprehension Skills.*(Retrieved August, 2002).
<http://EnzineAarticles.com/?expert=Larry M.Lynch>.

especially when teachers have to present new material. Using songs could motivate students and make them feel relax during teaching and learning process.

Sonianingsih states that students who have interest in English Songs could help their vocabulary building. She found that most of the respondents learn English through songs, because they believe the repetitive words in the songs could be memorized in some different ways.

Furthermore, Domoney recommended using English songs for teaching phonetic, grammar, vocabulary and speaking skills. In his research, he finds that the topic of teaching vocabulary through songs is very appealing. Students will find words easier to remember and will be motivated in the class. Songs cover all teachers and students needs in teaching and learning a language, because it is the easier way in learning a new language.

Based on the definitions above the researcher conclude that song is a relatively short musical composition for the human voice, which features words or lyrics. Some teachers underestimate the value of songs in the classroom, whereas the repetitive nature of songs and rhythm mean a lot because it could help learners to learn vocabulary and rhythm of a language.

D. The Script Band

The Script is an Irish pop band formed in 2007 in Dublin, Ireland. They first released music in 2008. It consists of lead vocalist and keyboardist Daniel O'Donoghue, lead guitarist Mark Sheehan, and drummer and bassist Glen Power. The band moved to London after signing to Sony Label Group imprint Phonogenic and released its eponymous debut album of the same name, in August 2008, preceded by the successful singles "The Man Who Can't Be Moved" and "Breakeven". The album peaked at number one in both Ireland and the UK. Their next three albums, *Science & Faith* (2010), *#3* (2012) and *No Sound Without Silence* (2014), all topped the album charts in Ireland and the UK, while *Science & Faith* reached number three in the US. Hit singles from the albums include "For the First Time", "Nothing", "Hall of Fame" and "Superheroes". The band's fifth studio album, *Freedom Child*, was released on 1 September 2017, and features the UK Top 20 single "Rain".

The Script's music has been featured in television programs such as *90210*, *Ghost Whisperer*, *The Hills*, *Waterloo Road*, *EastEnders*, *Made in Chelsea* and *The Vampire Diaries*. Frontman Danny O'Donoghue was also a coach on *The Voice UK* for seasons 1 and 2, before leaving the show in order to focus more on the band. The band has won three Meteor Ireland Music Awards and two World Music Awards and have received two Brit Award nominations. The Script have sold over 20 million albums worldwide.³¹

³¹ https://en.m.wikipedia.org/wiki/The_Script

CHAPTER III

RESEARCH METHOD

A. Setting of The Research

This research will be a descriptive qualitative. Researchers will analyze the error translation of collocation of students in The Script Band's song lyrics. However, data collection also may include documentation, observation, interview, and some question that must be translated by the students. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.³² Based on the research context propounded by the researcher, the researcher will explore the error translation of collocation in The Script Band's song lyrics at State Institute for Islamic Studies of Metro in the Academic Year of 2020/2021. The description will be presented by using informative and detailed form of the error translation students of collocation in The Script Band's song lyrics. This is devoted to encourage students to improve their understanding about collocation.

B. Data Resources

Data collection will be conducted at the eighth semester at State Institute for Islamic Studies of Metro in the Academic Year of 2020/2021.

There are two kinds of data source, the primary source and secondary source. The primary resource of this research will be taken from students

³² Vickie A. and Clinton E, "*Qualitative Descriptive Research: An Acceptable Design*", Vol. 16, No. 4, (Pacific Rim International Journal of Nursing Research : 2012), p, 255.

documentation, observation, interview, and some question that must be translated by the students; and secondary source from books, articles, and journals related to research. In this research, the resecher will use ten of The Script's Band songs. The title are "Army of Angels", "Dead Man Walking", "Eden", "Breakeven", "Exit Wounds", "Flares", "Give The Love Around", "Hail Rain or Sunshine", "Howl At The Moon", and "The Man Who Can't be Moved".

C. Data Collecting Technique

According to Zikmund a research study, as previously indicated, is based on data that the researcher sets forth in order to provide evidence supporting the conclusions of the study.³³ Data must be comprised of a set related documentation, observation, interview and some question that must be translated by the students. Trying to draw conclusions from the interview and observation would be an alougous to draw a line. In the qualitative research, as the main instrument of the research need the methods to make the data valid. To collect the data the researcher use some instruments. Therefore, the researcher offered instruments in collecting the data are as follows:

1. Documentation

Process documentation research is a tool to help development organizations learn from their experiences. It is an open-ended,

³³ Timothy J. Ellis and Yair Levy, *"Data Sources for Scholarly Research: Towards a Guide for Novice Researchers"* (Nova Southeastern University : 2012), p, 408.

inductive process that explores the interface between an organization and the people it works with.³⁴ According to Bryman As a qualitative research method, documentary analysis is often chosen as a second or supplementary way of collecting data in order to add rigour to a study through a multi-method form of triangulation.

In addition, thus it is common to find that studies employing qualitative methods such as interviews or participant observation within an interpretive epistemology will also use documentary evidence as an additional source of data when this is both relevant and feasible.³⁵ There are some advantages use documentation:³⁶ 1) Relatively inexpensive 2) Good source of background information 3) Unobtrusive 4) Provides a behind-the-scenes look at a program that may not be directly observable 5) May bring up issues not noted by other means. Therefore that the researcher will take 20 students' documentation it form screenshot.

2. Observation

This qualitative research method involves studying people, things or situations by watching or viewing them in their natural settings. It is used to see answers of the questions and to observe students in the class. Like other research methods, observational research is conducted to

³⁴ Amita Shah, *"Process Documentation Research"*, (IED London: 1997), p, 1.

³⁵ Carol Cardno, *"Policy Document Analysis: A Practical Educational Leadership Tool and a Qualitative Research Method"* Vol, 24 (Pegem Akademi: 2018), p, 626.

³⁶ Evaluation Briefs, *"Data Collection Methods For Evaluation : Document Review"* (U.S. Department Of Health And Human Services : 2018), p, 2.

generate all important data upon which to base any conclusions.³⁷

Thus, in conducting this research, the researcher will observe the students activities in classroom, student's condition to learn listening subject, student's behavior, and the studentss activities were observed directly by the researcher.

3. Interview

In interview, the researcher conduct to chat with students' as the participant. The researcher employs chatting in interview to get the information from the participants, give question about collocation in English song lyrics and the factor that influence the students' error in English song lyrics. The result will be getting from the responds about the questions. From interview, the research will get the information directly about the factor that influence the students' error in English song lyrics.

In fact, a research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Therefore, the result will be evident. The researcher will interview 20 students about the factor that influence the students' error in English song lyrics.

³⁷ Johnson Michael Esiri, Ayoola Olalekan Ajasa, Onjefu Okidu, and Ovie Edomi, *"Observation Research: A Methodological Discourse in Communication Research"* Vol. 7, No. 20, (Research on Humanities and Social Sciences: 2017), p, 84-85.

4. Some question that must be translated by the students

The material of translation that will be translated by the students is song lyrics. They are translate it from English to Indonesian. The lyrics consists of ten songs, ten sentences, and 142 words. These are the sentences :

- a. Like an army of angels.
- b. I'm holding your hand but you're barely holding on.
- c. I've finally found my Eden.
- d. I'm still alive but I'm barely breathing.
- e. I'm falling through the doors of the emergency room.
- f. Did you cry so much that you could barely see?
- g. Better pray you know exactly who the fuck you're dealing with.
- h. We're early to rise.
- i. And life's a little colder.
- j. There are no holes in his shoes but a big hole in his world.

D. Data Analysis Technique

The type of this research is use descriptive qualitative. Qualitative and descriptive research methods have been very common procedures for conducting research in many disciplines, including education, psychology, and social sciences.³⁸ A qualitative description design is really

³⁸ Hossein Nassaji, *"Qualitative and descriptive research: Data type versus data analysis"* Vol. 19, No. 2. (University of Victoria, Canada: 2015), p, 129.

relevant where information is required directly from those experiencing the phenomenon under investigation and where time and resources are limited.

Bromley suggests a list of ten steps to take carrying out qualitative research:³⁹

1. Clearly, state the research issues or questions. It means that the problem of the studentss must be clear to investigated, choosing the subject for example at the state institute Islamic of metro for the eighth-semester.
2. Collect background information to help understand the relevant context, concepts, and theories. After choosing a problem to investigate the researcher must be collected the background of the problem because it is important to get information on the error translation of collocation in The Script's Band song lyrics.
3. Suggest several interpretations or answers to the research problem or questions based on this information.
4. Use these to direct your search for evidence that might support or contradict these. Change the interpretations or answers if necessary. A researcher must have an appropriate and correct reference to support a study therefore the researcher must be more careful in including a reference.
5. Continue looking for relevant evidence. Eliminate interpretations or answers that are contradicted, leaving, hopefully, one or more that are

³⁹ Walliman, *op.cit.*, hlm, 130.

supported by the evidence. It is mean that research in writing must be accurate and be able to be evidence.

6. 'Cross examine' the quality and sources of the evidence to ensure accuracy and consistency. Therefore choosing a reference must be from someone who is trusted, for example the source is sourced from a book.
7. Carefully check the logic and validity of the arguments leading to your conclusions. Provide conclusions from a data that must be precise and correct, the researcher should give argument the best in the research.
8. Select the strongest case in the event of more than one possible conclusion. Choosing and giving relevant conclusions is very important in a study, especially in qualitative research on the error translation of collocation in The Script Band's song lyrics.
9. If appropriate, suggest a plan of action in the light of this.
10. Prepare your report as an account of your research. It is means that we have been passed to choose a problem for the topic, looking for relevant reference and also accurate, give conclusions and maintaining an argument.

CHAPTER IV

RESULT OF THE RESEARCH

A. Types of Error Translation of Collocation

At the beginning of the study, the researcher explained several data collection procedures. The data were taken from interview and some question that must be translated by the students, to find out the types of error translation of collocation in The Script Band's song lyrics and analyse the factors that students being contribute to their error when translated the lyrics.

In this part, the writer tried to show the various answer of translating The Script Band's song lyrics, which there were collocations, from English to Indonesia. The material of translation that has been translated by the students was song lyrics. The lyrics consists of ten songs, ten sentences, and 142 words. The data will be presented below that the types of error translation of collocation in The Script Band's song lyrics.

Table 4.1

The Answer of Translate The Script Band's Song Lyrics of The Students

No	Students	Sentences				
		Sentence 1	Sentence 2	Sentence 3	Sentence 4	Sentence 5
		Like an army of angels.	I'm holding your hand but you're barely holding on.	I've finally found my Eden.	I'm still alive but I'm barely breathing.	I'm falling through the doors of the emergency room
1	Student 1	Seperti sayap malaikat.	Aku menggenggam tanganmu tetapi kamu lepas tangan.	Akhirnya aku menemukan kenyamananku .	Aku masih hidup tapi tidak bernafas.	-----
2	Student 2	Seperti pasukan malaikat.	Ku genggam tanganmu tapi kau tidak membalasnya.	Akhirnya saya menemukan surga saya.	Saya masih hidup tapi sulit bernafas.	Aku terjatuh di pintu ruang gawat darurat.

3	Student 3	Seperti pasukan malaikat.	Aku memegang tanganmu tapi kamu hampir tidak memegangnya.	Akhirnya aku menemukan Edenku.	Saya masih hidup tetapi hampir tidak bernafas.	Aku terjatuh di pintu ruang gawat darurat.
4	Student 4	Seperti tentara malaikat.	Aku menggenggam tanganmu tetapi kau melepaskannya.	Akhirnya ku menemukanmu seseorang.	Aku masih hidup tapi tak bernafas.	Aku jatuh melalui pintu ruang gawat darurat.
5	Student 5	Seperti pasukan malaikat.	Aku menahan tanganmu tetapi kamu melepaskannya.	Saya akhirnya menemukan apel Adam.	Aku tetap bertahan hidup tetapi aku kesulitan bernafas.	Aku terjatuh melalui pintu dari ruang gawat darurat.
6	Student 6	Seperti pasukan malaikat.	Aku memegang tanganmu tapi kamu hampir tidak	Saya akhirnya menemukan Eden saya.	Aku masih hidup tapi aku hampir tidak bernafas.	Aku terjatuh di pintu ruang gawat darurat.

			memegangnya.			
7	Student 7	Seperti sebuah sayap malaikat.	Aku memegang tanganmu tapi kamu hampir tidak memegangnya.	Saya akhirnya menemukan Eden.	Aku hidup tapi seperti mati.	Aku terjatuh di pintu ruang gawat darurat.
8	Student 8	Seperti pasukan malaikat.	Aku memegang tanganmu tapi kamu hampir tidak memegangnya.	Aku akhirnya menemukan Edenku.	Saya tetap hidup tapi hampir tidak bernafas.	Aku terjatuh di pintu ruang gawat darurat.
9	Student 9	Seperti pasukan para malaikat.	Aku menggenggam tanganku tapi kamu hampir tidak menggenggamnya.	Akhirnya saya menemukan Edenku.	Aku masih hidup tapi aku hampir- hampir tidak bernafas.	Aku jatuh di pintu ruang gawat darurat.
10	Student 10	Seperti pasukan	Aku memegang tanganmu tapi kamu	Saya akhirnya menemukan	Aku masih hidup tapi aku hampir	Aku terjatuh di pintu ruang gawat darurat.

		malaikat.	hampir tidak memegangnya.	teman saya.	tidak bernafas.	
11	Student 11	Seperti pasukan bidadari.	Aku memegang tanganmu tapi kamu tidak.	Akhirnya aku menemukan kebahagiaanku .	Saya hidup tapi hampir tidak bernafas.	Aku terjatuh melalui pintu dari ruang gawat darurat.
12	Student 12	Seperti pasukan malaikat.	Aku memegang tanganmu tapi kamu hampir tidak memegangnya.	Akhirnya saya menemukan surgaku.	Aku masih hidup tapi aku hampir tidak bernafas.	Aku terjatuh di pintu ruang gawat darurat.
13	Student 13	Seperti seorang malaikat.	Saya menggenggam tanganmu dan kamu hampir tak memegangnya.	Aku akhirnya menemukan Eden.	Aku masih hidup tapi aku hampir tidak bernafas.	Aku terjatuh di pintu ruang gawat darurat.

14	Student 14	Tentara yang seperti malaikat.	Saya memegang tanganmu tapi kamu tidak.	Saya akhirnya menemukanmu .	Aku hidup tapi tidak bernafas.	Aku jatuh melalui pintu ruang gawat darurat.
15	Student 15	Seperti pasukan malaikat.	Aku menggenggam tanganmu tapi kamu hampir tidak menggenggamnya.	Saya akhirnya menemukan Eden saya.	Aku masih hidup tapi aku hampir tidak bernapas.	Aku terjatuh di pintu ruang gawat darurat.
16	Student 16	Seperti pasukan malaikat.	Aku menggenggam tanganmu tapi kamu melepaskannya.	Aku akhirnya menemukan Eden ku.	Aku masih hidup tetapi hampir tidak bernafas.	Aku jatuh di pintu ruang gawat darurat.
17	Student 17	Seperti tentara malaikat.	Aku menggenggammu tapi kamu tidak.	Aku akhirnya menemukan taman firdausku.	Aku masih hidup tapi sulit bernafas.	Aku terjatuh di pintu ruang gawat darurat.

18	Student 18	Seperti tentara malaikat.	Aku menggenggam tanganmu tapi kamu hampir melepaskannya.	Saya akhirnya menemukan Eden saya.	Aku masih hidup tapi aku hampir tidak bisa bernafas.	Aku terjatuh di pintu ruang gawat darurat.
19	Student 19	Seperti pasukan malaikat.	Aku memegang tanganmu tapi kamu tidak.	Saya akhirnya menemukan Eden saya.	Aku masih hidup tapi sulit bernafas.	Aku terjatuh melalui pintu dari ruang gawat darurat.
20	Student 20	Seperti tentara malaikat.	Aku memegang tanganmu tetapi kamu hampir tidak berpegangan.	Akhirnya aku menemukan surgaku.	Saya masih hidup tetapi saya seperti hampir tidak bernafas.	Aku terjatuh di pintu ruang gawat darurat.

