

**COLLOCATION PROBLEMS IN WRITING AT THE FOURTH  
SEMESTER STUDENTS OF IAIN LANGSA**

**SKRIPSI**

**By:**

**ChairunNisa'**

**1042014038**

**Degree (S1)**

**Study Program : English Department**

**Tarbiyah and Teacher**

**Training Faculty**



**THE MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE FOR ISLAMIC STUDIES  
LANGSA**

**2018**

**STATEMENT OF APPROVAL**

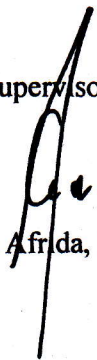
**COLLOCATION PROBLEMS IN WRITING  
AT THE FOURTH SEMESTER STUDENTS OF IAIN LANGSA**

Submitted to the Tarbiyah and Teachers Training State Institute for Islamic  
Studies Langsa as Fulfillment of the Requirements For the degree of *Sarjana*  
*Pendidikan (S. Pd)* of English Education

By  
**Chairun Nisa'**  
**1042014038**  
**English Education Department**

Approved by :

Supervisor I

  
Nina Afrida, M.Pd

Supervisor II

  
Mauloedin Afna M.Pd

**STATEMENT OF CERTIFICATION**

**COLLOCATION PROBLEMS IN WRITING**

**AT THE FOURTH SEMESTER STUDENTS OF IAIN LANGSA**

By:  
Chairun Nisa'  
1042014038

Has been defended in *Sidang Munaqasyah* by the board of Examiners  
and has been accepted as a Partial Fulfillment of Requirements for  
*Sarjana Pendidikan (S. Pd)* in English Department of Tarbiyah  
and Teachers Training Faculty on :

Friday, August 10<sup>th</sup> 2018 M

28 Dzulqa'dah 1439 H

**Board of Examiners**

**Chairman,**



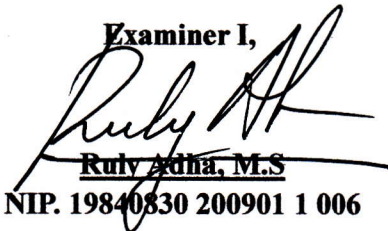
Nina Afrida, M.Pd  
NIP. 19840501 201101 2 015

**Secretary,**



Mauloeddin Afna, M. Pd

**Examiner I,**



Rully Adha, M.S  
NIP. 19840830 200901 1 006

**Examiner II,**



Muslem, S. Pd., M.Pd., M. TESOL  
NIP. 19760527 200904 1 002

**Certified by:**

**The Dean of Tarbiyah and Teachers Training Faculty  
State Institute for Islamic Studies Langsa**



Dr. Ahmad Fauzi, MAg  
NIP. 19570501 198512 1 001

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

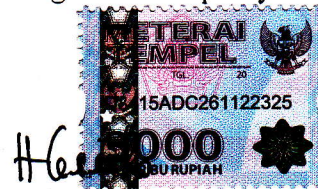
Nama : Chairun Nisa'  
Nim : 1042014038  
Fakultas/ Prodi : FTIK/ Pendidikan Bahasa Inggris (PBI)

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“Collocation problems in writing at the fourth semester students of IAIN Langsa”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 06 Juni 2018

Yang membuat pernyataan



**Chairun Nisa'**

**Nim. 1042014038**

## ABSTRACT

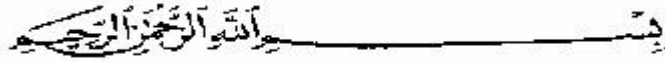
**Nisa', Chairun.** 2018. Collocation problems in writing at the fourth semester students of IAIN Langsa. Skripsi English Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

**Supervisor (1).** Nina Afrida, **(2).** Mauloedin Afna

The research investigated about collocation problems in writing and the cause that happened in the fourth semester students of English department in IAIN Langsa. The writer applied Qualitative research with qualitative descriptive design. The subject of the research were the fourth semester students of English department, it contains of a unit that consist for 18 students. To collect the data, the writer selected documentation and interview as instruments. To analyze the data from documentation, the writer used collocation's references of Oxford Collocation's dictionary application. To analyze the data interview, the writer used data reduction, data display and conclusion/verification. The writer found 13 students that have collocation problems and 5 students that did not use collocation in their writing. However, there are 7 students that used right collocation in their writing. Whereas the main problems in collocation for lacking vocabulary and lack of lecturers explanation. The students need to learn and practice to write with collocation in a daily life. In conclusion, the students need to explore all of aspect in English so they can construct their essay more natural.

**Keywords :** *Collocation and Writing.*

## ACKNOWLEDGEMENTS



First and foremost, the writer would like to express the gratitude to Allah SWT, the almighty God for the blessing, kindness and inspiration in lending her to complete the thesis. Second, Shalawat and Salam are always dedicated to our beloved prophet Muhammad SAW, the last prophet who have brought us from the darkness to the brightness.

The writer realize that she cannot complete this thesis without helping from another people. The writer wish, however to give her sincerest gratitude and appreciation to all people until this thesis can be completely finished.

The writer would like to extend her appreciation to people as follows :

1. Dr. H. Zulkarnaini, MA, as head of the IAIN Langsa.
2. Dr. H. Ahmad Fauzi, M.Ag, as chairman Department of Tarbiyah Faculty in IAIN Langsa.
3. Zulfitri, MA, as Academic Advisor and chair person of English Department in Tarbiyah Faculty.
4. Nina Afrida, M.Pd as a Main Supervisor and Mauloedin Afna M.Pd as a Co supervisor who has given the writer support and guide to finish the thesis, for their motivation, patience, correction to finish my thesis.
5. All Lecturers of English Department in Tarbiyah Faculty who has guide and give their knowledge to the writer from the first semester until the last semester.
6. Rusli Usman and Nurjannah as the writer beloved parents who always give the writer support, solution and motivation.
7. Mardiani as the writer beloved sister and Ahmad Taufik Nur Aryan as the writer beloved brother.

8. Her classmates in unit 2 and her lovely friends who give the writer support and positive suggestion.
9. To all people who give contribution to finish this study who cannot be mentioned them one by one.

Finally, the writer realized this thesis is far away from perfection, but hopefully this could help everyone who need it and it can give positive contributions for the readers.

Langsa, June 5<sup>th</sup> 2018

The writer,

Chairun Nisa'

## TABLE OF CONTENTS

<b>APPROVAL .....</b>	<b>ii</b>
<b>ORIGINAL LITERACY WORK DECLARATION .....</b>	<b>iii</b>
<b>STATEMENT OF CERTIFICATION.....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF APPENDICES.....</b>	<b>x</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>1</b>
A. Background Of The Study.....	1
B. Research Question .....	5
C. Purpose of the Study.....	5
D. Significances of the Study.....	6
E. Organization of Study .....	6
<b>CHAPTER II : LITERATURE REVIEW .....</b>	<b>8</b>
A. Writing.....	8
B. Collocation .....	9
C. Collocation Classification .....	11
D. Significances of Collocation .....	18
E. Common Errors on Collocation .....	23
F. Causes of Collocation Problems.....	24
G. The Differences among Collocation, Phrasal verbs and Idiom .....	26
<b>CHAPTER III : RESEARCH METHOD .....</b>	<b>29</b>
A. Research Design.....	29



B. Research Setting .....	29
C. Subject of the Research .....	30
D. Data Collecting Technique .....	31
E. Data Analyzing Technique.....	32
<b>CHAPTER IV : FINDING AND DISCUSSION .....</b>	<b>35</b>
A. Research Finding .....	35
B. Discussion .....	45
<b>CHAPTER V : CONCLUSION AND SUGGESTION .....</b>	<b>47</b>
A. Conclusion .....	47
B. Suggestion .....	48
<b>REFERENCES .....</b>	<b>49</b>

## **LIST OF APPENDICES**

- |                   |   |
|-------------------|---|
| <b>Appendix 1</b> | <b>Instrument of documentation</b>        |
| <b>Appendix 2</b> | <b>The result of Collocation Problems</b> |
| <b>Appendix 3</b> | <b>Interview Transcript</b>               |

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

In English, the information is provided in spoken and written language. Written language is prepared in written expression. It has the main idea and supporting details. While spoken language is informed by the mouthpiece, both is provided information according to the readers need. There are four skills in learning English, namely listening, speaking, reading and writing. One of important skill that must be learned is writing.