No	Students	Sentences				
		Sentence 6	Sentence 7	Sentence 8	Sentence 9	Sentence 10
		Did you cry so much that you could barely see?	Better pray you know exactly who the fuck you're dealing with.	We're early to rise.	And life's a little colder.	There are no holes in his shoes but a big hole in his world.
1	Student 1	Apakah yang membuatmu menangis sehingga tidak bisa melihat?	Lebih baik kamu do'akan, kamu tahu sebenarnya siapa yang mencurigaimu.	Kita bangun kecepatan.	Dan hidup sedikit lebih dingin.	Sepatunya tidak robek tapi hatinya yang terluka.
2	Student 2	Apakah kamu menangis tersedusedu sampai kamu	Lebih baikdo'akan kamu tahu dengan pasti siapa yang	Kita bangun pagi.	Dan hidup lebih dingin.	Tidak ada lubang di sepatunya tapi lubang besar di dunianya.

		sulit melihat?	sedang kau hadapi			
3	Student 3	Apakah anda menangis begitu banyak sehingga anda hampir tidak bisa melihat?	Lebih baik berdo'a anda tahu persis dengan siapa anda berurusan.	Kami bangun lebih awal.	Dan hidup lebih dingin.	Tidak ada lubang di sepatunya melainkan sebuah lubang besar di dunianya.
4	Student 4	Apakah kamu menangis tersedu sampai sulit melihat?	Lebih baik berdo'a kamu pasti tahu siapa-siapa yang kamu hadapi.	Kita bangun terlalu pagi.	Dan hidup adalah sedikit lebih dingin.	Tidak ada lubang di sepatunya tapi lubang besar di dunianya.
5	Student 5	Apakah kamu sedih?	Lebih baik berdo'a dengan yang kamu tau daripada masa bodo.	Terlalu awal untuk terbit.	Dan hidup itu lebih dingin.	Sepatunya tidak robek tapi hatinya yang terluka.

6	Student 6	Apakah anda menangis begitu banyak sehingga anda hampir tidak bisa melihat?	Lebih baik berdo'a anda tahu persis dengan siapa anda berurusan.	Kami lebih awal untuk bangun.	Dan hidup lebih dingin.	Tidak ada lubang di sepatunya melainkan sebuah lubang besar di dunianya.
7	Student 7	Apakah anda menangis begitu banyak sehingga anda hampir tidak bisa melihat?	Lebih baik berdo'a anda tahu persis dengan siapa anda berurusan.	Kami bangkit lebih awal.	Dan hidup adalah sedikit lebih dingin.	Tidak ada lubang di sepatunya tapi lubang besar di dunianya..
8	Student 8	Apakah kamu menangis begitu banyak hingga kamu hampir	Lebih baik berdo'a anda tahu persis siapa yang anda hadapi.	Kita bangun pagi.	Dan hidup sedikit lebih dingin.	Tidak ada lubang di sepatunya tapi lubang besar di dunianya.

		tidak bisa melihat?				
9	Student 9	Apakah kamu sangat bersedih kalau kamu hampir tidak bisa melihat?	Lebih baik berdo'a anda, tahu persis siapa yang anda hadapi.	Kami bangun terlalu pagi.	Dan hidup lebih dingin.	Sepatunya tidak robek tapi hatinya yang terluka.
10	Student 10	Apakah anda menangis begitu banyak sehingga anda hampir tidak bisa melihat?	Lebih baik berdo'a anda tahu persis dengan siapa anda berurusan.	Kami lebih awal untuk bangun.	Dan hidup lebih dingin.	Sepatunya tidak robek tapi hatinya yang terluka.
11	Student 11	Apakah kamu menangis sampai	Lebih baik berdo'a kamu tidak tau apa	Kita bangkit dahulu.	Dan hidup itu lebih dingin.	Tidak ada lubang di sepatunya tapi lubang

		tidak bisa melihat?	yang ada dihadapanmu.			besar di dunianya.
12	Student 12	Apakah anda menangis begitu banyak sehingga anda hampir tidak bisa melihat?	Lebih baik berdo'a anda tahu persis dengan siapa anda berurusan.	-----	Dan hidup lebih dingin.	Tidak ada lubang di sepatunya melainkan sebuah lubang besar di dunianya..
13	Student 13	Apakah kamu menangis kencang hingga kau dapat melihatnya?	Lebih baik berdo'a anda tahu persis siapa yang anda hadapi.	Kami lebih awal untuk bangun.	Dan hidup lebih dingin.	Tidak ada lubang di sepatunya melainkan sebuah lubang besar di dunianya.
14	Student 14	Apakah kamu menangis tapi tidak bisa terlihat?	Lebih baik berdo'a yang benar.	Kita terlalu cepat untuk bangun.	Dan hidup sedikit lebih dingin.	Sepatunya tidak robek tapi hatinya yang terluka.

15	Student 15	Lebih baik berdo'a kamu tahu persis siapa yang kau hadapi.	Kita bangun pagi.	Kita bangun pagi.	Dan hidup lebih dingin.	-----
16	Student 16	Apakah kamu menangis terlalu lama sehingga kamu hampir tidak bisa melihat?	Lebih baik berdo'a kamu tahu persis siapa yang kamu hadapi.	Kita bangkit terlebih dahulu.	Dan hidup lebih dingin.	Sepatunya tidak robek tapi hatinya yang terluka.
17	Student 17	Apakah kamu menangis tersedu hingga kau hampir tidak bisa	Lebih baik berdo'a kamu tahu persis siapa yang kamu hadapi.	Kita bangun lebih pagi.	Dan hidup adalah sedikit lebih dingin.	Tidak ada lubang di sepatunya tapi lubang besar di dunianya.

		melihat?				
18	Student 18	Apakah kamu menangis sangat banyak sehingga kamu hampir tidak bisa melihat?	Lebih baik berdo'a kamu tahu persis siapa yang sedang kamu hadapi.	Kita terbit lebih awal.	Dan hidup adalah sedikit lebih dingin.	Tidak ada lubang di sepatunya tapi lubang besar di dunianya.
19	Student 19	Apakah kamu menangis terlalu banyak sehingga kamu hampir tidak bisa melihat?	Lebih baik berdo'a kamu tahu dengan persis siapa yang sedang kamu hadapi.	Kita terbit lebih pagi.	Dan hidup sedikit lebih dingin.	Sepatunya tidak robek tapi hatinya yang terluka
20	Student	Apa kau menangis	Lebih baik berdo'a	Kita adalah	Dan hidup itu	Tidak ada lubang di

	20	sampai tidak bisa melihat?	kau tahu dengan siapa kau berurusan.	awal yang baik.	lebih dingin.	sepatunya melainkan sebuah lubang besar di duniannya.
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According to McCarthy, Michael & Felicity O'Dell there are six types of collocation, (1) adjective + noun, (2) noun + verbs, (3) noun + noun, (4) verbs + expressions with prepositions, (5) verbs and adverb, and (6) adverb + adjective.⁴⁰ Based on that, the writer will analyze three of the types of collocation, there was adjective + noun, noun + noun, and verbs + adverb.

a. Adjective + noun

Notice adjective that are typically used with particular noun. Example : we had **a brief chat** about the exams but didn't have time to discuss them properly. The first sentence that the writer wrote for the research is "I'm falling through the doors of **the emergency room**." The answer is "*Aku terjatuh di pintu ruang gawat darurat.*"

Student 2, student 3, student 6, student 7, student 8, student 10, student 12, student 13, student 15, student 17, student 18, and student 20 were answer correctly.

Student 4 and student 14 was translate the sentence word by word.

Student 5, student 11, and student 19 translated the sentence word by word. The word "of" translated become "*dari*". (Misinformation)

Student 9 and student 16 compared "through" with "in", so it became "*di*". (Addition)

⁴⁰ *Ibid.*

The second sentence that the writer wrote for the research is “and life’s **a little colder**”. The answer is “*Dan hidup lebih dingin.*”

Student 2, student 3, student 6, student 9, student 10, student 12, student 13, student 15, and student 16 were answer correctly.

Student 1, student 8, and student 14 translated the sentence word by word. (Addition)

Student 4, student 7, student 17, student 18, and student 19 translated the sentence word by word. The word “is” translated become “*adalah*”. (Misinformation)

Student 5, student 11, and student 20 translated the sentence word by word. The word “is” translated become “*itu*” and misinterpret “little”. (Misinformation)

The third sentence that the writer wrote for the research is “There are no holes in his shoes but **a big hole** in his world.” The answer is “*Sepatunya tak robek, tapi hatinya terluka.*”

Student 1, student 5, student 9, student 10, student 14 and student 16 translated the sentence by structural translation, so it was translate by the meaning of the sentence. (Addition)

Student 2, student 4, student 7, student 8, student 11, student 17, student 18, and student 19 translated the sentence word by word.

Student 3, student 6, student 12, student 13, and student 20 compared “but” with “rather”, so it became “*melainkan*”. (Misinformation)

b. Noun + noun

There are a lot of collocation with pattern *a ... of ...* . Example : I felt **a pang of nostalgia** when I saw the old photos of the village where I grew up. Sentence that the writer wrote for the research is “like **an army of angels**.” The answer is “*seperti tentara malaikat*.”

Student 4, student 17, student 18 and student 20 were answer correctly

Student 1 and student 7 were misinterpret about “army”. (Misinformation)

Student 2, student 3, student 5, student 6, student 8, student 9, student 10, student 12, student 15, student 16, and student 19 were interpret the word “army” as “troops”. (Misinformation)

Student 11 was misinterpret about “angels”. (Misinformation)

Student 13 translated the sentence word by word.

Student 14 was misunderstanding about the sentence. (Misordering)

c. Verbs + adverb

Some verbs have particular adverb which regularly collocate with them. Example : she **smiled proudly** as she looked at the photos of her new grandson. The first sentence that the writer wrote for the research is “I’m holding your hand but you’re **barely** holding on.” The answer is “*ku genggam tanganmu tapi kau tak membalasnya.*”

Student 2 was answer correctly.

Student 1, student 4, student 13, student 15, student 16, student 17, and student 18 were misinterpret about “barely holding on” (Misinformation)

Student 3, student 5, student 6, student 7, student 8, student 10, student 11, student 12, student 14, student 19 and student 20 were misinterpret about “I’m holding your hand” and “barely holding on”. (Misinformation)

Student 9 was misinterpret about “I’m holding your hand”. (Misinformation)

The second sentence that the writer wrote for the research is “I’ve **finally** found my Eden.” The answer is “*akhirnya aku menemukan surgaku.*”

Student 2, student 12, and student 20 were answer correctly.

Student 1, student 3, student 4, student 9 and student 11 were misinterpret about “my Eden”. (Misinformation)

Student 5, student 6, student 7, student 8, student 10, student 13, student 14, student 15, student 16, student 17, student 18, and student 19 were misinterpret about “I’ve finally” and “my Eden”. (Misinformation)

The third sentence that the writer wrote for the research is “I’m still alive but I’m **barely** breathing.” The answer is “*aku masih hidup tapi aku sulit bernafas.*”

Student 1, student 3, student 4, student 6, student 9, student 10, student 12, student 13, student 15, student 16, student 18, and student 20 were misinterpret about “I’m barely breathing”. (Misinformation)

Student 2, student 17, and student 19 were miss translate about “but I’m”. (Omission)

Student 5, student 8, and student 11 were misinterpret about “I’m still alive” and “I’m barely breathing”. (Misinformation)

Student 7 and student 14 were misunderstanding about the sentence. (Misinformation)

The fourth sentence that the writer wrote for the research is “did you cry so much that you **could barely** see?” The answer is “*apakah kamu menangis tersedu hingga kau sulit melihat?*”

Student 2 was answer correctly.

Student 1, student 3, student 6, student 7, student 8, student 10, student 12, student 13, student 16, student 18, and student 19 were

misinterpret about “cry so much” and “could barely see”.

(Misinformation)

Student 4 was miss translate about “that you”. (Omission)

Student 5, student 9, student 11, student 14 and student 20 were misunderstanding about the sentence. (Misinformation)

Student 15 was totally wrong.

The fifth sentence that the writer wrote is “better pray you **know exactly** who the fuck you’re dealing with.” The answer is “*lebih baik berdo’a kamu tahu dengan pasti siapa yang sedang kamu hadapi.*”

Student 1 and student 2 were misinterpret about “better pray” and “who the fuck you’re dealing with” (Misinformation)

Student 3, student 4, student 5, student 6, student 7, student 8, student 9, student 10, student 11, student 12, student 13, student 16, student 17, and student 20 were misinterpret about “who the fuck you’re dealing with”. (Misinformation)

Student 14 was misunderstanding about the sentence. (Misinformation)

Student 15 was totally wrong.

Student 18 and student 19 were misinterpret about “know exactly”. (Misinformation)

The sixth sentence that the writer wrote for the research is “we’re **early** to rise.” The answer is “*kita bangun lebih awal.*”

Student 3 was answer correctly.

Student 1, student 2, student 4, student 6, student 8, student 9, student 10, student 13, student 14, student 15, and student 17 were misinterpret about “early to rise”. (Misinformation)

Student 5, student 7, student 11, student 16, and student 20 were misunderstanding about the sentence. (Misinformation)

Student 18 and student 19 were misinterpret about “rise”. (Misinformation)

From the discussion above, we know that 1% of the students understand about collocation in the question number one, two, and eight; 2% of the students undertand about collocation in the question number three, there is no students understand about collocation in the question number four, six, seven, and ten; 90% of the students understand about collocation in the question number five; 80% of the students understand about collocation in the question number nine; we get conclusion that almost the students mastery the collocation about adjective + noun.

B. The Factor of Error Translation of Collocation

Based on the interview, the writer found several factor of error translation of collocation, there are :

1. Depending on friend or the translating tools

Student 16 “Depend on translate tools and always ask to my friend.”

Student 17 “Using translate tool.”

Student 19 “Always using translate tool.”

Student habits while they're do the task, they ask to their friend the answer of the task, or use translating tools, like google translate and dictionary. In this modern era where technology develop sophisticatedly, the innovation in translation world also develop. Nowadays there are some translation machines to favor translating certain language to another language. One of the translation machine which can help in doing translation is Google Translate. However even it is a kind of artificial intelligence.

2. Lack of knowledge the culture of source language (English)

Student 6 “Factors of understanding the culture of the source language.”

Student 15 “The translator's English skills, the translator's understanding of the culture of the source language, knowledge and experience in translating, inappropriate translation preparation, errors at the stage of transferring messages from the source language to the target language, and the lack of efforts to harmonize the translated text.”

Student 20 “The difficult understanding.”

Culture is essential when studying languages. Because understanding cultural background-art, literature, lifestyle- helps the students reach the

language proficiency and really live the language while you learn. Culture gives language different context. The same words passed from one culture to another obtain slightly or radically different meanings. The culture each language involved in a translation will determine the creation and interpretation of the meanings. Errors as the effect of misunderstanding the source text or incapability of the students in producing toward target text. The students lack of knowledge the culture of source language (English) such as the structure, vocabulary, and punctuation. It causes further errors in translation which are divided into three types of error, those errors are linguistic error, cultural error, and stylistic error. No matter how experienced the students has worked, they cannot bring two culturally different languages together which represent the same social reality.

3. Grammatical

Student 1 “Grammatical.”

Student 7 “And lack of knowledge of grammar.”

The students make error in the structure of a sentence. Grammatical errors would be characterized as error dealing with grammar of the target language, including error of usage, collocation, syntax, and tenses. Besides that, when translating the lyrics of English song or sentence the students omit singular to plural or prular to singular words.

4. Lazy to read

Student 2 “I think lack of reading.”

Most of the students was not interesting with English text. Because they are usually read the Indonesian text, Indonesian song’s lyrics or sentence. Most of them, are just sing a song, but didn’t know the meaning.