Writing is a media to communicate writers' idea to the reader. Writing skill is defined as the ability to respond to a given stimulus according to some authority's definition of the correct respond.<sup>1</sup> Writing systems use sets of symbols to represent the sounds of speech, and it describes symbols for such things as punctuation and numerals.

Indonesian schools have taught to inform the information in English by using spoken and written language. Even both had introduced from junior high school until university. In junior high school and Senior High School, the students asked to make a simple sentence and memorize simple vocabulary. Whereas in university level, the students must make an essay or paper with scientific term. Making good written need English specifically. There are aspects that support good written language. The aspects are

---

<sup>1</sup> Jyi-yeon Yi, *Defining Writing Ability for Classroom Writing Assesment in High Schools*. Pan-Pacific Association of Applied Linguistics 13, No.1 (2009), 53.

structure and grammar. In Indonesian, learning English must be gradually namely from basic words until complex words.

Indonesian students learn English as a foreign language, where they communicate with the different culture and different style. For the native speaker, it is not difficult to construct an essay in English, but for Indonesian is difficult when they do not know the term. The learners need to know the term that makes their written sounds natural. To make natural, we need to construct the sentence closer to a native speaker. There is subject that can make your written more natural.<sup>2</sup> The subject is collocation.

Violeta Seretan decides that collocation are the way in which words are used together regularly. The term of collocations is derived from the Latin word *collocare* which means *to place together or to assemble*, and this term introduced by J. R Firth in 1930s.<sup>3</sup> Collocation is a memorized word and is often spoken of by native speakers. This is shown to achieve language fluency. It consists of two words linked together in the memory of native speakers and co-occurs with some frequency in both written and oral discourse.<sup>4</sup> Aston argues that collocation is one crucial parameter that distinguishes native speakers from foreign language learners.<sup>5</sup> It can be a differentiator between native speakers and non-native speakers.

---

<sup>2</sup>John marks and allison wooder, *Check your vocabulary for natural English collocations*. (London, 2007), 3.

<sup>3</sup>Violeta seretan as cited in J. R Firth, *Syntax-Based Collocation Extraction*. (Berlin: Springer Text Speech and language technology series, volume 44 2011), 9.

<sup>4</sup> Violeta seretan, *Syntax-Based Collocation Extraction*. (Berlin: Springer Text Speech and language technology series, volume 44 2011), 9.

<sup>5</sup>Muhammad Abdullahi Guilani as cited in Aston, *The effect of awareness-raising on verb collocation feedback and Iranian case study*, (Iran, 2011), 1.

Michael McCarthy says, “Collocation can improve your style in writing, instead of saying *poverty causes crime*, you can say *poverty breeds crime*, instead of saying *a big meal* you can say *a substantial meal*. You may not need or want to use these in informal conversations, but in writing, they can give you text more variety and make it read better.”<sup>6</sup> Furthermore, it can help learners of English language more understand the meaning of written language. It gives optional words that really describe the word in English clearly.

Using collocation indicate that students can use the grammatical English well. In addition, collocation always closer with a native speaker. As a result, collocation is used by the native speaker in their daily life. It is used in a formal and informal situation. It also has variety in describing the meaning. There are the situation and condition in Bahasa that correct to express by using collocation. When the learners use it, the written or spoken language be better to be heard.

Nesselhauf classifies collocation into two types. There is grammatical and lexical collocation. Lexical collocation is collocation in which two lexical elements co-occur while grammatical collocations are collocations in which a lexical and a more grammatical element, for instance, a preposition. As a consequence, lexical collocation is predictable words that still recognize for learners foreign language like Indonesian. It divided into six types, namely

---

<sup>6</sup>Michael Mc Carthy Felicity O'Dell, *English collocation in use* (Cambridge: Cambridge University Press, 2005), 6.

Adj+noun, Noun+Verb, Noun+Noun, Verb+Expression with a preposition, Verb+Adv, and Adv+Adj.<sup>7</sup>

English department students in IAIN Langsa supposed to understand the concept of collocation, because it is one of the concepts used in English learning. Furthermore, collocation has been taught in vocabulary subject. It also repeated in grammar, writing and speaking subject. Sometimes the lecturer teaches and speaks by using collocation, but they did not realize that the term is collocation. Absolutely, students in university need to know English in middle and advanced level. English in university level contains of grammar and structure with complicated structure. When the students know about it, they can construct the sentence with various terms in English.

The fourth semester is the middle semester in English department. They have learned vocabulary, grammar I and II, writing I and II. In that moment, they are learning grammar III and Writing III. In grammar I and II they have learned about grammar but not specifically learned about collocation. Whereas in writing I and II they learn about how to construct a paragraph, whereas in writing III they learn how to write an essay with four or five long paragraphs.

Definitely, writing III is the good time to practice their skill in writing with collocation. They can explore their knowledge from basic grammar until good style in their writing. In fact, the fourth-semester students from English department in IAIN Langsa still difficult to construct the sentence with

---

<sup>7</sup> Nadja Nesselhauf, *Collocation in a learner Corpus*, (Amsterdam: John Benjamins Publishing Company, 2004), 22.

collocation. They have problems to distinguish the type of collocation. They almost do not realize the collocation term in English. In the sixth and the seventh semester, they must write an essay in writing IV, academic, proposal and thesis. It will be a big problem if they do not understand well about it.

In conclusion, based on the above explanation, the writer expected to investigate what problem that found by the fourth-semester students in applying collocation in writing at IAIN Langsa, and what causes that happened to them. Therefore, the writer decided to conduct a research entitle **“Collocation problems in writing at the fourth semester students of IAIN Langsa”**.

## **B. The Research Questions**

Based on the background of study the writer seeks to investigate and find out the collocation problems. They are as follows :

1. What are students collocation problems in writing at the fourth-semester of IAIN Langsa?
2. What are the causes of the fourth-semester students of English department in IAIN Langsa having collocation problems in writing?

## **C. The Purpose of the Study**

The purpose of this study are :

1. To investigate collocation problems in writing at the fourth-semester students of IAIN Langsa.

2. To find out the causes of the fourth-semester students of English department in IAIN Langsa having collocation problems in writing.

#### **D. The Significance of the Study**

Theoretically, this study gives the knowledge on writing subject. Furthermore, this study will be preliminary input for other researchers to further study in the similar area of research with different interest. Practically, this study provide a general guidance by the experts to write a research proposal, especially in term of its elements and the results of this study are expectedly beneficial for English education department, especially for the students and the lecturers. For the lecturers, the results can be used to help them understand better the problems faced by the students so they can apply the specific method to teach collocation well. This discussion can be a consideration of material for evaluation. So, they can find out how far the students apply collocation in their writing. In addition, they can choose the best method or input the collocation in every skill of English subject. Finally, for other researchers, this research will be additional information for other researchers who plans to do a research about similar topic.

#### **E. The Organization of the Study**

The study is divided into five chapter. Chapter one is introduction, in this chapter the writer describes the background of study, research question, purpose of study, significance of study and organization of the study. Chapter



two, the writer provides knowledge related to the topic. Those are taken from reliable linguists around the world. How to feed the body of this research by the data are explained in the chapter three. The findings display all results of data analysis. The research questions meet the answers in the chapter four. What can be taken from this research is shortly described in the chapter five.

## CHAPTER II

### LITERATURE REVIEW

#### A. Writing

Writing is one of the productive skills which are closely bound up with the receptive skill work.<sup>8</sup> English department students especially need to write an essay for the final academic assignment, thesis writing. Writing due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, grammar, and paragraph organization but also to turn such ideas into a readable text.<sup>9</sup>

Writing is a skill which not all people can do. Someone needs a skill to write and the skill does not come by itself so that one has to learn to write to have the skill. “. . . that human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior.”<sup>10</sup> The statement tells that writing is a special skill which is different from the other productive skill, speaking. Unlike speaking, which universally people learn and they do not need to be taught to be able to speak as long as they have devices for speaking, writing needs to be learned so that one have the ability to write. Lado suggested that “writing is to depict the graphic symbols representing a language an individual understands so that others can read such

---

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Third edition, (Longman Pearson Education Limited, 2001), 250.

<sup>9</sup> Jack C Richard, and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University, 2002), 303.

<sup>10</sup> H. D, Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.)*, (New York: Pearson Education, 2001), 76.

the graphic symbols”.<sup>11</sup> Harefa states that writing is synonymous with composing.<sup>12</sup> Composing is a series of activities for an individual to express idea and to deliver it through written language in order to be understood by the reader. So, writing can be defined as an ordered and systematic wording, so that the information delivered is understandable to the readers.

## **B. Collocation**

Collocation is the way in which words co-occur in a natural text in statistically significant ways. It sounds an innocent definition, but one very important point needs to be made: collocation is about the way words naturally co-occur in what David Brazil brilliantly called ‘used language’. Collocations are not words which we, in some sense, ‘put together’, they co-occur naturally, and the first task of the language teacher is to ensure that they are not unnecessarily taken apart in the classroom. If words occur together, learners need to notice co-occurrence and, if they are to be recorded in a vocabulary book, the word should be recorded together, a point already made by several contributors.<sup>13</sup>

Collocation is the way words combine in a language to produce natural-sounding speech and writing. For example, in English, you say strong wind but heavy rain. For a learner at pre-intermediate or even elementary level, it would be normal to say heavy wind or strong rain. Combining these words

---

<sup>11</sup> Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2000), 21.

<sup>12</sup> Harefa, *Menulis itu Mudah*, (Jakarta. Gramedia, 2003), 3.

<sup>13</sup> Michael Lewis, *Teaching collocation further development in lexical approach* . (Thomson Heinle Language Teaching Publications ELT, 2000) 132.

need a greater degree of competence. so it can function in productive use. For a native speaker, these combinations are highly predictable, for a learner they are anything but.

The term collocation was constantly accompanied over the time by confusion and was used in different places for denoting different linguistic phenomena. As Bahn pointed out collocation is a term which is used and understood in many different ways.<sup>14</sup> The concept of word collocation plays a central role in contextualism, the linguistic current that brought collocations to the attention of linguistics. Contextualist considers that study of language cannot be done without considering the words' context. In particular, they argue that the meaning of words is defined by their co-occurrence with other words. As Firth states, the words are separated in meaning at the collocational level. Firth says that "Collocation is an abstraction at the syntagmatic level not directly concerned with the conceptual or idea approach to the meaning of the words".<sup>15</sup>

Collocation is a predictable combination of words: *get lost, make up for lost time, speak your mind*. Some combination may be very highly predictable from one of the component words: *foot the bill, mineral water, spring to mind*. Some 'strong' collocations have the status idioms, shrug your shoulders- they are not guessable and are mon-generative. Some may be so common that they hardly seem word remarking upon; *a big flat, a nice car*,

---

<sup>14</sup>Violeta seretan as cited in Bahn, *Syntax-Based Collocation Extraction*. (Berlin: Springer Text Speech and language technology series, volume 44 2011), 15.

<sup>15</sup>Violeta seretan as cited in Firth, *Syntax-Based Collocation Extraction*, (Berlin: Springer Text Speech and language technology series, volume 44 2011), 15-17.

*have lunch*. The term collocation should help bring all these chunks of language to students' attention as single choices.

### C. Collocation Classification

Some writers distinguish between lexical collocations such as suggest an alternative, an evasive answer, and grammatical collocations such as aware of, step into. Benson et al divided collocation into two categories: lexical collocation and grammatical collocation. Lexical collocations combine two equal lexical components (open class words). It is used to refer to the relations between two or more content word classes, yet only four of these collocates: noun, verb, adjectives, and adverbs. Lexical collocation consists of nouns, verbs, adjective, adverbs, such as fortune teller, commit suicide, exactly the same, etc.<sup>16</sup>

There are many type of collocation :

#### 1. Adjective and Nouns

Notice adjectives that are typically used with particular nouns.

Example :

- Jean always wears red or yellow or some other **bright colour**.
- We had **a brief chat** about the exams but did not have time to discuss them properly.

---

<sup>16</sup>Wen Jung Zheng as cited in Benson, *An analysis of collocational errors in students' writing: A small-scale study at Honghe university*, (Yonghe university: China), 32.

- Unemployment is **a major problem** for the government at the moment.
- Improving **the health service** is another key issue for government.

## 2. Nouns and verbs

Notice how nouns and verbs often go together.

Example :

- The **economy boomed** in the 1990s. (the economy was very strong).
- The **company launched** the product in 2002. (introduced the product).
- The internet has **created opportunities** for our business. (brought new opportunities)\

## 3. Noun and Noun

There are a lot of collocations with the pattern a ... of ...

Example :

- 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.

## 4. Verbs and expressions with prepositions

Some verb collocate with particular prepositional expressions.

Example :

- 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).
- When she spilt juice on her new skirt the little girl **burst into tears**. ( suddenly started crying).

#### 5. Verb and adverbs

Some verbs have particular adverbs which regularly collocate with them.

Example :

- 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.

#### 6. Adverb and Adjective

Adjective often have particular adverbs which regularly collocate with them.

Example :

- 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).

In English there are lots of other ways of saying very or very much. For example, we can use words such as highly, utterly, bitterly, deeply. These

alternatives collocate strongly with specific words, and other combinations often sound unnatural.

**a. Highly**

Collocations	Comments	Examples
likely, unusual, successful, competitive, profitable, effective, controversial, recommended.	Highly is used with some probability words (likely, unusual). With the exception of highly controversial it usually combines with very positive words. Extremely can also be used with all the opposite adjectives except recommended.	It is highly unlikely that I will finish my work on time.  Billy is highly unusual behaviour began to worry her parents.

**b. Absolutely/ Utterly**

Collocations	Comments	Examples
Ridiculous, stupid, impossible, wrong, alone, appaled, convinced, devastated, miserable	Absolutely and (slightly more formal) utterly combine with adjectives with very extreme	It was an absolutely stupid comment to make.  The whole area was utterly devastated after



	meanings where we can not use very.	the earthquake.
--	--	-----------------

**c. Bitterly, deeply, ridiculously, strongly**

<b>Words</b>	<b>Collocations</b>	<b>Comments</b>	<b>Examples</b>
Bitterly	Disappointing/disap pointed, resent, criticise, regret, complain, cry, weep.	Carries a feeling of deep sadness; used slightly more in writing than in conversation.	disappointed when I failed the exam.
Deeply	Ashamed, concerned, shocked, committed, moved, affected, hurt (of feelings), regret, care, religious, unhappy.	Collocates mainly with words associated with feeling; used slightly more in writing than in conversation.	Professor McDellvit was always deeply committed to her students.
Ridiculously	Cheap, expensive, easy, low, high, long, short, small,	Suggests something extreme, which	The restaurant was ridiculously expensive. I do not

	large, early.	seems unbelievable or unreasonable.	think we will go there again.
Strongly	Oppose, influence, believe, deny, recommend, support, condemn, suggest, feel, argue, object.	Collocates with verbs, particularly verbs that relate to having an opinion	I would strongly recommend that you learn a foreign language.