5. Lack of vocabulary

Student 3 “Lack of vocabulary.”

Student 7 “Because of the lack of vocabulary.”

Student 13 “In my opinion one of the factor is the low of vocabulary that someone have.”

Student 14 “Lack of vocabulary and knowledge.”

The students do not memorize and do not understand about vocabulary, so that when translating English song lyrics they have difficulty finding the right meaning. They are also lazy to find out about vocabulary, even though it can increase their knowledge abot vocabulary.

6. Minim knowledge about collocation and misunderstanding about the meaning of collocation

Student 2 “Lack of knowledge of the types of collocations.”

Student 3 “Poor knowledge of collocation.”

Student 7 “And collocation many types to understand.”

Student 8 “Maybe because don’t understand the meaning of collocation.”

Student 10 “We were not use to it. I mean we are lazy to read, hear and try to learn something in this case is collocation.”

Student 19 “Lack of knowledge about collocation.”

Students did not know the materials about collocation besides the material that the lecturer given to them. Because they won't to search the material from another source, seems like Google, Brainly, Ruangguru, etc.

7. Minim of practice

Student 4 “Lack of knowledge and practice in translating.”

Student 12 “I think improper translation.”

Student 13 “And practicality.”

Student 19 “Never practice.”

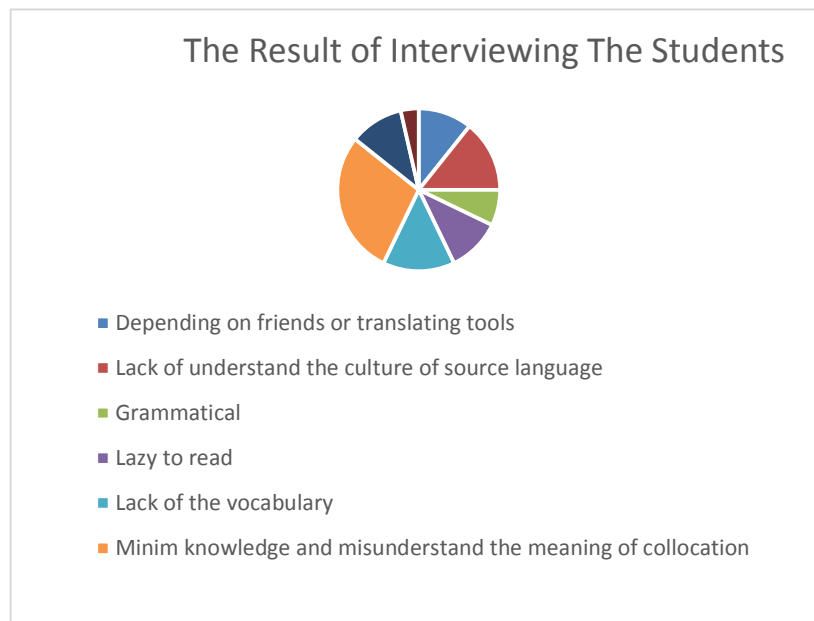
The students will translate the text when the lecturer give the task only. After that they are not practice more in their house. So, the student are not very mastered and proficient in translating English song lyrics.

8. Misunderstanding while read the lyrics

Student 5 “In my opinionthe factor that influence the error in translating song is misunderstood while read the lyrics.”

Student 11 “Confused in interpreting and compling the meaning of the lyrics of the song. “

The effect of translation error besides changing the meaning of the source text, the purpose of the source text will not be delivered well and it can make the students misunderstand.



Based on the chart above, the factors that contribute to the highest student error translation of collocation is minim knowledge and misunderstand the meaning of collocation.

C. Discussion

At this stage, the researcher will discuss the research results that have been obtained. There are ten research questions posed in this study. This study aims to determine the type of error translation of collocation in The Script Band's song lyrics that faced by eighth semester students at State Institute for Islamic Studies of Metro in the academic year of 2020/2021 and the factors that cause the error. It can be seen from the results of observations and interviews that students of the English Education Department at State Institute for Islamic Studies of Metro experience the error when translating of collocation in The Script Band's song lyrics.

There are four types of error translation of collocation in The Script Band's song lyrics that faced by eighth semester students at State Institute for Islamic Studies of Metro in the academic year of 2020/2021, such as : omission, addition, misinformation, and misordering. Based on the theory from Dulay, Burt and Krashen that Omission is the absence of an item that must appear in a well formed utterance. It is the evidence of missing one part of phrase, clause, sentence or others. Therefore, there are some students when translate the song lyrics faced this error, it can be seen from their answered. While Addition is the presence of an item that must not appears in a well formed utterance. Addition usually appears in the form of adding wrong item in a well-formed sentence, it seen in the students when translating the song lyrics look confused. Then, Misinformation is the use of the wrong form of the morpheme or structure. Misinformation is the evidence when a wrong form of the morpheme or structure exists in the sentence, for example, when students have to translate the song lyrics, they were misinterpret about the sentence. And Misordering appears when is an incorrect placement of a morpheme, phrase, clause, or sentence in an utterance. It can be happened when the student were misunderstanding about the sentence.

This finding shows several factors that contribute to students' error translation of collocation in The Script Band's song lyrics. Based on the findings, every student has their personal factor of their error translation. Based on the chart in page 62, the factors that contribute to the highest student error translation of collocation is minim knowledge and

misunderstand the meaning of collocation. Students did not know the materials about collocation besides the material that the lecturer given to them. Because they won't to search the material from another source, seems like Google, Brainly, Ruangguru, etc.

Most of the respondents said that the factor is depending on friend or the translating tools. Student habits while they're do the task, they ask to their friend the answer of the task, or use translating tools, like google translate and dictionary. In this modern era where technology develop sophisticatedly, the innovation in translation world also develop. Nowadays there are some translation machines to favor translating certain language to another language. One of the translation machine which can help in doing translation is Google Translate. However even it is a kind of artificial intelligence. In addition, some respondents admitted that the factor is minim of practice. The students will translate the text when the lecturer give the task only. After that they are not practice more in their house. So, the student are not very mastered and proficient in translating English song lyrics.

At the time of observation, the researcher found two factors, such as lack of vocabulary and have low of the theory about collocation. The students do not memorize and do not understand about vocabulary, so that when translating English song lyrics they have difficulty finding the right meaning. They are also lazy to find out about vocabulary, even though it can increase their knowledge abot vocabulary. This is following the results found by some of the students, that lack of knowledge the culture of source language

(English). Culture is essential when studying languages. Because understanding cultural background-art, literature, lifestyle- helps the students reach the language proficiency and really live the language while you learn. Culture gives language different context. The same words passed from one culture to another obtain slightly or radically different meanings. The culture each language involved in a translation will determine the creation and interpretation of the meanings. Errors as the effect of misunderstanding the source text or incapability of the students in producing toward target text. The students lack of knowledge the culture of source language (English) such as the structure, vocabulary, and punctuation. It causes further errors in translation which are divided into three types of error, those errors are linguistic error, cultural error, and stylistic error. No matter how experienced the students has worked, they cannot bring two culturally different languages together which represent the same social reality.

Furthermore, some of the students have problems with grammatical and lazy to read, which makes it difficult for them to translate. They make error in the structure of a sentence. Grammatical errors would be characterized as error dealing with grammar of the target language, including error of usage, collocation, syntax, and tenses. Besides that, when translating the lyrics of English song or sentence the students omit singular to plural or prular to singular words. Most of the students was not interesting with English text. Because they are usually read the Indonesian text, Indonesian song's lyrics or sentence. Most of them, are

just sing a song, but didn't know the meaning. In addition, the students were misunderstand while read the lyrics. The effect of translation error besides changing the meaning of the source text, the purpose of the source text will not be delivered well and it can make the students misunderstand.

D. Implication to The Translation Teaching

The translation process is an activity that need language understanding and the complex analyze. Regarding this, a translator will faced a problem or an obstacle in delivering the message for source text to target text. It is because language in source text have various meaning, its depend from the context of the text. In exceed this problem, so-called the translation strategy appear, according to Loescher, is a procedur that do by the translator awarely to exceed the problem when translating a text, or parts from the text (from Plonska). Because of that, a translator needs the way or the strategy, in order to can understanding and translating a source text to the target text. Based on Jaaskelainen (from Ordudari), there is correlation between the translation process and the translation product, so he divided the translation strategy become two parts : (1) the strategy that correlate with affair in the text, and (2) the strategy that correlate with affair in the translation process.

The quality of the translation result correlate with the translator competence. A good translation result have accuracy aspect, readability aspect, and acceptability aspect adequately in the target language, although

the relative influence is depend on the reader (Nababan). Therefore, a good competence translator from the language, culture, and scholarly can be able to produce translation that is included this three aspects. According to Nida and Taber, accuracy aspect is react of the message which have meaning and literary style that too close from one source language to the target language (from Sayogie). Therefore, it is undeniable that accuracy aspect becomes very important, even though it is not the only determining factor in assessing the quality of a translation.

Next, readability aspect must be pay attention in evaluation of the translation quality. Based on Richards, dkk, from Nababan, readability aspect from a translation text can known from “how easy is the text readability and to understand by the reader,” so when we want to know how far is the readability aspect of a text, we can know it from this factors : (1) language aspects that used for delivering the message in the text, and (2) ability to read of the reader (Nababan). Furthermore, there are others factors that influence readability of the translation text, such as “using foreign and regional word, using taksa word and taksa sentence, using incomplete sentence, and uncoordinated line of thought” (from Nababan). Acceptability aspect is be related to fittingness and natural of the text that have common grammar and gainly in the target language but the message from the source language achieved.

CHAPTER V

CLOSING

A. Conclusion

In line with the analysis of the data on the previous chapter, the discussion will be concluded that :

1. The types of error translation of collocation in The Script Band's song lyrics that faced by the eighth semester students at State Institute for Islamic Studies of Metro in the academic year of 2020/2021 are omission, addition, misinformation, and misordering.
2. The factor of error translation of collocation in The Script Band's song lyrics that faced by the eighth semester students at State Institute for Islamic Studies of Metro in the academic year of 2020/2021 are depending on friend and the translating tools, lack of knowledge the culture of source language (English), grammatical, lazy to read, lack of vocabulary, minim knowledge about collocation and misunderstanding about the meaning of collocation, minim of practice, and misunderstanding while read the lyrics.

B. Suggestion

The writer has some suggestion, there are :

1. For the students

Should study the collocation from this, in order to acquire knowledge of information about their error translation of collocation in The Script's

Band song and to know how to solves their error translation of collocation.

2. For the lecture

Should read this, in order to motivate the teacher to make new methods or strategies to solve error translation of collocation in The Script's Band song.

3. For the institution

Should read this, in order to acquire knowledge of information about the error translation of collocation in The Script's Band song of all the staff in the campus, especially all the staff in the library.

4. For the researcher

a. Continuing this research

Should develop the research, not only three types of collocation.

b. The next researcher

Should pay attention between the title and the content, its correlate or not.

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APPENDICES

Appendix 1 : Questionnaire

1. Muhammad Yusuf Khoiruddin

4G 4G 09:10 5:00 ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Muhammad yusuf khoiruddin

St. Id/Class *

A

Like an army of angels. *

Seperti sayap malaikat

I'm holding your hand but you're barely holding on. *

Aku menggenggam tanganmu tetapi kamu lepas tangan

I've finally found my Eden. *

Akhirnya aku menemukan kenyamanan ku

I'm still alive but I'm barely breathing. *

Aku masih hidup tapi tidak bernafas

My hands are cold my body's numb. *

Tidak ada komentar

Did you cry so much that you could barely see? *

Apakah yang membuat mu menangis sehingga

4G 4G 09:11 5:00 ...

Did you cry so much that you could barely see? *

Apakah yang membuat mu menangis sehingga tidak bisa melihat

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik kamu doakan, kamu tau sebenarnya siapa yang mencurangimu

We're early to rise. *

Kita bangun kecepetan

And it's four hours already there. *

Sudah lama menunggu

Saying, "If you see this girl can you tell where I am". *

Berkata kalau kamu melihat perempuan berotaku aku dimana aku

Submitted 7/27/21, 10:47 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Muhammad yusuf khoirudin

St. Id/Class *

A

I'm falling through the doors of the emergency room. *

.

And life's a little colder. *

Dan hidup sedikit lebih dingin

There are no holes in his shoes but a big hole in his world. *

Sepatunya tidak robek tapi hatinya yang terluka

Submitted 9/4/22, 7:04 PM

2. Kholifatul Azizah

4G 4G 09:11 0.00 ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Kholifatul Azizah

St. Id/Class *

1701070181/A

Like an army of angels. *

Seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *

Ku genggam tanganmu tapi kamu tidak membalasnya

I've finally found my Eden. *

Akhirnya saya menemukan surga saya

I'm still alive but I'm barely breathing. *

Saya masih hidup tapi sulit bernafas

My hands are cold my body's numb. *

Tanganku dingin, tubuhku mati rasa

Did you cry so much that you could barely see? *

Apakah kamu menangis tersedu-sedu sampai

4G 4G 09:12 0.00 ...

Did you cry so much that you could barely see? *

Apakah kamu menangis tersedu-sedu sampai kamu sulit melihat?

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik doakan kamu tahu dengan pasti siapa yang sedang kamu hadapi

We're early to rise. *

Kita bangun pagi

And it's four hours already there. *

Dan sudah empat jam disana.

Saying, "If you see this girl can you tell where I am". *

Tertulis, "Jika Anda melihat gadis ini bisakah kau katakan padanya dimana diriku"

Submitted 7/27/21, 10:41 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Kholifatul Azizah

St. Id/Class *

1701070181/A

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya tapi lubang besar di dunianya

Submitted 9/4/22, 7:08 PM

3. Serli Sriyani

4G 09:12 0.00 ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Serli Sriyani

St. Id/Class *

1701070143/A

Like an army of angels. *

Seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *

Aku memegang tanganmu tapi kamu hampir tidak memegangnya

I've finally found my Eden. *

Akhirnya aku menemukan Edenku

I'm still alive but I'm barely breathing. *

Saya masih hidup tetapi hampir tidak bernafas

My hands are cold my body's numb. *

Tanganku dingin tubuhku mati rasa

Did you cry so much that you could barely see? *

Apakah Anda menangis begitu banyak sehingga

4G 09:12 0.00 ...

Did you cry so much that you could barely see? *

Apakah Anda menangis begitu banyak sehingga Anda hampir tidak bisa melihat?

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa Anda tahu persis dengan siapa Anda berurusan.

We're early to rise. *

Kami bangun lebih awal

And it's four hours already there. *

Dan sudah empat jam disana

Saying, "If you see this girl can you tell where I am". *

Katakan, "Jika Anda melihat gadis ini, dapatkah Anda memberi tahu di mana saya berada".

Submitted 7/27/21, 10:29 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Serli Sriyani

St. Id/Class *

1701070143/A

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya melainkan sebuah
lubang besar di dunianya

Submitted 9/4/22, 7:11 PM

4. Septiani

4G 4G 09:13 0.00 ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Septiani

St. Id/Class *

1701070142

Like an army of angels. *

Seperti tentara malaikat

I'm holding your hand but you're barely holding on. *

Aku menggenggam tangan mu tetapi kau melepasnya

I've finally found my Eden. *

Akhirnya ku menemukanmu seseorang

I'm still alive but I'm barely breathing. *

Aku masih hidup tapi tak bernafas

My hands are cold my body's numb. *

Tangan ku dingin namun tubuhku mati rasa

Did you cry so much that you could barely see? *

Apakah kamu menangis tersedu sampai sulit

4G 4G 09:13 0.00 ...

Did you cry so much that you could barely see? *

Apakah kamu menangis tersedu sampai sulit melihat

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa kamu pasti tahu siapa siapa yg kamu hadapi

We're early to rise. *

Kita bangun terlalu pagi

And it's four hours already there. *

sudah empat jam disana

Saying, "If you see this girl can you tell where I am". *

Katakan "jika kamu melihat seorang wanita yang dapat mengatakan dimana aku"

Submitted 7/27/21, 10:27 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Septiani

St. Id/Class *

1701070142

I'm falling through the doors of the emergency *
room.