In other studies identified ten subtypes<sup>17</sup>:

No	Types	Examples
1.	Verb + Noun Includes : Verbs + noun + noun Verbs + adjectives + noun Verbs + preposition + noun	Make appointments  Cause liver damage Take annual leave Result in the dismissal
2.	Noun + Verb Includes :	

<sup>17</sup>Fatima Muhammad Shitu, *Collocation errors in English as a second language (ESL) essay writing*, (International journal of cognitive and language sciences Vol :9 No:9, 2015), 327.

	<p>Noun + verb with present tense</p> <p>Noun + be + gerund</p> <p>Noun + be + past participle</p>	<p>The time comes</p> <p>The time is running out</p> <p>The time is spent on</p>
3.	<p>Adjective + Noun</p> <p>Includes :</p> <p>Adjective + noun + noun</p> <p>Adjective + adjective + noun</p> <p>Adjective + and/but + adjective</p>	<p>A little girl</p> <p>A solar water system</p> <p>A sunny beautiful day</p> <p>A fluency and a cute boy</p>
4.	Noun + noun	<p>Pocket calculator</p> <p>A clock radio</p>
5.	Adverb + adjective	<p>Deeply absorbed</p> <p>Closely related</p> <p>Seriously addicted</p>
6.	Adverb + verb	<p>Bitterly respected</p> <p>Highly demeaned</p>
7.	Noun + of + noun	A bar of chocolate
8.	Verb + Adverb	<p>Affect deeply</p> <p>Appreciate sincerely</p>

		Apologize publicly
9.	Verb + adjective  Includes :  Verb + preposition + adjective  Verb + noun + adjective	Make available  learn a foreign language  Take up more  Take it easy
10.	Verb + to + verb	Cease to amaze

A grammatical collocation are made of combinations containing a content word such as noun, an adjective and a function e.g preposition e.g speak through. Grammatical collocation consists of a dominant word like a verb-noun or adjective and a preposition or grammatical structure, such as Verb + preposition (think of), preposition + Noun (down the stairs), Adjective + preposition (afraid of), etc. <sup>18</sup>

#### **D. Significances of Collocation**

All of the words in English languages have collocation. There is no written and spoken text without collocation. For the students, choosing the right collocation will make his speech and writing sound much more natural, more native speaker-like, even when basic intelligibility does not seem to be an issue. A student who talks about strong rain may make himself understood,

---

<sup>18</sup>Chia Lin Kuo, *An analysis of the use of collocation by intermediate EFL college students in Taiwan*, (ARECLS. Vol :6. 2009), 145.

but possibly not without provoking a smile or a correction, which may or may not matter. He will certainly be marked down for it in an exam.

But perhaps, important than this language that is collocationally rich is also more precise. This is because most single words in the English language especially the more common words embrace a whole range of meanings, some quite distinct and some that shade into each other by degrees. The correct meaning in any context is determined by that context by the words that surround and combine with the core word by collocation. The students who choose the best collocation will express themselves much more clearly and be able to convey not just a general meaning, but something quite precise.<sup>19</sup>

Collocation is important from a pedagogical point of view for many reasons. These are the significance of collocation<sup>20</sup> :

#### 1. The lexicon is not arbitrary

The first and most obvious reason why collocation is important is that the way words combine in collocation is fundamental to all language use. The lexicon is not arbitrary. To an important extent, vocabulary choice is predictable. When a speaker thinks of drinking, he may use a common verb such as have. The listener's expectation predicts a large number of possibilities: tea, coffee, milk, mineral water, orange juice, but there would be

---

<sup>19</sup>Diana Lea, *Oxford collocations dictionary for students of English*, (USA: Oxford dictionary press,2002), 8.

<sup>20</sup>Michael Lewis, *Teaching collocation further development in lexical approach* . (Thomson Hainlee Language Teaching Publications ELT, 2000), 53.

no expectations of engine oil, shampoo, sulphuric acid. The latter liquids are drunk by accident, but linguistically they are not 'probable' in the way that the former is. Looking at rarer verb enhance the choice of objects is limited to a relatively small number of nouns or noun pattern, eg his reputation, the standing of the company. If the verb is do, the choice is far greater, but still limited, eg his best, the honourable thing, but not a mistake. So the very definition of collocation the way words combine gives it status which listeners cannot deny.

## 2. Predictability

The very predictability of the collocation examples in the previous paragraph gives us another clue as to why collocation is an important pedagogical issue. The present simple is important in classrooms because we can predict its use to an extent which helps learners. In a similar way, these are parts of the lexicon which are organized and patterned and classrooms are, by definition places where learning is encouraged by using the most efficient means known to the teacher and where learners need to be encouraged to notice predictable patterning.

## 3. The size of phrasal mental lexicon

Collocation is important because this area of predictability is, as we have seen, enormous. Two, three, four and even five word collocations make up a huge percentage of all naturally-occurring text, spoken or written. About 70 % of everything words that we say, hear, read or write is to be found in some form of fixed expression.

#### 4. The role of memory

We know collocations because we have met them. We then retrieve them from our mental lexicon just as we pull the telephone numbers or address from our memory. As adults, we all have a huge store of memorized text in our heads, ranging from poetry, address, telephone numbers, proverbs, idioms, sayings, cliches, to catchphrases, advertising slogans and jokes. Most often we have made no attempt to learn these items: knowing them is simply part of what we mean by being a native speaker.<sup>21</sup>

#### 5. Fluency

Collocation allows us to think more quickly and communicate more efficiently. They can listen at the speed of speech and read quickly because they are constantly recognizing multi-word units rather than processing everything words by word. One of the main reasons the learners find listening or reading difficult is not because of the density of new words, but the density of unrecognized collocations. The main difference between native and non-native speakers is that the former have met far more English and so can recognize produce these ‘ready-made chunks’, which enable them to process and produce language at a much faster rate.

A complex idea is difficult to express in complex language, they are even more difficult to express in simple language. But the complexity needed here is not convoluted grammar, it is usually a lexical complex noun phrase, frequently made of supposedly easy words. The learners should often acquire

---

<sup>21</sup>Michael Lewis, *Teaching collocation further development in lexical approach, .....*, 54

and develop the nature of the lexical language so they will more recognize collocation in their communication. It makes thinking easier. It also allows us to name complex ideas quickly so that we can continue to manipulate the ideas without using all our brainspace to focus on the form of words.

#### 6. Pronunciation is integral

The learners create much of what they say from individual words, their pronunciation, stress, and intonation, can be difficult for the listener. The great added bonus to know a large number of collocations and other language expressions is that if learners learn the stress pattern of a phrase as a whole, their stress and intonation will be better.

#### 7. Recognising chunks is essential for acquisition

The reason students find unseen reading so difficult is that they do not recognize the chunks, they read every word as if it were separate from every other word, so during silent reading students may be chunking totally wrongly and miss chunking matters. Correctly understood and stored, lexical items should be available for immediate use. The students cannot save items correctly in their mental lexicon if they have not identified them correctly, the input will either not be stored at all or will be wrongly stored. In either case, it cannot be available for retrieval and use put simply, students can not learn from the input which they miss-chunk.<sup>22</sup>

---

<sup>22</sup> Michael Lewis, *Teaching collocation further development in lexical approach*, ....., 56



## E. Common Errors on Collocation

There are several common errors on collocation :

- Wrong: She likes to drink **powerful coffee**. (Adjective+Noun)
- ✓ Edited: She likes to drink **strong coffe**.
- Wrong: Technology **is a pivotal** in for students' learning. ( Verb+Noun)
- ✓ Edited: Technology **plays a pivotal role** in students' learning.
- Wrong: Students want to study in a **relax room**. (Adjective+noun)
- ✓ Edited: Student want of study in a **relaxing room**.
- Wrong: I achieved much money for one month work. (Verb+Noun)
- ✓ Edited: I made much money for one month work.
- Wrong: Schools should add **appropriate numbers** of vivid colors in students' textbook.
- ✓ Edited: Schools should add an **appropriate amount** of vivid color in students' textbook. (Adjective+Noun)
- I **did** a mistake on the TOEFL test.