Aku jatuh melalui pintu ruang gawat darurat

And life's a little colder. *

Dan hidup adalah sedikit lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya tapi lubang besar di dunianya

Submitted 9/4/22, 7:14 PM

5. Anwar Sidiq Wiyata

4G 09:13 0.00 KB/s

🕒 📶 🔋

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Anwar Sidiq Wiyata

St. Id/Class *

1701070003/A

Like an army of angels. *

Seperti pasukan malaikat.

I'm holding your hand but you're barely holding on. *

Aku menahan tanganmu tetapi kamu melepaskannya.

I've finally found my Eden. *

Saya akhirnya menemukan apel adam.

I'm still alive but I'm barely breathing. *

Aku tetap bertahan hidup tetapi aku kesulitan bernafas.

My hands are cold my body's numb. *

Tanganku dingin seperti tubuhku.

Did you cry so much that you could barely see? *

4G 09:14 0.00 KB/s

🕒 📶 🔋

Did you cry so much that you could barely see? *

apakah kamu sedih

Better pray you know exactly who the fuck you're dealing with. *

lebih baik berdoa dengan yang kamu tau daripada masa bodo.

We're early to rise. *

terlalu awal untuk terbit.

And it's four hours already there. *

dan sudah 4 jam menunggu disini.

Saying, "If you see this girl can you tell where I am". *

katakan" jika kamu melihat wanita ini ceritakan dimana saya.

Submitted 7/27/21, 10:15 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Anwar Sidiq Wiyata

St. Id/Class *

1701070003/A

I'm falling through the doors of the emergency *
room.

Aku terjatuh melalui pintu dari ruang gawat darurat

And life's a little colder. *

Dan hidup itu lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Sepatunya tidak robek tapi hatinya yang terluka

Submitted 9/4/22, 7:17 PM

6. Indah Kurniasari

4G 4G 09:40 0.00 ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Indah Kurniasari

St. Id/Class *

1701070106 /A

Like an army of angels. *

Seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *

Aku memegang tanganmu tapi kamu hampir tidak memegangnya.

I've finally found my Eden. *

Saya akhirnya menemukan Eden saya.

I'm still alive but I'm barely breathing. *

Aku masih hidup tapi aku hampir tidak bernafas

My hands are cold my body's numb. *

Tanganku dingin tubuhku mati rasa.

Did you cry so much that you could barely see? *

Apakah Anda menangis begitu banyak sehingga

4G 4G 09:41 0.00 ...

Did you cry so much that you could barely see? *

Apakah Anda menangis begitu banyak sehingga Anda hampir tidak bisa melihat?

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa Anda tahu persis dengan siapa Anda berurusan.

We're early to rise. *

Kami lebih awal untuk bangun.

And it's four hours already there. *

Dan sudah empat jam di sana.

Saying, "If you see this girl can you tell where I am". *

Katakan, "jika kamu melihat gadis ini kamu dapat mengatakan dimana saya

Submitted 7/28/21, 11:44 AM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Indah Kurniasari

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya melainkan sebuah
lubang besar di dunianya

Submitted 9/4/22, 7:20 PM

7. Wahyu Sri Hartuti

4G 4G 09:42 0.00 ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Wahyu sri hartuti

St. Id/Class *

1701070149/A

Like an army of angels. *

Seperti sebuah sayap malaikat

I'm holding your hand but you're barely holding on. *

Aku memegang tanganmu tapi kamu hampir tidak memegangnya

I've finally found my Eden. *

Saya akhirnya menemukan Eden

I'm still alive but I'm barely breathing. *

Aku hidup tapi seperti mati

My hands are cold my body's numb. *

Tanganku dingin tubuhku mati rasa

Did you cry so much that you could barely see? *

Apakah Anda menangis begitu banyak sehingga

4G 4G 09:42 0.00 ...

Did you cry so much that you could barely see? *

Apakah Anda menangis begitu banyak sehingga Anda hampir tidak bisa melihat?

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa Anda tahu persis dengan siapa Anda berurusan

We're early to rise. *

Kami bangkit lebih awal

And it's four hours already there. *

Dan 4 jam sudah tersedia disini

Saying, "If you see this girl can you tell where I am". *

Katakan, "jika kamu melihat gadis ini dapatkah kamu menjelaskan dimana saya".

Submitted 8/2/21, 6:14 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Wahyu sri hartuti

St. Id/Class *

1701070149/A

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup adalah sedikit lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya tapi lubang besar di
duniannya

Submitted 9/4/22, 7:22 PM

8. Kiki Paramita

4G 4G 09:42 0.00 ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Kiki Paramita

St. Id/Class *

1701070112

Like an army of angels. *

Seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *

Aku memegang tanganmu tapi kamu hampir tidak memegangnya

I've finally found my Eden. *

Aku akhirnya menemukan eden ku

I'm still alive but I'm barely breathing. *

Saya tetap hidup tapi hampir tidak bernafas

My hands are cold my body's numb. *

Tanganku dingin tubuhku mati rasa

Did you cry so much that you could barely see? *

Apakah kamu menangis begitu banyak hingga

4G 4G 09:42 0.00 ...

Did you cry so much that you could barely see? *

Apakah kamu menangis begitu banyak hingga kamu hampir tidak bisa melihat

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa anda tau persis siapa yang anda hadapi

We're early to rise. *

Kita bangun pagi

And it's four hours already there. *

Dan ini sudah empat jam ada disana

Saying, "If you see this girl can you tell where I am". *

Katakan, " jika kamu melihat gadis ini bisakah kamu memberi tahu aku"

Submitted 8/2/21, 6:25 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Kiki Paramita

St. Id/Class *

1701070112

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup sedikit lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya tapi lubang besar di
dunianya

Submitted 9/4/22, 7:25 PM

9. Rosita Devi

4G 11:29 100% ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *
Rosita Devi

St. Id/Class *
1701070200

Like an army of angels. *
Seperti pasukan para malaikat

I'm holding your hand but you're barely holding on. *
Aku menggenggam tanganku tapi kamu hampir tidak menggenggam nya

I've finally found my Eden. *
Akhirnya saya menemukan Eden ku

I'm still alive but I'm barely breathing. *
Aku masih hidup tapi aku hampir hampir tidak bernafas

My hands are cold my body's numb. *
Tanganku dingin ,badanku mati rasa

Did you cry so much that you could barely see? *

4G 11:29 100% ...

Did you cry so much that you could barely see? *

Apakah kamu sangat bersedih kalau kamu hampir tidak bisa melihat?

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa Anda, tahu persis siapa yang Anda hadapi

We're early to rise. *

Kami bangun terlalu pagi

And it's four hours already there. *

Dan sudah empat jam disana

Saying, "If you see this girl can you tell where I am". *

Katakan, "jika kamu melihat gadis ini ,kamu bisa beri tahu dimana aku"

Submitted 8/3/21, 12:56 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Rosita Devi

St. Id/Class *

1701070200

I'm falling through the doors of the emergency *
room.

Aku jatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Sepatunya tidak robek tapi hatinya yang terluka

Submitted 9/4/22, 7:28 PM

10. Mesa Pramasela

4G 11:28 0.00 KB/s

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Mesa Pramasela

St. Id/Class *

A

Like an army of angels. *

Seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *

Aku memegang tanganmu tapi kamu hampir tidak memegangnya

I've finally found my Eden. *

Saya akhirnya menemukan teman saya

I'm still alive but I'm barely breathing. *

Aku masih hidup tapi aku hampir tidak bernapas.

My hands are cold my body's numb. *

Tanganku dingin tubuhku mati rasa.

Did you cry so much that you could barely see? *

4G 11:28 0.00 KB/s

Did you cry so much that you could barely see? *

Apakah Anda menangis begitu banyak sehingga Anda hampir tidak bisa melihat?

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa Anda tahu persis dengan siapa Anda berurusan.

We're early to rise. *

Kami lebih awal untuk bangun

And it's four hours already there. *

Dan sudah empat jam di sana

Saying, "If you see this girl can you tell where I am". *

Mengatakan, "Jika Anda melihat gadis ini, dapatkah Anda memberi tahu di mana saya berada?

Submitted 8/2/21, 6:11 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Mesa Pramasela

St. Id/Class *

A

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Sepatunya tidak robek tapi hatinya yang terluka

Submitted 9/4/22, 7:30 PM

11. Erwin Meilinda

4G 16:28 100% ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *
Erwin Meilinda

St. Id/Class *
1701070093 /A

Like an army of angels. *
Seperti pasukan bidadari

I'm holding your hand but you're barely holding on. *
Aku memegang tanganmu tapi kamu tidak

I've finally found my Eden. *
Akhirnya aku menemukan kebahagiaan ku

I'm still alive but I'm barely breathing. *
Saya hidup tapi hampir tidak bernafas

My hands are cold my body's numb. *
Tanganku dingin badanku mati rasa

Did you cry so much that you could barely see? *
Apakah kamu menangis sampai tidak bisa melihat?

< Q ≡ ☺ 2

4G 16:29 100% ...

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa kamu tidak tau apa yang ada dihadapammu

We're early to rise. *

Kita bangkit dahulu

And it's four hours already there. *

Dan 4 jam sudah disini

Saying, "If you see this girl can you tell where I am". *

Katakan, "jika kamu melihat gadis ini bisakah kamu ceritakan pada "

Submitted 8/6/21, 6:44 AM

< Q ≡ ☺ 2

≡ ⌂ ↶

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Erwin Meilinda

St. Id/Class *

1701070093/A

I'm falling through the doors of the emergency *
room.

Aku terjatuh melalui pintu dari ruang gawat darurat

And life's a little colder. *

Dan hidup itu lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya tapi lubang besar di
dunianya

Submitted 9/4/22, 7:34 PM

12. Eva Sujatmi

16:30

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Eva Sujatmi

St. Id/Class *

7

Like an army of angels. *

Seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *

Aku memegang tanganmu tapi kamu hampir tidak memegangnya

I've finally found my Eden. *

Akhirnya saya menemukan surgaku

I'm still alive but I'm barely breathing. *

Aku masih hidup tapi aku hampir tidak bernapas

My hands are cold my body's numb. *

Tanganku dingin tubuhku mati rasa

Did you cry so much that you could barely see? *

Apakah Anda menangis begitu banyak sehingga Anda hampir tidak bisa melihat?

16:30

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa Anda tahu persis dengan siapa Anda berurusan.

We're early to rise. *

We're early to rise

And it's four hours already there. *

Dan sudah empat jam di sana

Saying, "If you see this girl can you tell where I am". *

Katakan, "Jika Anda melihat gadis ini, dapatkah Anda memberi tahu di mana saya berada". *

Submitted 8/7/21, 12:15 PM

< Q ≡ ⦿ 2

≡ ⦿ ↶

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Eva Sujatmi

St. Id/Class *

7

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya melainkan sebuah
lubang besar di dunianya

Submitted 9/4/22, 7:37 PM

13. Mey Andini

17:21

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Mey andini

St. Id/Class *

A clas

Like an army of angels. *

Seperti seorang tentara malaikat

I'm holding your hand but you're barely holding on. *

Saya menggenggam tangan mu dan kamu hampir tak menggenggamnya

I've finally found my Eden. *

Aku akhirnya menemukan eden

I'm still alive but I'm barely breathing. *

Aku masih hidup tapi aku hampir tidak bernapas

My hands are cold my body's numb. *

Tanganku dingin tubuhku mati rasa

Did you cry so much that you could barely see? *

Apakah kau menangis kencang hingga kau dapat melihatnya

17:21

Did you cry so much that you could barely see? *

Apakah kau menangis kencang hingga kau dapat melihatnya

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa Anda tahu persis siapa yang Anda hadapi

We're early to rise. *

Kami lebih awal untuk bangun

And it's four hours already there. *

Dan sudah empat jam di sana

Saying, "If you see this girl can you tell where I am". *

Katakanlah, "Jika Anda melihat gadis ini, dapatkan Anda memberi tahu di mana saya berada".

Submitted 8/8/21, 3:47 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Mey Andini

St. Id/Class *

A class

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya melainkan sebuah
lubang besar di dunianya

Submitted 9/4/22, 7:39 PM

14. Sinta

4G 4G 21:53 2.9% ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Sinta

St. Id/Class *

A

Like an army of angels. *

Tertara yang seperti malaikat

I'm holding your hand but you're barely holding on. *

Saya memegang tangan mu tapi kamu tidak

I've finally found my Eden. *

Saya akhirnya menemukanmu

I'm still alive but I'm barely breathing. *

Aku hidup tapi tidak bernafas

My hands are cold my body's numb. *

Tangan ku dingin tapi tidak ragaku

Did you cry so much that you could barely see? *

Apakah kamu menangis tapi tidak bisa terlihat

4G 4G 21:53 0.5% ...

Did you cry so much that you could barely see? *

Apakah kamu menangis tapi tidak bisa terlihat

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa yang benar

We're early to rise. *

Kita terlalu cepat untuk bangun

And it's four hours already there. *

Dan ini 4 jam sudah lewat

Saying, "If you see this girl can you tell where I am". *

Bilang " kalau kamu liat dia bisakah kamu bilang dimana aku"

Submitted 8/11/21, 5:52 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Sinta

St. Id/Class *

A

I'm falling through the doors of the emergency *
room.

Aku jatuh melalui pintu ruang gawat darurat

And life's a little colder. *

Dan hidup sedikit lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Sepatunya tidak robek tapi hatinya yang terluka

Submitted 9/4/22, 7:41 PM

15. Nilna

4G 4G 21:53 400 ...

🕒 📶 🔋

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *
Nilna

St. Id/Class *
kelas A

Like an army of angels. *
seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *
Aku menggenggam tanganmu tapi kamu hampir tidak menggenggamnya

I've finally found my Eden. *
saya akhirnya menemukan eden saya

I'm still alive but I'm barely breathing. *
aku masih hidup tapi aku hampir tidak bernafas

My hands are cold my body's numb. *
tanganku dingin tubuhku mati rasa

Did you cry so much that you could barely see? *
lebih baik berdoa kamu tahu persis siapa yang

4G 4G 21:53 05 ...

🕒 📶 🔋

Did you cry so much that you could barely see? *
lebih baik berdoa kamu tahu persis siapa yang kamu hadapi

Better pray you know exactly who the fuck you're dealing with. *
kita bangun pagi

We're early to rise. *
kita bangun pagi

And it's four hours already there. *
dan sudah empat jam di sana

Saying, "If you see this girl can you tell where I am". *
mengatakan jika Anda melihat gadis ini, bisakah Anda memberi tahu di mana saya berada?

Submitted 8/14/21, 9:35 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Nilna

St. Id/Class *

kelas A

I'm falling through the doors of the emergency room. *

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole in his world. *

.

Submitted 9/4/22, 7:42 PM

16. Ismi Nurul Hidayah

4G 14:40 2.9 ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Ismi Nurul Hidayah

St. Id/Class *

A

Like an army of angels. *

Seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *

Aku menggenggam tanganmu tapi kamu melepaskannya

I've finally found my Eden. *

Aku akhirnya menemukan eden ku

I'm still alive but I'm barely breathing. *

Aku masih hidup tetapi hampir tidak bernafas

My hands are cold my body's numb. *

Tanganku dingin tubuhku kaku

Did you cry so much that you could barely see? *

Apakah kamu menangis terlalu lama sehingga kamu hampir tidak bisa melihat

4G 14:41 0.7 ...

Did you cry so much that you could barely see? *

Apakah kamu menangis terlalu lama sehingga kamu hampir tidak bisa melihat

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa kamu tahu persis siapa yang kamu hadapi

We're early to rise. *

Kita bangkit terlebih dahulu

And it's four hours already there. *

Dan sudah 4 jam di sana

Saying, "If you see this girl can you tell where I am". *

Katakan jika kamu lihat gadis ini bilakah kamu katakan dimana aku

Submitted 8/22/21, 12:44 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Ismi Nurul Hidayah

St. Id/Class *

A

I'm falling through the doors of the emergency *
room.