The collocation is **make** a mistake.

- ✓ Correct answer: I **made** a mistake on the TOEFL test. (Verb+Noun)

- I have to **make** my homework before I go out.

The collocation is **do** homework

- ✓ Correct answer: I have to **do** my homework before I go out. (Verb+Noun)

- He **made** the impression that he was nervous to try surfing.

The collocation is *give* the impression. The expression “give the impression” differs from the example below, where we *make* an impression upon another person.

- ✓ Correct answer: He **gave** the impression that he was nervous to try surfing. (Verb+Noun).<sup>23</sup>

## F. Causes of Collocation Problems

English learners as a learner of a foreign language do make mistakes in using collocation. Deveci classifies several mistakes that happen in collocation. The first one is intralingual problems, this problem like grammatical problem e.g much sugar they may say many sugar incorrectly. The second is mother tongue because L1 collocation knowledge interferes with the learning of English collocations thereby leading to the making of errors because of the differences in the systems of the two languages, for example, take medicine.<sup>24</sup> The problem of collocations has also been discussed, although only to a limited extent, from the perspective of text cohesion, which refers to meaning that exists within the text. Cohesion contributes to the semantic unity of a passage of the language, about which a speaker “can normally decide without difficulty whether it forms a unified whole or is just a collection of unrelated sentences”.

---

<sup>23</sup> Susan, “common collocation errors”, May, 08 2018, <https://sites.google.com/site/boostgrammarbank/collocations-about-vs-of/common-collocation-errors>, (accessed May 08, 2018).

<sup>24</sup>Hamdi Amri Isyam, *An analysis of the use of collocation in students writing*, (Journal of English Language teaching, Vol:1 No:2. 2013), 350.

Halliday and Hasan distinguish between two types of text cohesion, one of grammatical nature, and one of lexical nature. The collocation, along with the reiteration (a general encompassing lexical phenomena like repetition, synonyms, and hypernyms) is considered an important element of lexical cohesion.<sup>25</sup> The cohesive effect of collocation derives precisely from words tendency to share the same lexical environment. Some examples provided by the authors are laugh-joke, blade-shape, ill-doctor, try-succeed, and sky-sunshine-cloud-rain. It is explicitly stated the collocations refers not only to pairs but also to longer “chains of collocational cohesion”. The authors also note “a continuity of lexical meaning” in a collocation, through which the cohesion effect is achieved, but they stated the meaning relations involve are not easy to systematically classify in semantic terms.

The third is learning strategy type. Synonym, repetition, and overgeneralization by the learners have a negative effect on the acquisition of English collocation among EFL and ESL in learning strategy. Although, synonyms are words that are similar in meaning yet there are no perfect synonyms in the English language. Therefore, learners who have lack of proficiency in English language use this strategy because they lack the competence. Other causes of collocation errors are an approximation, ignorance of rules restrictions, false concept hypothesized.<sup>26</sup>

---

<sup>25</sup>Chia Lin Kuo as cited in Haliday and Hasan, *An analysis of the use of collocation by intermediate EFL college students in Taiwan*, (ARECLS. Vol :6. 2009), 143.

<sup>26</sup>Fatima Muhammad Shitu, *Collocation errors in English as a second language (ESL) essay writing*, (International journal of cognitive and language sciences Vol :9 No:9. 2015), 327.

### **G. The Differences among Collocation, Phrasal Verbs and Idiom**

Collocations are generally understood as a typical combination of words that differ from the regular combination. Unlike idioms, they are difficult to encode-in fact they are said to represent “idioms of encoding”. Since they are unpredictable for non-native speakers and in general do not perceive the meaning of (all of) their components across languages.<sup>27</sup> For instance, collocations are considered to be not only useful but a key factor in producing more acceptable output in machine translation and natural language generation tasks.

The importance of collocation lies in their prevalence in language. Whereas the difficulty in handling them comes, principally from their ambiguous linguistics status, their equivocal position at the intersection of lexicon and grammar and the lack of a precise and operational definition. There is also a marked interest in collocation in Natural Language Processing (NLP) from the opposite perspective, that of text analysis, where they also prove useful in a variety of tasks. For instance, in parsing collocations have been used to solve attachment ambiguities by giving preference to analysis. Analogously collocation has been used in information retrieved, text classification.

An idiom is an unpredictable word whose meaning is different from the meaning of the individual words. For example :

1. *To have your feet on the ground* is an idiom meaning to be sensible.

---

<sup>27</sup>Violeta seretan, *Syntax-Based Collocation Extraction*. (Berlin: Springer Text Speech and language technology series , volume 44. 2011), 2.

2. *Pass the buck* is an idiom meaning ‘to pass responsibility for a problem to another person to avoid dealing with it oneself’.<sup>28</sup>

It is an expression which is relatively fixed and allows little or no change. It is often metaphorical: He put the cat among the pigeons, do not count your chicken. Not all idioms are as pictorial as these two examples. We could think of *catching the bus* or *fired with enthusiasms* as idioms because of the inherently metaphorical use of catch and fire.

The native speaker has no problem with the idea that both fish and buses can be caught or that non-physical things can be on fire. If the same verbs are not used in the learners L1, it is probable that they will have a problem with the English idiomatic use.<sup>29</sup> Phrasal verbs contain a verb plus one or more particles: make up a story, put the light out. The meaning or may not be obvious from the individual words. Some teachers consider get on (in getting on the bus) as a phrasal verb. Others think of it as verb plus preposition. The distinction is not helpful for the classroom where the emphasis is on the phrase as a whole rather than analysis of it.

Phrasal verbs are combination words that are used as a verb and consist of a verb and an adverb or preposition, for example, *give in* and *come up with*. It is relatively unitary combinations of a verb and a particle, which is best of all described as an adverb, not as a preposition. It covers both literal and figurative/idiomatic uses. The examples below illustrate the same phrasal verbs having both a literal and figurative meaning.

---

<sup>28</sup>Michael Mc Carthy Felicity O'Dell, *English collocation in use* (Cambridge: Cambridge University Press, 2005), 6.

<sup>29</sup>Michael Lewis, *Teaching collocation further development in lexical approach*, ....., 51

Example :

She *put down* the book (literal)

The army *put down* the rebellion (figurative/idiomatic)<sup>30</sup>

Phrasal verbs are extremely common, especially in spoken English, and are used more informally than their Latinate synonyms, eg use up vs consume; gather together vs assemble; put out vs extinguish. English grammarians note that phrasal verbs have increased significantly since the mid-nineteenth century especially so in mid-twentieth century American English. Many phrasal verbs can be replaced, with little change of meaning, by single word verbs: give in by yield, look after by tend, carry on by continue, put up with by tolerate. In most cases the phrasal verbs is less formal, more colloquial and more image and or emotion-laden than the single word. Phrasal verbs and their noun derivatives account for a significant number of new words being coined in English language.<sup>31</sup>

---

<sup>30</sup>Dinara G. Vasbieva, *Teaching strategy on learning of English phrasal verbs by Economics major students in Rusia* (Xlinguae Journal, Vol:8 No:3, 2015), 58.

<sup>31</sup>Dinara G. Vasbieva, *Teaching strategy on learning of English phrasal verbs by Economics major students in Rusia,.....*, 59.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this study, the writer wanted to find out the collocation problems in writing, the writer used qualitative approach as the approach of the research. According to Amirul Hadi qualitative approach as the approach generally uses words rather than numbers or concepts that can be quantified, rich description of phenomena can be produced.<sup>32</sup> The design of this research is studies are designed to obtain information concerning the current status phenomena.

Qualitative descriptive is common with quantitative descriptive designs, therefore qualitative designs can also be called quasi-qualitative. This study aims to illustrate, summarize the various conditions, situations or phenomena of social reality that exist in the society of the object of research, and attempt to draw that reality to the surface as a characteristic, nature, sign model or description of conditions, or certain phenomena.<sup>33</sup>

#### **B. Research Setting**

##### **1. Place of The Research**

The research was conducted at English department of IAIN Langsa. It is located on Jln. Meurandeh, Kota Langsa, Provinsi Aceh. IAIN Langsa is

---

<sup>32</sup> Amirul Hadi, *Metodologi Penelitian*, (Bandung: Pustaka Setia, 2005), 13-14.

<sup>33</sup> Burhan Bungin, *Penelitian Kualitatif*, (Jakarta: Kencana, 2009), 68.

the islamic institute under the authority of department of religious affair. It consist of four faculties, they are : FTIK, FEBI, SYARIAH and FUAD.

FTIK or tarbiyah contains four departments which are classified based on their specific studies and program, such as : PBI (English department), PBA (Arabic department), PMA (Mathematics department), PAI (Islamis department), PGRA, PGMI.

## 2. Time of The Research

This research was conducted From February until June. The schedule of the research is mentioned as the table below:

**Table 3.1 the schedule of the research**

No	TIME	ACTIVITY
1	18 <sup>th</sup> April 2018	Collecting the document data
2	14 <sup>th</sup> May 2018	Doing an interview
3	15-25 <sup>th</sup> May 2018	Analyzing the document data

## C. Subject of The Research

Research subject was a person who is the object of the research being investigated.<sup>34</sup> The objects of this research were collocation problems in writing. Based on the objects above, the subjects of this research were the fourth semester students of English department from unit 1 that consisted of 20 students which was selected purposely.

---

<sup>34</sup> Critin Daymon and Immi Holloway, *Qualitative Research Method in Public and Marketing Communication*, (Yogyakarta: PP Bentang Pustaka, 2008), 28.



Purposive sampling is a sampling technique based on the objectives and considerations or criteria that are appropriate to the subject and particular research problem.<sup>35</sup> In this study, the writer selected particular elements from the population that will be representative or informative about the topic.<sup>36</sup> The sample has criteria such as students of English department in IAIN Langsa, have taken vocabulary class, have learned collocation term. The important criteria are they had learnt vocabulary, writing I, II and still undergoing writing III.

#### **D. Data Collecting Technique**

Technique of collecting data is the way collecting data that used in this research. In this study, the writer used a documentation and an indepth interview to collect the data. To answer the first question on the research problem, the writer used the documentation. Documentation is the acquisition of data from the place of study directly, including letters, diaries, reports and so on. In this study, the writer used personal documents. A personal document is a written record or written essay of someones' actions, experiences, and beliefs. Thewriter used personal documentation in the form of student essays in writing course. The essay has become the task of their writing on writing course with a different title or theme from one person to another. The writer used application and book about *English collocation in*

---

<sup>35</sup> Riduwan, *Belajar Mudah Penelitian untuk Guru – Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2010), 63-64.

<sup>36</sup> James Mc Millan, *Educational Research Fundamental for The Consumer*, (Virginia: Commonwealth University, 1996), 93.

*use* to serve as a reference in the assessment of collocation on their writing assignment. To answer the second question on the research problem, the writer used an in-depth interview. In-depth-interview or unstructured interviews are one of the main methods of data collection used in qualitative research. In-depth-interview is often described as a form of conversation. Indeed Sidney and Beatrice Webb described the method of the interview as being a conversation with a purpose. As such it reproduces a fundamental process through which knowledge about the social world is constructed in normal human interaction.<sup>37</sup>

In short, there are some procedures of collecting the data, as follows:

- a. Collected their writing tasks.
- b. Analyzed and diagnosed collocation in their writing with application and books about English Collocation in use.
- c. Then the writer made forum group discussion and asked them several questions to find out the causes of collocation problems that happened in their writing tasks.
- d. Made a conclusion based on the research.

### **E. Data Analyzing Technique**

Data analysis is the process of systematically searching and compiling the data obtained from an interview, field notes, and other materials, so it can

---

<sup>37</sup>Jane Ritchie and Jane Lewis, *Qualitative Research Practice: A guide for Social Science Students and Researcher*, (London: SAGE Publications. 2003), 138-139.

be understood easily, and its findings can inform other. In analyzing, data had been collected, the writer used qualitative research. As using this technique, the writer collected data, arranges data and present data. The qualitative method is kind of research without using any calculation or statistic procedure. To find out collocation problems in writing and the causes that make them difficult. The steps done are as follow :

- Data Reduction

Data Reduction means summarizing, choosing the essentials topic, focusing on the important thing. Thus the data will provide a clear description. In this process, the writer agglomerates the important information based on the provided questions for the subject of the study.

- Data Display

The data have been reduced and the made the presentation of data. The presentation of data can be done in the form of brief description, charts, a relationship between categories, and so on by data display, then data is organized, arranged in a pattern of relationships that would be easily understood.

- Conclusion Drawing/ Verification

Conclusion drawing and verification presented preliminary conclusion is still tentative and will change if not found evidence that supports strong data collection on the next stage. The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because has

been stated issues and problem qualitative research is still tentative and will be developed after research in the field.<sup>38</sup> From the explanation above, the writer will apply this technique to describing and analyzing data from the result of research about collocation problems in writing at the fourth-semester students of IAIN Langsa.

---

<sup>38</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta Bandung, 2009), 249-253.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

In this part, the writer would present the data related to the research question; (1) What are students collocation problems in writing at the fourth-semester of IAIN Langsa? (2) What are the causes of the fourth-semester students of English department in IAIN Langsa having collocation problems in writing? Related to these research question, the writer aimed to classify the collocation problems and found the causes of collocation problems on writing.

There are 40 students from writing III classes at IAIN Langsa in unit 1 and 2. In unit 1 there are 18 students and unit 2 there are 22 students. The writer chose unit 1 with 18 participants. Each student has collected with writing class assignment. The writer used their assignment as the documentation to answer the first question. In addition, to answer the second question an indepth interview was conducted with 5 of the 18 students.