Aku jatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Sepatunya tidak robek tapi hatinya yang terluka

Submitted 9/4/22, 7:44 PM

17. Laska

4G 4G 14:41 100% ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *
Laska

St. Id/Class *
A

Like an army of angels. *
Seperti tentara malaikat

I'm holding your hand but you're barely holding on. *
Aku menggenggam mu tapi kamu tidak

I've finally found my Eden. *
Aku akhirnya menemukan taman firdausku

I'm still alive but I'm barely breathing. *
Aku masih hidup tapi sulit bernafas

My hands are cold my body's numb. *
Tangan ku dingin tubuh ku mati rasa

Did you cry so much that you could barely see? *
Apakah kamu menangis tersedu hingga kau hampir tidak bisa melihat

4G 4G 14:41 0% ...

Did you cry so much that you could barely see? *
Apakah kamu menangis tersedu hingga kau hampir tidak bisa melihat

Better pray you know exactly who the fuck you're dealing with. *
Lebih baik berdoa kamu tahu persis siapa yang kamu hadapi

We're early to rise. *
Kita bangun lebih pagi

And it's four hours already there. *
Dan 4 jam sudah di sana

Saying, "If you see this girl can you tell where I am". *
Katakan jika kamu melihat perempuan ini bisakah kamu bilang dimakan aku

Submitted 8/22/21, 12:51 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Laska

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup adalah sedikit lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya tapi lubang besar di dunianya

Submitted 9/4/22, 7:47 PM

18. Aprilita

4G 4G 14:42 0.4 KB ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Aprilita

St. Id/Class *

A

Like an army of angels. *

Seperti tentara malaikat

I'm holding your hand but you're barely holding on. *

Aku menggenggam tanganmu tapi kamu hampir melepaskannya

I've finally found my Eden. *

Saya akhirnya menemukan eden saya

I'm still alive but I'm barely breathing. *

Aku masih hidup tapi aku hampir tidak bisa bernafas

My hands are cold my body's numb. *

Tanganku dingin tubuhku mati rasa

Did you cry so much that you could barely see? *

4G 4G 14:42 0.4 KB ...

Did you cry so much that you could barely see? *

Apakah kamu menangis sangat banyak sehingga kamu hampir tidak bisa melihat

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa kamu tahu persis siapa yang sedang kamu hadapi

We're early to rise. *

Kita terbit lebih awal

And it's four hours already there. *

Dan 4 jam sudah di sana

Saying, "If you see this girl can you tell where I am". *

Berkata jika kamu melihat gadis ini bisakah kamu katakan dimana aku

Submitted 8/23/21, 2:31 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Aprilita

St. Id/Class *

A

I'm falling through the doors of the emergency *
room.

Aku terjatuh di pintu ruang gawat darurat

And life's a little colder. *

Dan hidup adalah sedikit lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Tidak ada lubang di sepatunya tapi lubang besar di
duniannya

Submitted 9/4/22, 7:49 PM

19. Novia Mila

4G 4G 14:42 2.3 KB/s ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Novia mila

St. Id/Class *

A

Like an army of angels. *

Seperti pasukan malaikat

I'm holding your hand but you're barely holding on. *

Aku memegang tanganmu tapi kamu tidak

I've finally found my Eden. *

Saya akhirnya menemukan eden saya

I'm still alive but I'm barely breathing. *

Aku masih hidup tapi sulit bernafas

My hands are cold my body's numb. *

Tanganku dingin badannya mati rasa

Did you cry so much that you could barely see? *

Apakah kamu menangis terlalu banyak sehingga kamu hampir tidak bisa melihat

4G 4G 14:42 0.4 KB/s ...

Did you cry so much that you could barely see? *

Apakah kamu menangis terlalu banyak sehingga kamu hampir tidak bisa melihat

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa kamu tahu dengan persis siapa yang sedang kamu hadapi

We're early to rise. *

Kita terbit lebih pagi

And it's four hours already there. *

Dan 4 jam sudah di sana

Saying, "If you see this girl can you tell where I am". *

Katakan jika kamu melihat gadis ini bilakah kamu bilang dimana saya

Submitted 8/23/21, 2:38 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Novia Mila

St. Id/Class *

A

I'm falling through the doors of the emergency *
room.

Aku terjatuh melalui pintu dari ruang gawat darurat

And life's a little colder. *

Dan hidup sedikit lebih dingin

There are no holes in his shoes but a big hole *
in his world.

Sepatunya tidak robek tapi hatinya yang terluka

Submitted 9/4/22, 7:51 PM

20. Fina Puji Astuti

4G 14:40 94% ...

TRANSLATE THE SENTENCES BELOW!

Translate All of The Sentences Below Into Indonesia Without Any Translate Tools!

* Required

Name *

Fina puji astuti

St. Id/Class *

A

Like an army of angels. *

Seperti tentara makaikat

I'm holding your hand but you're barely holding on. *

Aku memegang tangan mu tetapi kamu hampir tidak berpegangan

I've finally found my Eden. *

Akhirnya aku menemukan surga ku

I'm still alive but I'm barely breathing. *

Saya masih hidup tetapi saya seperti hampir tidak bernafas

My hands are cold my body's numb. *

Angan ku dingin tubuhku rasa mati

Did you cry so much that you could barely see? *

4G 14:40 95% ...

Did you cry so much that you could barely see? *

Apa kau menangis sampai tidak bisa melihat

Better pray you know exactly who the fuck you're dealing with. *

Lebih baik berdoa kau tau dengan siapa kau berurusan

We're early to rise. *

Kami adalah awal yang baik

And it's four hours already there. *

Dan itu sudah 4 jam di sana

Saying, "If you see this girl can you tell where I am". *

Berkata, jika kamu melihat wanita ini kamu bisa cerita padaku.

Submitted 8/18/21, 2:14 PM

TRANSLATE THE SENTENCE BELOW!

Translate All of The Sentence Below Into Indonesia!

* Required

Name *

Fina puji astuti

St. Id/Class *

A

I'm falling through the doors of the emergency room. *

Dan hidup itu lebih dingin

And life's a little colder. *

Dan hidup itu lebih dingin

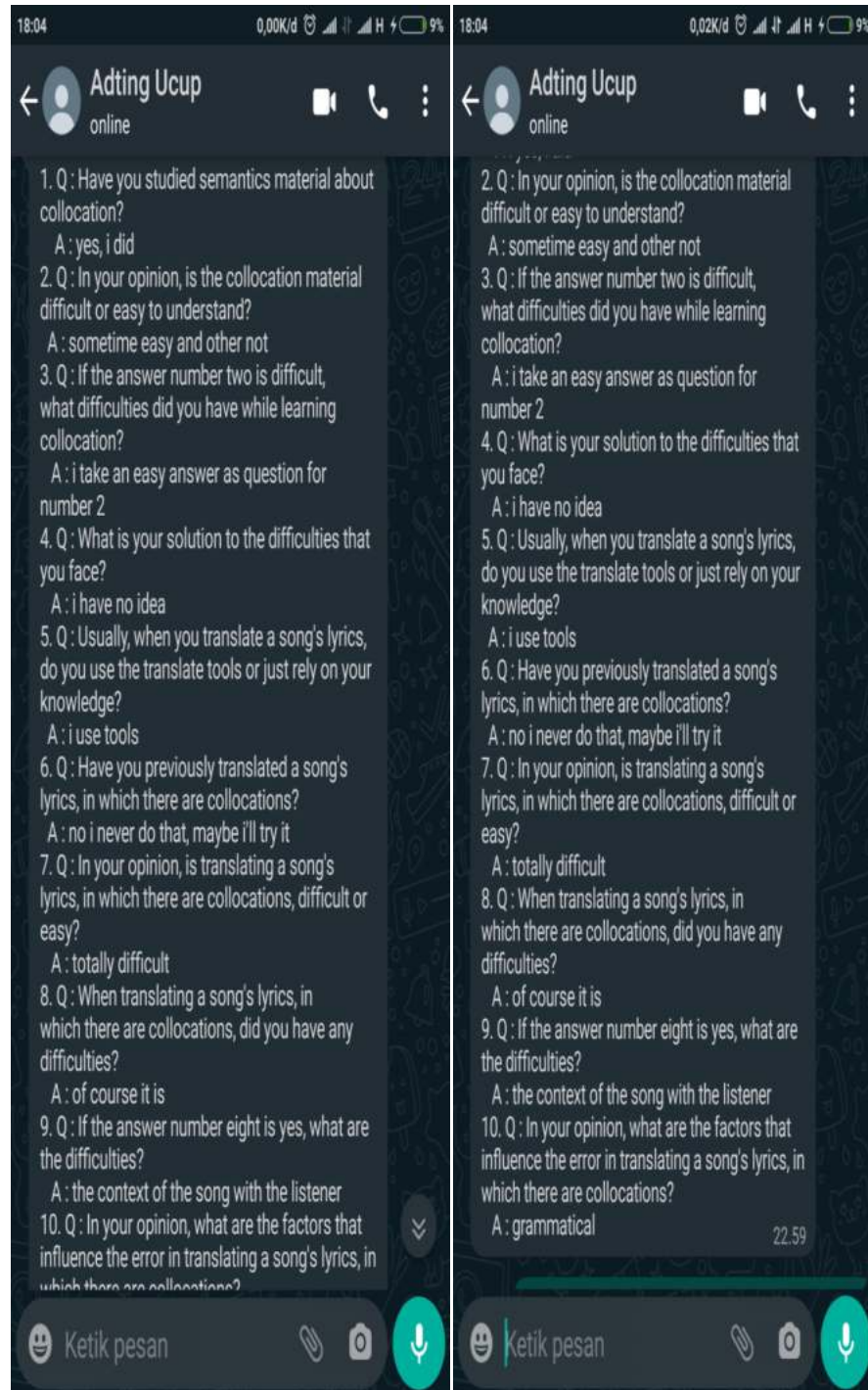
There are no holes in his shoes but a big hole in his world. *

Tidak ada lubang di sepatunya melainkan sebuah lubang besar di dunianya

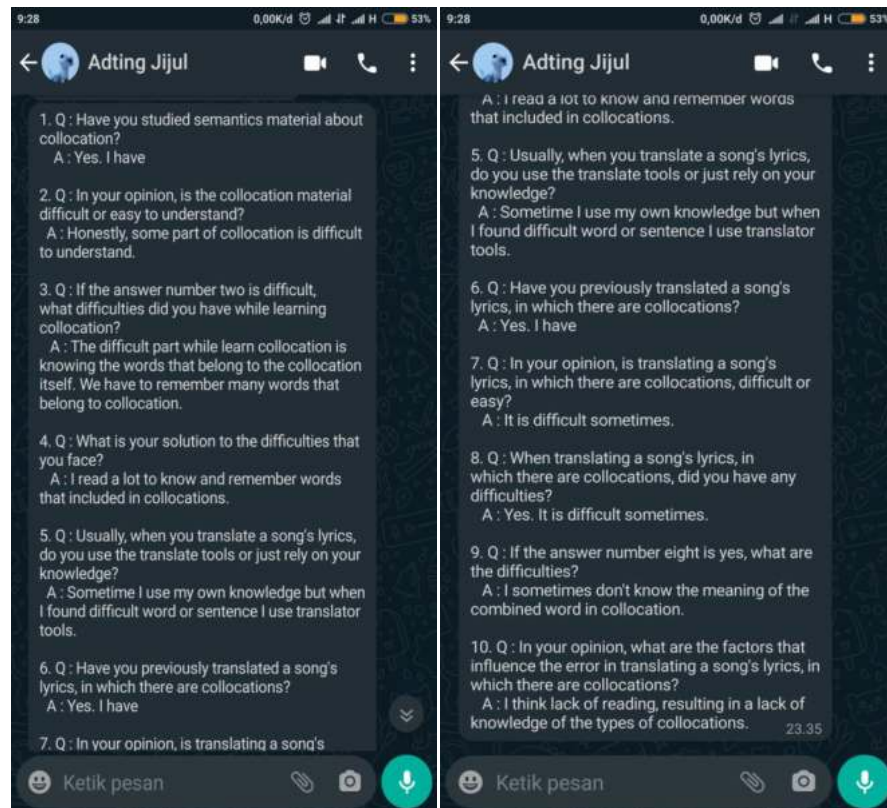
Submitted 9/4/22, 7:53 PM

Appendix 2 : Interview

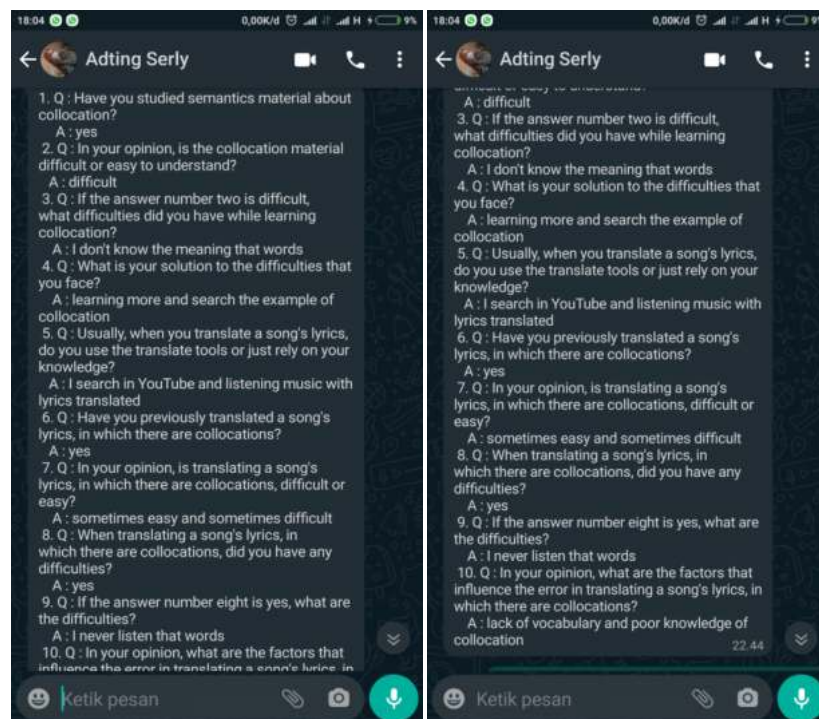
1. Muhammad Yusuf Khoiruddin



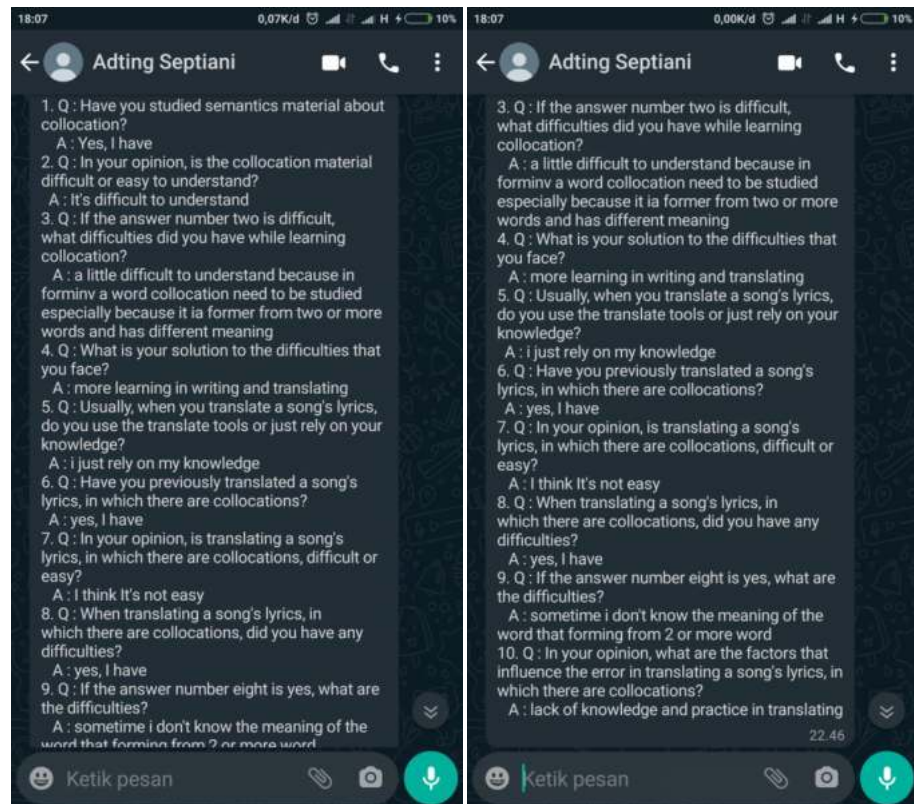
2. Kholifatul Azizah



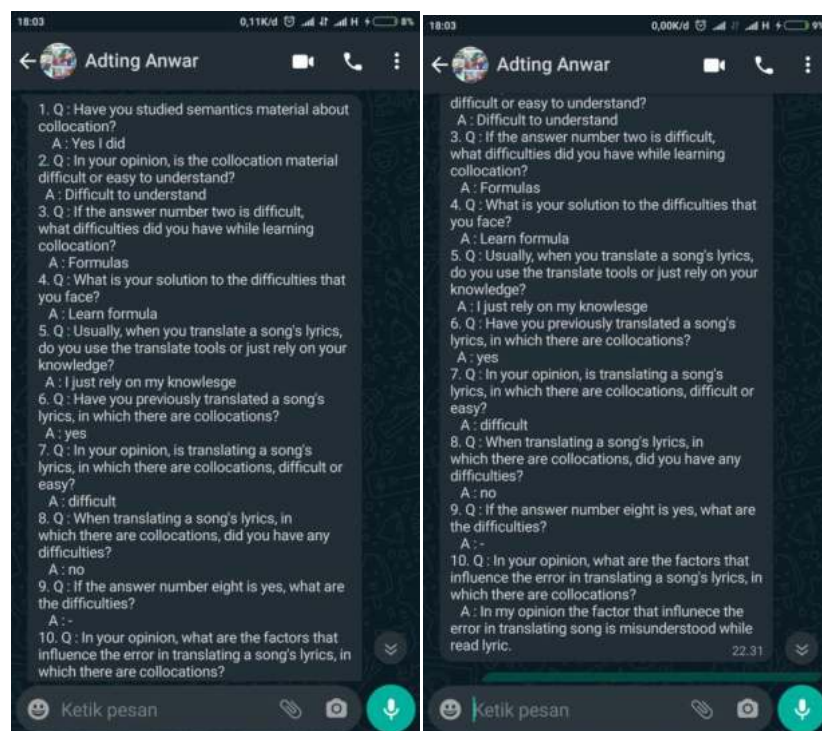
3. Serli Sriyani



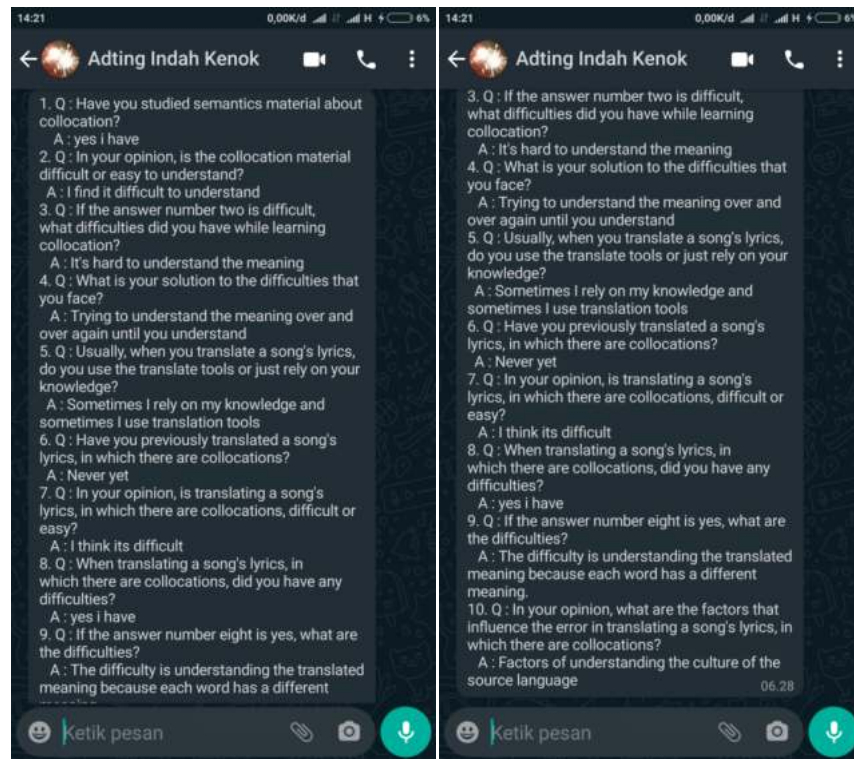
4. Septiani



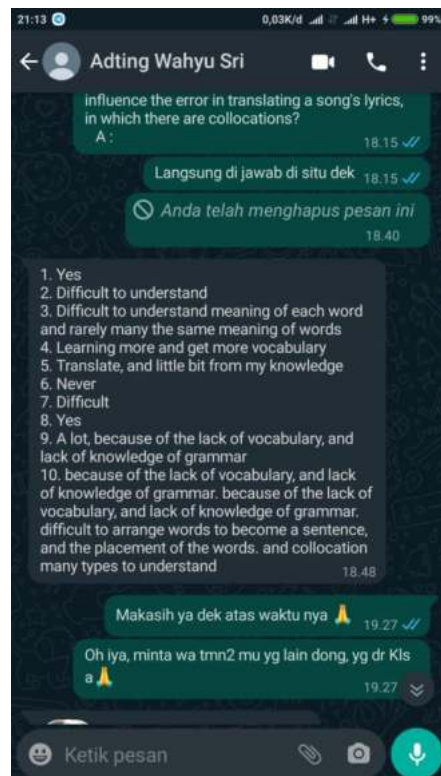
5. Anwar Sidiq Wiyata



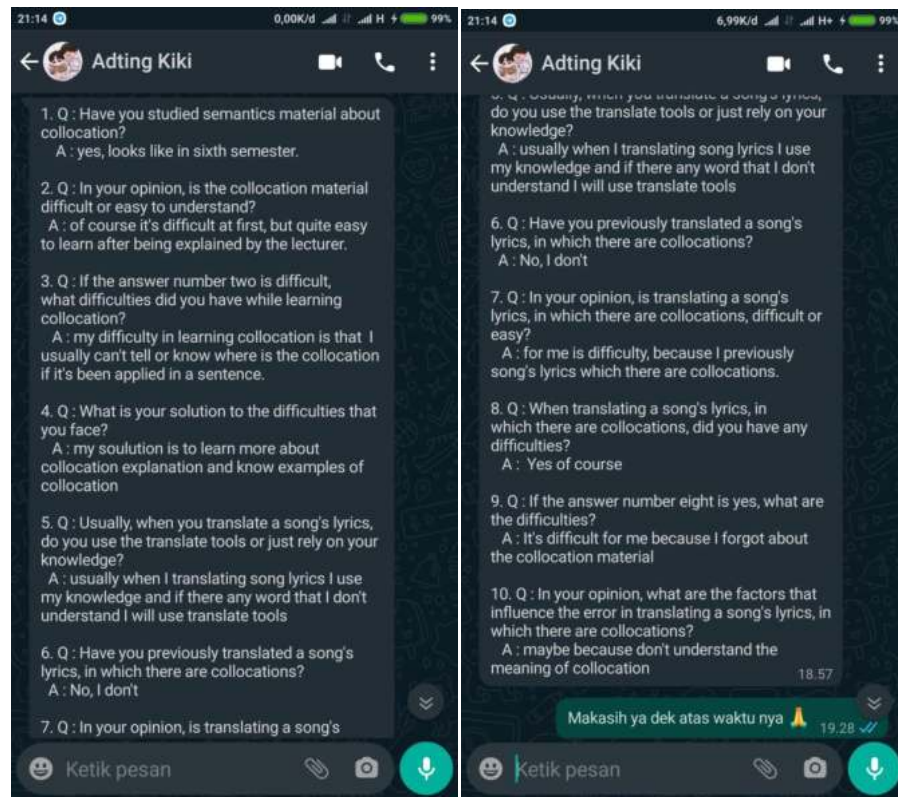
6. Indah Kurniasari



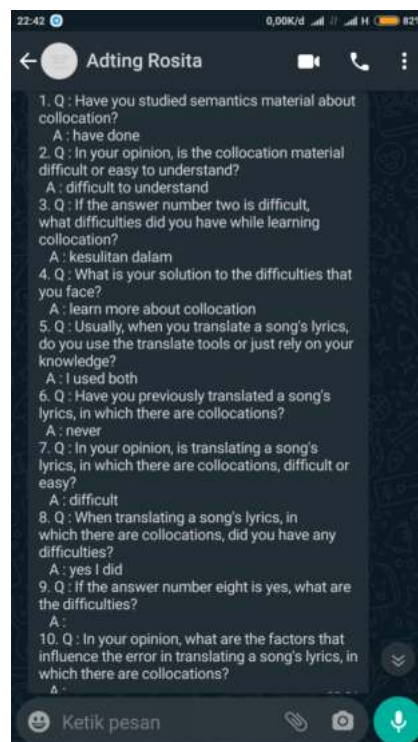
7. Wahyu Sri Hartuti



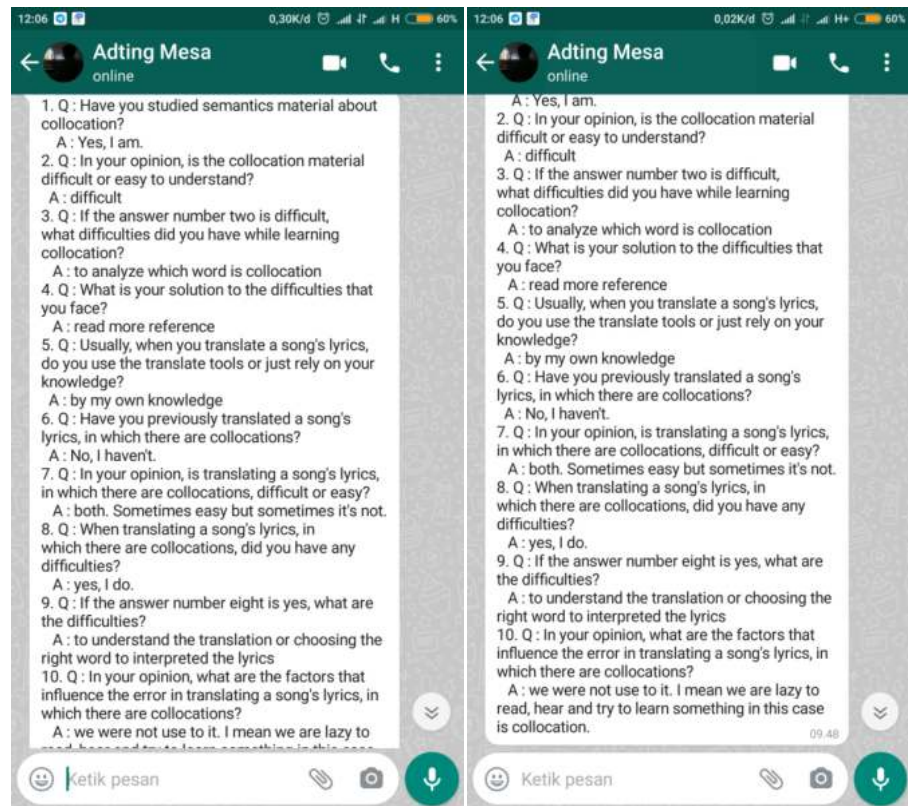
8. Kiki Paramita



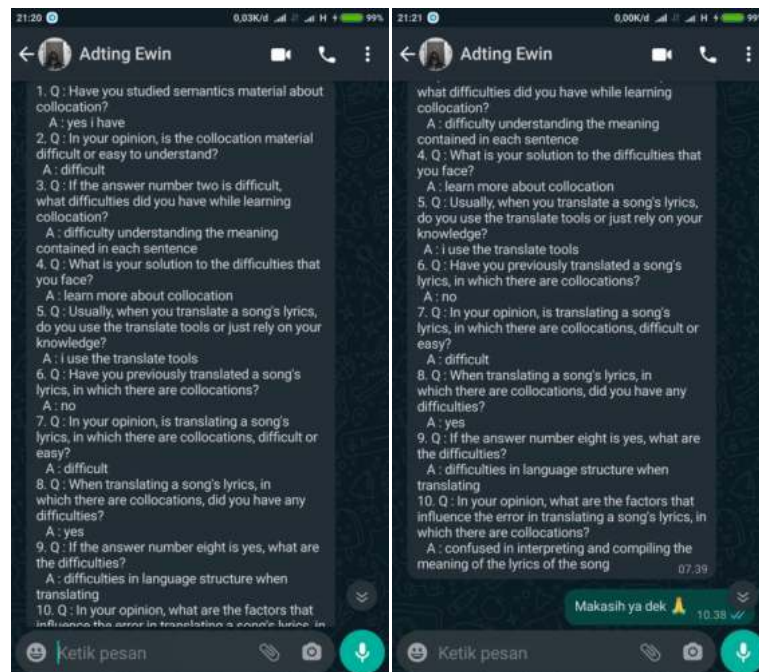
9. Rosita Devi



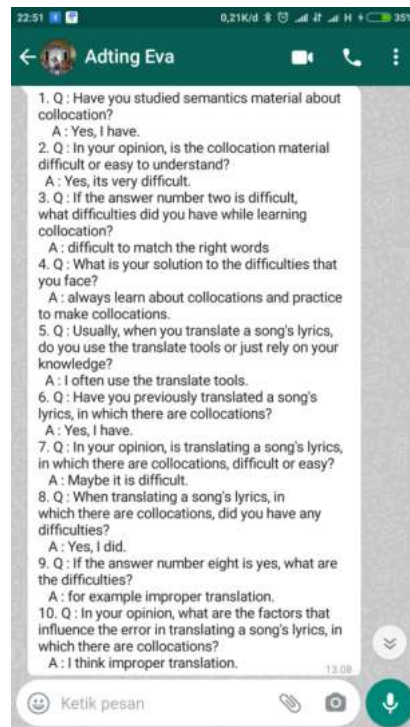
10. Mesa Pramasela



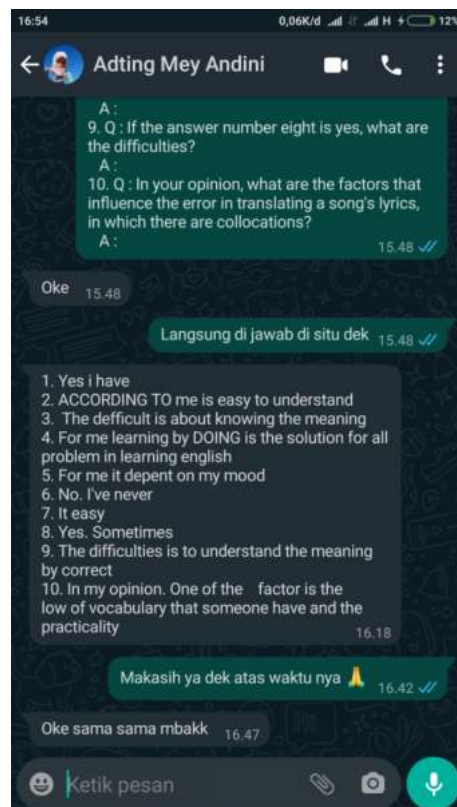
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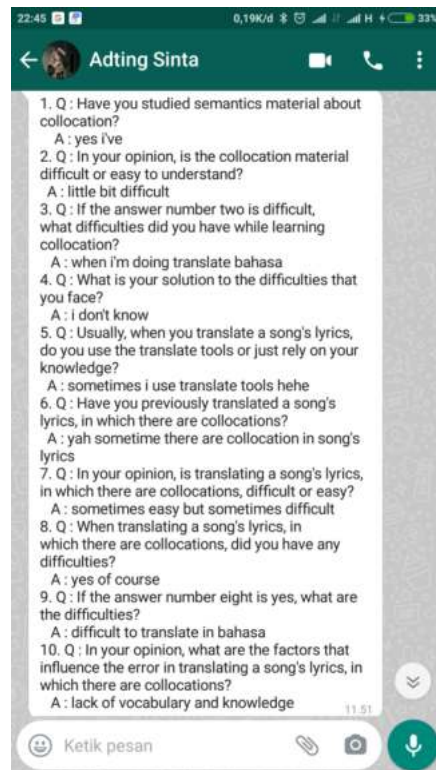
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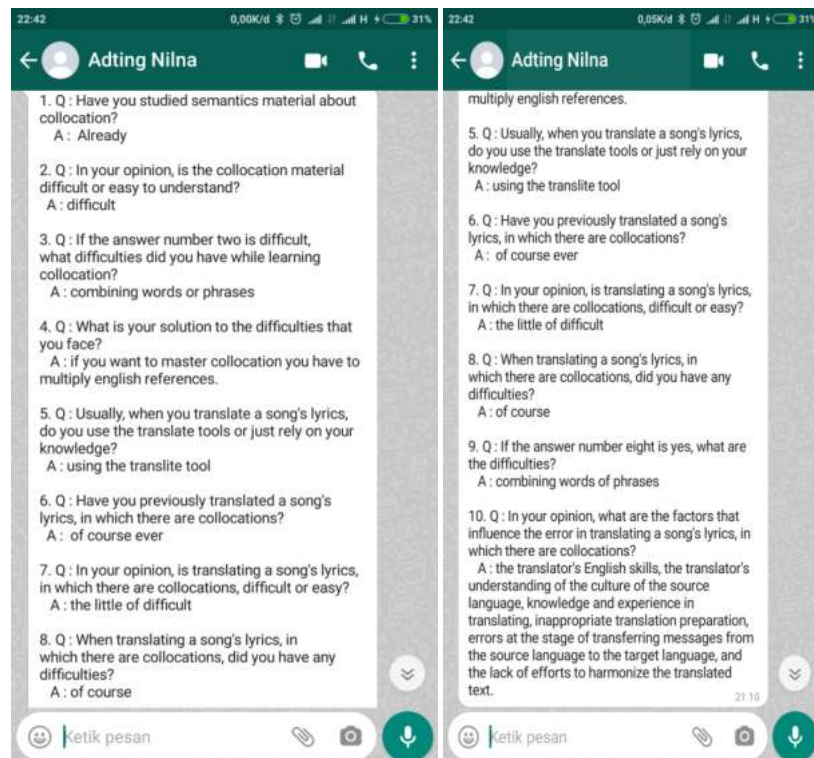
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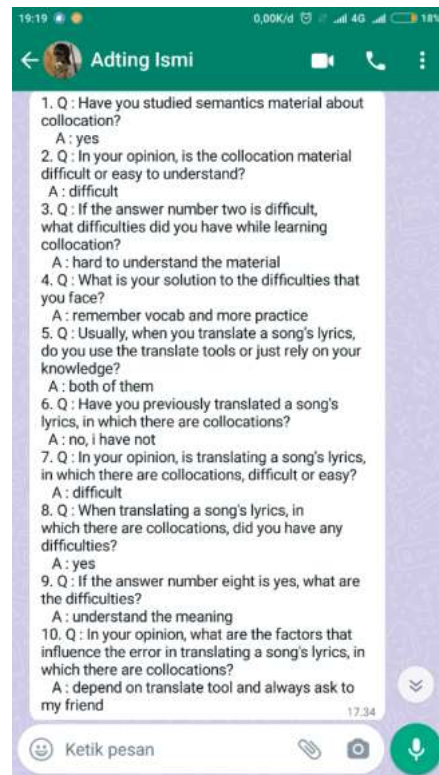
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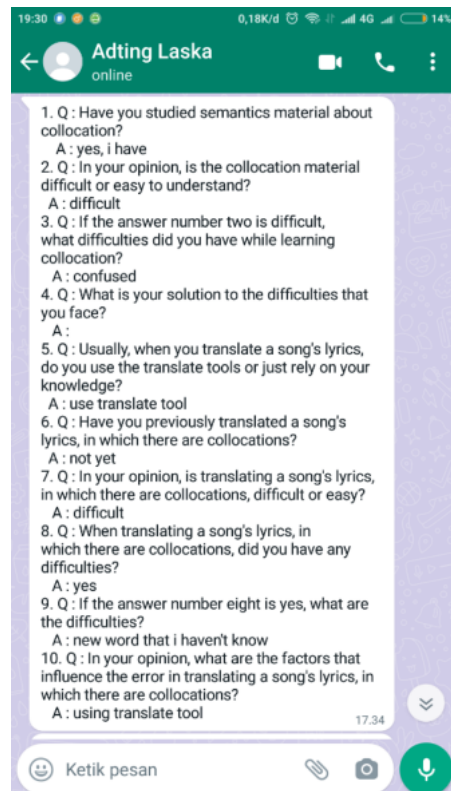
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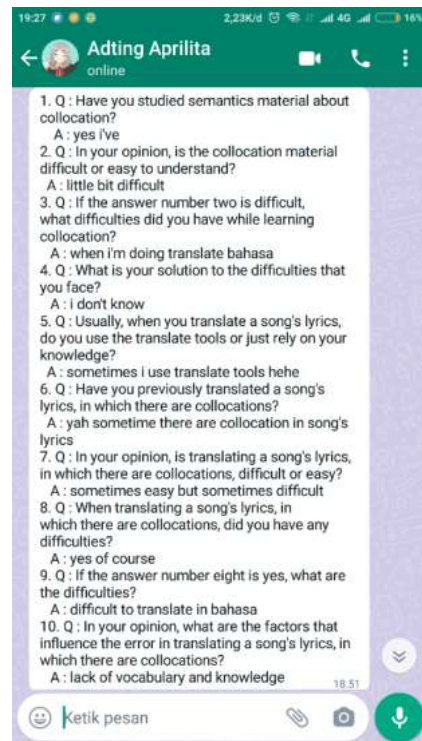
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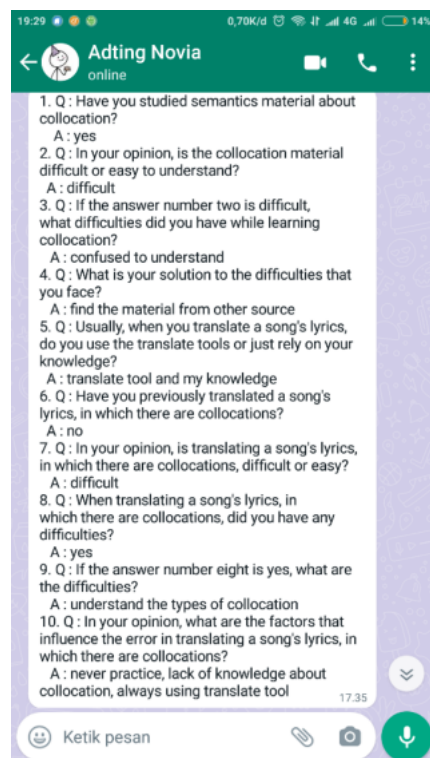
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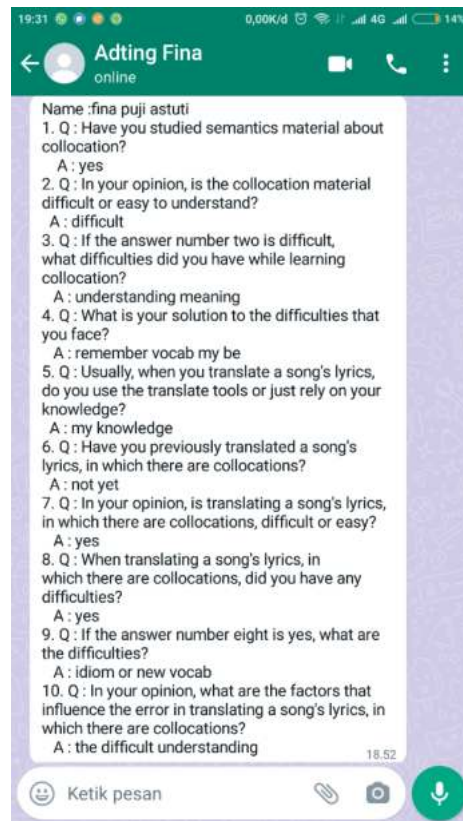
18. Aprilita



19. Novia Mila



20. Fina Puji Astuti



Appendix 3 : Songs Lyrics

Army Of Angels

When love's a battle
And life's a war
When I just can't go on fighting
anymore
When I'm surrounded
And they're closing in
When I feel the bullets graze against
my skin

This world's a warzone
And I've got a shield
And I won't surrender
Cause your love feels

Like an army of angels

Like an army of angels
Like an army of angels
Like an army of angels

Hey hey
If hate is poison then loves the cure
And it's you that drives the demons
from my door
When they got me cornered
Close to giving in
Oh I feel you round me like a second
skin

This world's a war zone
And I've got a shield
And I won't surrender
Cause your love feels
Like an army of angels
Like an army of angels
Like an army of angels
Like an army of angels

Cause the flames in the fire out with
old
Cause I know yeah I know that I'm
not alone

Cause the flames in the fire out with
old

Cause I know yeah I know that I'm
not alone

Oh what a beautiful sight wo-ah
A hundred thousand soldiers in the
sky wo-ah
I don't need to worry tonight
With you by my side yeah

Like an army of angels
Like an army of angels
Like an army of angels
Like an army of angels

Like an army of angels
Like an army of angels
Like an army of angels
Like an army of angels

Cause the flames in the fire out with
old
Cause I know yeah I know that I'm
not alone

Cause the flames in the fire out with
old
Cause I know yeah I know that I'm
not alone

Breakeven

**I'm still alive but I'm barely
breathing**

Just prayed to a God that I don't
believe in
'Cause I got time while she got
freedom
'Cause when a heart breaks, no it
don't breakeven

Her best days will be some of my
worst
She finally met a man that's gonna
put her first

While I'm wide awake she's no
trouble sleeping
'Cause when a heart breaks, no it
don't breakeven, even, no

What am I suppose to do
When the best part of me was always
you and
What am I suppose to say
When I'm all choked up and you're
okay

I'm falling to pieces, yeah
I'm falling to pieces

They say bad things happen for a
reason
But no wise words gonna stop the
bleeding
'Cause she's moved on while I'm still
grieving
And when a heart breaks, no it don't
breakeven, even, no

What am I gonna do
When the best part of me was always
you
And what am I suppose to say
When I'm all choked up and you're
okay

I'm falling to pieces, yeah
I'm falling to pieces, yeah
I'm falling to pieces
(One's still in love while the other
one's leaving)
I'm falling to pieces
(Cause when a heart breaks, no it
don't breakeven)

You got his heart and my heart and
none of the pain
You took your suitcase, I took the
blame
Now I'm tryna make sense of what
little remains, oh

'Cause you left me with no love and
no love to my name

I'm still alive but I'm barely
breathing
Just prayed to a God that I don't
believe in
'Cause I got time while she got
freedom
'Cause when a heart breaks, no it
don't break
No it don't break, no it don't
breakeven, no

What am I gonna do
When the best part of me was always
you
And what am I supposed to say