#### **1. Documentation Result**

As explained in previous chapter, collocation problem was determined by the documentation. In the documentation, the writer collected their writing assignment from their lecture in writing III class, then the writer attempted to diagnose their assignment according to the

theory about collocation. Below the writer would present the data analysis based on their writing class assignment. After the writer tried to analyze the results of their writings, the researcher found some collocation problems in their writing, but not all types exist in their writing. On the contrary, there is some writing that did not use collocation at all. For that the writer only wrote some collocation problems in their writing tasks.

a. Adjective and Noun

<b>Students</b>	<b>Wrong collocation</b>	<b>Right collocation</b>
DN	Big share	Big hand
NB	Only words Islam educating	Only word Islamic education
RE	Bridge small	Small bridge

b. Noun and Noun

<b>Students</b>	<b>Wrong collocation</b>	<b>Right collocation</b>
JW	Many variety Many woman	Many varieties Many women

c. Adverb and verb

<b>Students</b>	<b>Wrong collocation</b>	<b>Right collocation</b>
DN	Highly respected Very demeaned	Bitterly respected Highly demeaned

	Greatly exalt	Deeply exalted
HN	Very elevated Greatly glorified	Strongly elevated Strongly glorified
JW	Very determined Very concerned	Strongly determined Deeply concerned
RF	Greatly appreciate	Strongly appreciate
MT	Very concerned	Deeply concerned
AM	Highly respected	Bitterly respected
JN	Highly admired	Strongly admired
AC	very privileged Well respected	Strongly privileged Deeply respected
AS	Really respected	Strongly respected
NB	Very honored	Deeply honored
AT	Very ordered	Strongly ordered

## d. Adverb and Adjective

<b>Students</b>	<b>Wrong collocation</b>	<b>Right collocation</b>
DN	Very vital position	Absolutely vital position
AC	Very low	Ridiculously low

## e. Verb and noun

<b>Students</b>	<b>Wrong collocation</b>	<b>Right collocation</b>
SR	Do a decision	Made a decision
AN	Do a mistake	Make a mistake
SW	Take a double role	Do a double role

There were several students that used correct collocation in their writing :

<b>Students</b>	<b>The type of collocation</b>	<b>Right collocation</b>
AT	Adjective and Noun	Wrong decisions
JW	Verb and Expression with preposition	begins from morning until ba'da ashar.
NF	Verb and Noun	Pay Attention
HN	Verb and Noun	Made a decision
NB	Adverb and Verb	Deeply concerned
NA	Averb and Adjective	Absolutely lucky
SR	Verb and Adverb	Speak strongly

## 2. Interview result

The writer did the interview with five students that have problem in collocation. In this interview the writer asked seven questions. Here the result of interview will be described :



a. Do you know collocation ?

Student A : “yes, I know”

Student B : “of course”

Student C : “yes. I know collocation term”

Student D : “yes”

Student E : “I know”

Based on the answers, the writer concluded that the students know about collocation.

b. In your opinion, what is collocation ?

Student A : I Think collocation is equivalent word

Student B : “Collocation is a sentence consisting of two words that are always used together. it is used by the native speakers”

Student C : “Based on my opinion, collocation is a word in English that combined with another word, thus forming a related meaning”

Student D : “Collocation is a word that is often used together to form a sentence into a unity of meaning”.

Student E : “In my opinion, collocation is a word that combined with another word, thus forming a mutually continuous meaning or creating a meaning even though it has the different meaning”.

Based on the answers, the writer concluded that the students know about the definition or the meaning of collocation.

c. Do you like writing ? if do or do not give the reason !

Student A : “No, i do not like writing because writing is the activity that requires grammar or sentence patterns, in here we must find an idea and make it coherence”.

Student B : “No, because in writing i could not understand and have difficult is it right or wrong”.

Student C : “I do not like because in writing i must put out a good idea and to produce good writing I can not do it in a short time”.

Student D : “No i do not like because in writing I must make it details from the vocabulary until the grammar and it hard for me”.

Student E : “No i do not like writing because writing forces me to think about ideas and the next sentences. It makes me dislike writing”.

Based on the answers, the writer concluded that the students do not like writing because they have some problems and difficults when they attempt to write.

d. Did you ever written with collocation ? what type of collocation that you often use?

Student A : “Never. Because i do not like writing”.

Student B : “I often write but I do not really know what type of collocation. Because I often write using Bahasa”.

Student C : “I forgot the type of collocation, sometimes I never realize collocation in my writing”.

Student D : “I only remember one type namely verb and noun. Because I usually write using Bahasa first and I attempt to translate with google translate”.

Student E : “I do not know if I ever use collocation or not because sometimes I try to write according to the idea without thinking of the existing collocation”.

Based on the answers, the writer concluded that the students rarely use collocation in their writing. Some of them almost did not realize whether they use collocation or not. Because usually they often use Bahasa and translate it into English.

e. What the causes that make you never use collocation in writing ?

Student A : “Commonly when I write I never think about collocation first because I just write and write until finish”.

Student B : “I have lack of vocabulary, so I use the words that usually I used in daily life. In addition I do not like writing”.

Student C : “I forgot the lessons about collocation, because my lecturers only teach me in a meeting”.

Student D : “I think the lecturer explanation is not detail, so it make me never used collocation in writing”.

Student E : “May be because I am not familiar with collocation in English.”

Based on the answers, the writer concluded that the cause that make them never used collocation because lack of vocabulary, lack of lecturer explanations and they do not familiar with collocation.

f. Does the lecturer ever explain collocation in general or detail in writing course ?

Student A : “I remembered that it had taught in writing course but it did not explain in detail”.

Student B : “It just explained in general but it did not explain in detail”.

Student C : “I think it never taught in writing course. It only taught in Vocabulary course”.

Student D : “In my opinion it just explain in a meeting. It did not enter in syllabus”.

Student E : “It ever explained in a meeting in Vocabulary course”.

Based on the answers, the writer concluded that the students got lack of collocation's explanation. It is evidenced by all the answers that explain collocation is only taught in a meeting generally not specifically.

g. In writing, have you ever planned to write using the correct collocation?

Student A : “Almost never”

Student B : “Never”

Student C : “Never because when I wrote all the words and sentences formed according to the dictionary that I used”.

Student D : “Never, because I just think of the next idea and sentence to be written.”

Student E : “Never. Because I usually use vocabulary which I usually heard and used.”

Based on the answers, the writer concluded that the students almost never written with collocation because they still have lack of vocabulary and they still fixated on the dictionary and Bahasa that they used.

h. In your opinion, is collocation important in writing ?

Student A : “It is important, because with collocation our written language will be better.”

Student B : “I think it is important, because collocation can beautify our writing.”

Student C : “In my opinion it is important, because collocation can help us in compiling the sentence with the correct grammar.”

Student D : “May be it is important, because the more vocabulary I used, the higher the level of my writing.”

Student E : “In my opinion i believe that it is important. Even it is very important because in writing we must combine word by word to form a good sentences.”

Based on the answers, the writer concluded that the students know the important of collocation in writing.

According to the interview result, the writer concluded the problem that face to students in collocation. There are some list of the problems in collocation.

1) Lack of interested in writing

Lack of interested in writing. It proven by the 5 respondents said that they do not like writing activity. Thus it made them almost never practice it in daily life.

2) Lack of vocabulary

Lack of vocabulary is one of the students problem in collocation. It proven by the statements of 5 respondents said that they just wrote with words that usually they used.

3) Mother tongue

They still use Bahasa in writing. It proven by the statement of 3 respondents they said that they just wrote in Bahasa then translate it with google translate.

4) Lack of lecturer explanation

When the writer asked 5 respondents. All of the respondents said that they just learned collocation in a meeting generally not specifically.

#### 5) Students problem it self

By the interview, the writer assumed that the main problem faced by the students when they write is they lazy to practice and do not explore the lessons or material that relate with their learning.

### **B. Discussion**

Collocation problems in writing at the fourth semester students have many variations. Among ten types only four types that they usually used. The use of collocation in their writing was almost minimal because each participant only wrote one until three collocations in their writing.

The causes of collocation problems in writing, as stated by Yalmiadi in his research<sup>39</sup>, when students wrote they faced several problems. The problems were the inability to collocate words based on the English standard lexical collocation. This happened due to the intervention of students Indonesian language collocations, lack of vocabulary, mother tongue, direct translation from Indonesian to English, and the last is the lack of knowledge of collocation lessons. Based on the several problems mentioned the writer investigated that the students got the problem in collocation at writing, rarely learned and used about collocation and lack of knowledge about it. Whereas they ought to know and use collocation in their writing.

---

<sup>39</sup>Yalmiadi, *Student's Ability in Using Lexical Collocations in Descriptive Writing at the English Department of Padang State Polytechnic*, (Jurnal Arbitrer, Vol:3 No:1, 2016), 86.