When I'm all choked up and you're
okay

I'm falling to pieces, yeah
I'm falling to pieces, yeah
I'm falling to pieces
(One's still in love while the other
one's leaving)
I'm falling to pieces
(Cause when a heart breaks, no it
don't breakeven)

Oh, it don't breakeven, no
Oh, it don't breakeven, no
Oh, it don't breakeven, no

Dead Man Walking

I hear the angels talking, talking,
talking
Now I'm a dead man walking,
walking, walking
I hear the angels talking, talking,
talking
Now I'm a dead man
[x2]

I see you standing there but you're
already gone

**I'm holding your hand but you're
barely holding on**

I'm kissing your lips but it just don't
feel the same
Am I a dead man now left living with
the blame

Oh, I hear the angels talking, talking,
talking
Now I'm a dead man walking,
walking, walking

Already broken, already gone
Already know you're moving on
(Am I breathing) talking
(Dead man) walking
Already see it in your face
Already someone in my place
(Am I breathing) talking
(Dead man) walking

I hear the angels talking, talking,
talking
Now I'm a dead man walking,
walking, walking
I hear the angels talking, talking,
talking
Now I'm a dead man

We're in the same room just one
million miles away
With all these books around but we
ain't got two words
to say
Am I a dead man now left living with
the shame

Already broken, already gone
Already know you're moving on
(Am I breathing) talking
(Dead man) walking
Already see it in your face

Already someone in my place
(Am I breathing) talking
(Dead man) walking

Ooooh, oooh
(Am I breathing) talking
(Dead man) walking

I hear the angels talking, talking,
talking
Now I'm a dead man walking,
walking, walking
I hear the angels talking, talking,
talking
Now I'm a dead man

Already broken, already gone
Already know you're moving on
(Am I breathing) talking
(Dead man) walking
Already see it in your face
Already someone in my place
(Am I breathing) talking
(Dead man) walking

Ooooh, oooh
(Am I breathing) talking
(Dead man) walking
[x2]

I hear the angels talking, talking,
talking
Now I'm a dead man walking,
walking, walking
I hear the angels talking, talking,
talking
Now I'm a dead man
[x2]

Now I'm a dead man

Eden

My kingdom was falling down to
dust
And nobody can stop the exodus
I have always been livin' on a prayer
Hoping, hoping, hoping that I'd find
you out there, somewhere
My life, it was going nowhere

Hoping, hoping, hoping for someone
who can take me there
Now I have reached my heaven
In a world of Armageddon
I've finally found my Eden
There's no way I'm leaving
Blinded by temptation, and you gave
me salvation
I've finally found my Eden
There's no way I'm leaving you
My heart is a prison, half the time
But your love can break the chains
that bind
I have always been livin' on a prayer
Hoping, hoping, hoping that I'd find
you out there, somewhere
My life, it was going nowhere
Hoping, hoping, hoping for someone
who can take me there
Now I have reached my heaven
In a world of Armageddon
I've finally found my Eden
There's no way I'm leaving
Blinded by temptation, and you gave
me salvation
I've finally found my Eden
There's no way I'm leaving you
You
You, you
I've finally found my Eden
There's no way I'm leaving you
You
You, you
I've finally found my Eden
There's no way I'm leaving you
Blinded by temptation, and you gave
me salvation
I've finally found my Eden
There's no way I'm leaving you
You
You, you
I've finally found my Eden
There's no way I'm leaving you
You
You, you
I've finally found my Eden

There's no way I'm leaving you

Exit Wounds

My hands are cold my body's numb
I'm still in shock what have you done
My head is poundin, my vision's blur
Your mouth is moving, I don't hear a
word
And it hurts so bad that I search my
skin
For the entry point, where love went
in
And ricocheted and bounced around
And left a hole when you walked out
yeah
Chorus
**I'm falling through the doors of the
emergency room**
Can anybody help me with these exit
wounds
I don't know how much more love,
this heart can lose
And I'm dying, dying from these exit
wounds
Whoooooaa uuuh where their
leaving, the scars you're keeping
Exit wounds, where their leaving, the
scars you're keeping
Marks a battle still feel raw
A million pieces of me on the floor
I'm damaged goods for all to see
Now who would ever want to be
with me
I've got all the baggage drink the
pills
Yeah this is living but without the
will
I'm Blacken out I'm shutting down
You've left a hole, you walked out
yeah
Chorus
I'm falling through the doors of the
emergency room
Can anybody help me with these exit
wounds

I don't know how much more love,
this heart can lose
And I'm dying, dying from these exit
wounds
Wounds ... where their leaving, the
scars you're keeping
Exit wounds where their leaving,
the scars you're keepin
Loose your clothes and show your
scars
That's who you are
That's who you are
Marks a battle still feel raw
A million pieces of me on the floor
Chorus
I'm falling through the doors of the
emergency room
Can anybody help me with these exit
wounds
I don't know how much more love,
this heart can lose
And I'm dying, dying from these exit
wounds
Wounds ... where their leaving, the
scars you're keeping
Exit wounds where their leaving,
the scars you're keepin

Flares

Did you lose what won't return'
Did you love but never learn'
The fire's out but still it burns
And no one cares, there's no one
there
Did you find it hard to breathe'
**Did you cry so much that you
could barely see'**
You're in the darkness all alone
And no one cares, there's no one
there
But did you see the flares in the sky'
Were you blinded by the light'
Did you feel the smoke in your eyes'
Did you? Did you?
Did you see the sparks filled with
hope? You are not alone

Cause someone's out there, sending
out flares
Did you break but never mend'
Did it hurt so much you thought it
was the end'
Lose your heart but don't know when
And no one cares, there's no one
there
But did you see the flares in the sky'
Were you blinded by the light'
Did you feel the smoke in your eyes'
Did you? Did you?
Did you see the sparks filled with
hope? You are not alone
Cause someone's out there, sending
out flares
Someone's out there, sending out
flares
Did you lose what won't return'
Did you love but never learn'
But did you see the flares in the sky'
Were you blinded by the light'
Did you feel the smoke in your eyes'
Did you? Did you?
Did you see the sparks filled with
hope? You are not alone
Cause someone's out there, sending
out flares

Give The Love Around

To your brother, to your sister
To your misses, to your mister
To your friends, to your foes
Give the love around and back
around it goes
Evil comes from the top and it
spreads right round
If you treat a man wrong, he's gone
pass it on down
To the next in line, who's probably
his wife
Bringing up his kids now watching
mama cry
And they pick it up cause they learn
everything

Life has a funny way of going in a ring
End up growing up in trouble with the law
Standing in the cuffs that the father once wore
Now it seems that every brand new generation
Have all been growing up with cracks in the foundation
They're trying to fill the holes of a whole damn nation
That's lost it's trust, yeah (That's lost it's trust)
We gotta change before the train leaves the station
And realize the revolution ain't a revelation
It takes blood, sweat, tears and innovation
It starts with us (It starts with us)
Yeah it starts by giving love to your brother, giving love to your sister
Giving love to your missis, love to your mister
Giving love to your friends, love to your foes
Give the love around and back around it goes
Giving love to your brother, giving love to your sister
Giving love to your missis, love to your mister
Giving love to your friends, love to your foes
Give the love around and back around it goes
Oh, we're all just spokes working in a wheel
Spinning all around life's cruel battlefield
Draw a circle in the sand on a rainy day, watch it wash away
I bet it shows up on a sunny beach a thousand miles away
Flutter from a butterfly cause a storm

Over half a million people die
But we don't care because we're all desensitized
We don't realize we're putting all this shit before our children's eyes
Now every brand new generation
Have all been growing up with cracks in the foundation
They're trying to fill the holes of a whole damn nation
That's lost it's trust, yeah (That's lost it's trust)
We gotta change before the train leaves the station
And realize the revolution ain't a revelation
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Yeah it starts by giving love to your brother, giving love to your sister
Giving love to your missis, love to your mister
Giving love to your friends, love to your foes
Give the love around and back around it goes
Giving love to your brother, giving love to your sister
Giving love to your missis, love to your mister
Giving love to your friends, love to your foes
Give the love around and back around it goes
Give the love around and back around it goes
Give the love around and back around it goes
Love to your friends, love to your foes
Give the love around and back around it goes
See the thing about karma is it loves a bit of drama

It loves to hunt you down and pay
you back for the things you did
Before you turn a positive to a
negative

**Better pray you know exactly who
the fuck you're dealing with**

Now this is not a dress rehearsal, let
me tell you kid

Whatever you put out there, it's
coming back again

Years may burn (oh), the table's
gonna turn

And karma's coming back around

Either way you're gonna learn

To give love to your neighbor love to
yourself

It don't matter 'bout your status

Man your health is your wealth

We can all point the finger but

There's four pointing back at yourself

I'll be the bigger man, now give a
little help

Giving love to your brother, giving
love to your sister

Giving love to your missis, love to
your mister

Giving love to your friends, love to
your foes

Give the love around and back
around it goes

Giving love to your brother, giving
love to your sister

Giving love to your missis, love to
your mister

Giving love to your friends, love to
your foes

Give the love around and back
around it goes

Give the love around and back
around it goes

Give the love around and back
around it goes

Love to your friends, love to your
foes

Give the love around and back
around it goes

Around it goes, around it goes
Give the love around and back
around it goes

Around it goes, around it goes
Give the love around and back
around it goes

Around it goes, around it goes
Around it goes, around it goes
Give the love around and back
around it goes

Hail Rain or Sunshine

Late to bed

We're early to rise

Wipe the sleep from our eyes

We head to work, we catch a lift

We have a smoke and

We start the shift

We open up

We start to wake

Maybe it's gonna be our day

And suddenly, we start to smile

The sun is up for a while, and

You may see this place and find no
worth

But it's our little piece of Heaven
here on Earth

Yeah we always have a good time

Whether it's hail, rain or it's sunshine

We reach the top

We took the fall

But we laugh through it all

Cause dreaming of them better days

Has always been our way, and

You may see this place and find no
worth

But know I'm never gonna change
them for the world

Yeah we always have a good time

Whether it's hail, rain or it's sunshine

Yeah we're all living the good life

Whether it's hail, rain or it's sunshine

Yeah we always have a good time

Whether it's hail, rain or it's sunshine

Always have a good time

Whether it's hail, rain or it's sunshine

Howl At The Moon

When I was younger
I waited for a thunder
A thousand angels banging on their
chairs
Why of all the lightnings was never
that frightening
Like cameras on flashing on the air
And oh, after it would clear
The wonders of the universe they
seem so near
Lying in my backyard
Had this face on Sky 1
I'd imagine all the things that I could
be
A pilor or fighter
An astranout or rider
Anything except just being me
And oh, the bells would start to wind
Worst came to my head and I would
start to sing
With the moon as the spotlight
The shine's on me
And the stars were the lighters in the
air
And the wind screaming loud
sounding just like a choir
And it's four hours already there
I'd howl at the moon
I'd howl at the moon
Now that I'm older
And life's a little colder
Your told it's a record of your dreams
Everything changes
This terror blank pages
I had the dream but couldn't find the
key
But oh, some nights I hear the strings
These melodies I have to sing
With the moon as the spotlight
The shine's on me
And the stars were the lighters in the
air
And the wind screaming loud
sounding just like a choir
And it's four hours already there

I'd howl at the moon
I'd howl at the moon
I'd howl at the moon
I'd howl at the moon
It keeps getting louder
It keeps getting louder
It keeps getting louder
It keeps getting louder
It keeps getting louder
It keeps getting louder
With the moon as the spotlight
The shine's on me
And the stars were the lighters in the
air
And the wind screaming loud
sounding just like a choir
And it's four hours already there
I'd howl at the moon
I'd howl at the moon

The Man Who Can't Be Moved

Going Back to the corner where I
first saw you
Gonna camp in my sleeping bag
I'm not gonna move
Got some words on cardboard, got
your picture in my hand
saying, "if you see this girl can you
tell her where I am"
Some try to hand me money,
they don't understand
I'm not broke, I'm just a broken
hearted man
I know it makes no sense
but what else can I do'
How can I move on
when I'm still in love with you'
Cause if one day you wake up and
find that you're missing me
and your heart starts to wonder
where on this earth I could be
Thinkin maybe you'll come back
here to the place that we'd meet
And you'll see me waiting for you on
the corner of the street
So I'm not moving, I'm not moving

Policeman says "son you can't stay here"

I said, "there's someone I'm waiting for

If it's a day, a month, a year"

Gotta stand my ground even if it rains or snows

If she changes her mind

this is the first place she will go

Cause if one day you wake up and find that you're missing me

and your heart starts to wonder where on this earth I could be

Thinkin maybe you'll come back here to the place that we'd meet

And you'll see me waiting for you on the corner of the street

So I'm not moving, I'm not moving

I'm not moving, I'm not moving

People talk about the guy that's waiting on a girl

ohhh..

There are no holes in his shoes but a big hole in his world

ohhh..

Maybe i'll get famous

as the man who can't be moved

Maybe you wont mean to

but you'll see me on the news

And you'll come running to the corner

cause you'll know it's just for you

I'm the man who can't be moved

I'm the man who can't be moved

Cause if one day you wake up and find that you're missing me

and your heart starts to wonder where on this earth I could be

Thinkin maybe you'll come back here to the place that we'd meet

And you'll see me waiting for you on the corner of the street

So I'm not moving, I'm not moving

I'm not moving, I'm not moving (x2)

Going Back to the corner where I first saw you

Gonna camp in my sleeping bag I'm not gonna move



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0601/In.28.1/J/TL.00/03/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **BEPI YUNITA YURNI**
NPM : 1601070008
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : A MISSINTERPRETATION ANALYSIS OF COLLOCATION IN THE
SCRIPT BAND'S SONG LYRICS

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Maret 2020

Ketua Jurusan

Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bepi Yunita Yurni
NPM : 1601070008

Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday / July, 13 th 2020			Chapter I, II, III	Bepi
2.	Monday / July, 27 th 2020			Hasil skripsi dan seminar	Bepi

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Bepi Yunita Yurni
NPM : 1601070008

Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday / June, 5 th 2020		✓	chapter I	Bepi
2.	Monday / June, 15 th 2020		✓	Revision ^{chapter} Bab I, chapter 2, chapter 3.	Bepi
3.	Monday / June, 29 th 2020		✓	Revision Research Methodology (chapter 3)	Bepi
4.	Tuesday / July, 7 th 2020		✓	Revision Bibliography	Bepi
5.	Thursday / July, 9 th 2020		✓	Acc proposal	Bepi

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II



Linda Septiyana, M.Pd
NIDN. 2016099001


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bepi Yunita Yurni
NPM : 1601070008

Jurusan : TBI
Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday / July 29 th 2022		✓	Chapter 4.	Bepi
2.	Tuesday / Sept 23 th / 2022		✓	Chapter 4	Bepi
3.	Thursday / Sept 25 th / 2022		✓	Chapter 4	Bepi
4.	Friday / Sept. 02 nd 2022		✓	Chapter 4 & 5	Bepi
5.	Tuesday / Sept. 20 th 2022		✓	Ace Munagoryah	Bepi

Mengetahui
Ketua Jurusan TBI


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NIP. 19871102 201503 1 004

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NIDN. 2016099001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp (0725) 41507, Faksimili (0725) 47296, Website www.metrouniv.ac.id E-mail iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN APENDIX MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bepi Yunita Yurni
NPM : 1601070008

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa / 27-07-21	✓		APD <i>See & grade</i>	<i>Bepi</i>

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd

NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag

NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan KH. Haji Deswanta Kampus 15A Inggimulya Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507 Faksimili (0725) 47290, Website www.metroia.ac.id E-mail iaimetro@metroia.ac.id


KARTU KONSULTASI BIMBINGAN APENDIX MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bepi Yunita Yurni
NPM : 1601070008


Jurusan : TBI
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa/10-08-2021		✓	APD	Bepi
2.	Selasa/17-08-2021		✓	APD	Bepi

Mengetahui,
Ketua Jurusan TBI


Andhono, M.Pd
NIP. 19871102 201503 1 004


Dosen Pembimbing II


Linda Septiyana, M.Pd
NIDN. 2016099001

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Bepi Yunita Yurni
NPM : 1601070008

Jurusan : TBI
Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabo 21/2022 September	✓		Chapter II, Chapter III, Chapter IV (Diksi)	Bepi
2.	Rabo 05/2022 Oktober	✓		Chapter I, chapter II, chapter III, chapter IV (Penulisan skripsi)	Bepi
3.	Rabo 12/2022 Oktober	✓		Chapter II, chapter III, Chapter IV	Bepi
4.	Rabo 19/2022 Oktober	✓		Chapter IV	Bepi
5.	Selasa 01/2022 November	✓		Chapter IV	Bepi
6.	Jum'at, 18 November 2022	✓		Revisi dan Menilai Bisa diarahkan 	Bepi

Mengetahui,
Ketua Jurusan TBI



Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I



Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bepi Yunita Yurni
NPM : 1601070008

Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday / July, 13 th 2020			Chapter I, II, III	Bepi
2.	Monday / July, 27 th 2020			Hasil skripsi dan seminar	Bepi

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4047/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
Linda Septiyana (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **BEPI YUNITA YURNI**
NPM : 1601070008
Semester : 13 (Tiga Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ERROR TRANSLATION ANALYSIS OF COLLOCATION IN THE SCRIPT BAND'S SONG LYRICS AMONG THE EIGHTH SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR OF 2020/2021**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Agustus 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4131/In.28/D.1/TL.00/09/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TADRIS BAHASA
INGGRIS IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4130/In.28/D.1/TL.01/09/2022,
tanggal 09 September 2022 atas nama saudara:

Nama : **BEPI YUNITA YURNI**
NPM : 1601070008
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR TRANSLATION ANALYSIS OF COLLOCATION IN THE SCRIPT BAND'S SONG LYRICS AMONG THE EIGHTH SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR OF 2020/2021".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 September 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bepi Yunita Yurni
NPM : 1601070008

Jurusan : TBI
Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabo 21/2022 September	✓		Chapter II, Chapter III, Chapter IV (Diksi)	Bepi
2.	Rabo 05/2022 Oktober	✓		Chapter I, chapter II, chapter III, chapter IV (Penulisan skripsi)	Bepi
3.	Rabo 12/2022 Oktober	✓		Chapter II, chapter III, Chapter IV	Bepi
4.	Rabo 19/2022 Oktober	✓		Chapter IV	Bepi
5.	Selasa 01/2022 November	✓		Chapter IV	Bepi
6.	Jum'at, 18 November 2022	✓		Rahaila, D. N. M. A. Dra. D. S. M. A. S. 	Bepi

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd

NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag

NIP. 19611221 199603 1 001


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bepi Yunita Yurni
NPM : 1601070008

Jurusan : TBI
Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday / July 29 th 2022		✓	Chapter 4.	Bepi
2.	Tuesday / Sept 23 th / 2022		✓	Chapter 4	Bepi
3.	Thursday / Sept 25 th / 2022		✓	Chapter 4	Bepi
4.	Friday / Sept. 02 nd 2022		✓	Chapter 4 & 5	Bepi
5.	Tuesday / Sept. 20 th 2022		✓	Ace Munagoryah	Bepi

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II


Linda Septiyana, M.Pd
NIDN. 2016099001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Bepi Yunita Yurni
NPM : 1601070008
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 23 November 2022

Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1231/ln.28/S/U.1/OT.01/10/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : BEPI YUNITA YURNI
NPM : 1601070008
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070008

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Oktober 2022
Kepala Perpustakaan



[Signature]
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

BIOGRAPHY



The writer's name is Bepi Yunita Yurni. She was born at Centre of Lampung on June 11th, 1998. She is the second child of Yurni Hasan and Fitri Lukisiati. She has three siblings. Their name are Adelwais Febriati Yurni, Calendula Aprido Yurni, and Dolisy Febriani Yurni.

She was enrolled her study in TK Gula Putih Mataram in 2002-2004. Then she continued her study at SDS 2 Gula Putih Mataram in 2004-2010. In line with her focus of the study, she continued her study at SMP Gula Putih Mataram in 2010 and graduated in 2013. After graduating from SMP Gula Putih Mataram, she decided to continue her study in SMAN 2 Tumijajar from 2013-2016. Then, IAIN Metro has become her next direction to go on her study. and she was registered as a university student of English Education Department in the academic year of 2016/2017 up to now. In 2019, she conducted her PPL at SMAN 6 Metro. In 2020, she conducted her KKN in Pesawaran, South of Lampung.