Looked at the result of this research, the writer got some similarities that actually the students faced problem in collocation at writing. Lack of vocabulary, lack of knowledge about collocation, mother tongue and direct translation from Indonesian to English. Some students only wrote without thinking about collocation in their writing. On the other hand, they wrote with Indonesian style and usually used mother tongue in their writing. The effect are they almost never used collocation in their writing.

By the explanation above, the writer concluded that the students faced problem in collocation at writing by themselves problems. They have lack of vocabulary, lack of knowledge and lack of explanation about collocation. Thus, the writer suggested to several persons : for the students to read and learn about collocation more so they can apply and use collocation in their writing.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Reflecting on the research findings which the writer presented in chapter IV, there are several points that can be concluded from each research question :

1. Collocation problems in writing at the fourth semester students have many variations. There are ten types of collocations such as Adjective and noun, noun and verb, noun and noun, verb and expression with a preposition, adverb and verb, verb and noun, adverb and verb, verb and adverb, verb and verb and adverb and adjective. From the writer's analysis there are four types of collocation problems in their writing tasks. The type of collocation problems are Adjective and noun, Noun and Noun, Verb and Adverb and Adverb and Adjective.
2. The causes of collocation problems in writing have many variations causes. The causes are lack of interest in writing, lack of vocabulary, mother tongue, lack of lecturer explanation, and students problem it self.

## **B. Suggestions**

The writer states some suggestions as follows :

1. Students should keep doing practice to write with collocation. So they can make their writing more natural. In addition, they should be more motivated to write because it is necessary for them to write a good written in English.
2. English lecturers should give more attention to the students about collocation. When they have knowledge about collocation they can apply collocation in their language both written and spoken. Whereas, English department should give more syllabus about collocation. So, the students can familiar with collocation in their language.
3. This research should be a guidance for other researchers who want to make a similar research about collocation.

## REFERENCES

- Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.)*. New York: Pearson Education, 2001.
- Bungin, Burhan. *Penelitian Kualitatif*. Jakarta: Kencana, 2009.
- C Richard, Jack and Willy A Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University, 2002.
- Daymon, Critin and Immi Holloway. *Qualitative Research Method in Public and Marketing Communication*. Yogyakarta: PP Bentang Pustaka, 2008.
- Guilani, Muhammad Abdullahi. *The effect of awareness-raising on verb collocation feedback and Iranian case study*. Iran, 2011.
- Guntur Tarigan, Henry. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa, 2000.
- Hadi, Amirul. *Metodologi Penelitian*. Bandung: Pustaka Setia, 2005.
- Harefa. *Menulis itu Mudah*. Jakarta. Gramedia, 2003.
- Harmer, Jeremy. *The Practice of English Language Teaching*. Third edition. Longman Pearson Education Limited, 2001.
- Isyam, Hamdi Amri. *An analysis of the use of collocation in students writing*. Journal of English Language teaching, 2013.
- Lea, Diana. *Oxford collocations dictionary for students of English*. USA: Oxford dictionary press, 2002.
- Lewis, Michael. *Teaching collocation further development in lexical approach*. Thomson Hainlee Language Teaching Publications ELT, 2000.
- Lin Kuo, Chia. *An analysis of the use of collocation by intermediate EFL college students in Taiwan*, 2009.
- Marks John and allison wooder. *Check your vocabulary for natural English collocations*. London, 2007.
- Mc Carthy, Michael Felicity O'Dell. *English collocation in use*. Cambridge: Cambridge University Press, 2005.

- Mc Millan, James. *Educational Research Fundamental for The Consumer*. Virginia: Commonwealth University, 1996.
- Nesselhauf, Nadja. *Collocation in a learner Corpus*. Amsterdam: John Benjamins Publishing Company, 2004.
- Riduwan. *Belajar Mudah Penelitian untuk Guru – Karyawan dan Peneliti Pemula*. Bandung: Alfabeta, 2010.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A guide for Social Science Students and Researcher*. London: SAGE Publications, 2003.
- Seretan, Violeta. *Syntax-Based Collocation Extraction*. Berlin: Springer Text Speech and language technology series , 2011.
- Shitu, Fatima Muhammad. *Collocation errors in English as a second language (ESL) essay writing*. International journal of cognitive and language sciences Vol :9 No:9, 2015.
- Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta Bandung, 2009.
- Susan, “Common Collocation Erros”, May 08 2018, <https://sites.google.com/site/boostgrammarbank/collocations-about-vs-of/common-collocation-errors>(accessed May 08 , 2018).
- Vasbieva, Dinara G. *Teaching strategy on learning of English phrasal verbs by Economics major students in Rusia*. Xlinguae Journal, Vol:8 No:3, 2015.
- Yi, Jyi-yeon. *Defining Writing Ability for Classroom Writing Assesment in High Schools*. Pan-Pacific Association of Applied Linguistics, 2009.
- Zheng, Wen Jung. *An analysis of collocational errors in students’ writing: A small-scale study at Honghe university*. Yonghe university: China.

## Appendix 1      Instrument of documentation

### Rights and Obligations of Women

By Diurna Nina

Women in Islam are *highly respected (bitterly respected)*. In the age of Jahiliyyah, women are *very demeaned (highly demeaned)* even in life kills life. They again gained freedom when the Prophet Muhammad and Islam came, they can resume their duties as a child, a daughter, a wife, a mother, and community member. They can preserved the traditions of the people especially the Islamic tradition. Many duties they must do, such as taking care of the household, educating children, the funds become citizen who obeys the rules. Islam also has some rules to them such as the need to cover the head and so on. Islam does not make them unacceptable in their environment, because by following all the teachings, women can still socialize. There are many things between traditions and religious teachings that can be mixed in a woman's life.

As a Muslim woman, they are also obligated to socialize with the surroundings and caring with others. Muslim women don't just sit at home and take care of the family, they also have to participate with the environment. As modern society, they can contribute in matters such as humanity, following positive events in the environment and others. To their neighbors, they have an obligation to glorify it because the neighbor is the one closest to us. With their fellow Muslims they have an obligation to preserve the rights of other Muslims to other Muslims such as the hadist of the Prophet Muhammad is the right of Muslims to other Muslims that there are 5, answer greetings, visit when sick, meet the invitation, accompany the corpse and pray for people who sneeze. So also with non-Muslims, mutual respect and not mutual disdain is one of the teachings that Islam teaches. Women can also be an advocate of kindness to the surrounding environment. Improving themselves and continuing to do good is one of the things they should do.

One of the obligations of Muslim women is marriage because marriage is one of worship in the eyes of God. By marriage they can keep their dignity and keep away from the deeds of adultery. Before marriage, they are usually introduced to the man who will be her husband, the introduction will take place and if according to the will of the girl then she will accept the man. When the application is usually a man will deliver some gifts to the woman like gold, women's needs and so forth. And when marriage, they will carry out the customs that exist in the community but do not deviate with the rules of religion. The bride will be put mehendi in the hands of her with the assumption that not in disturbing spirits during the marriage took place. They will be inlaid with a variety of jewelry and dressed as beautiful as possible. Islam does not prohibit if it is not exaggerated and not show off because marriage is one of the Important moments in a woman's life.

After marriage, they will have a new duty of being a wife and going to be a mother. Mother and wife are the toughest jobs that will be natural women. In addition to pregnancy, childbirth, and breastfeeding, they also have a duty to educate their child. **Very vital position (absolutely vital position)** of women in the family. They are staying as family enforcers and Islamic generation producers. They must be strong to take care of all family needs, become family treasurer and also teacher in family. Without complaining they keep doing it because it gets reward from their God.

That's the obligatory duty that is in women. They have **a big share (big hand)** in family and society. That is why Islam **greatly exalt (deeply exalted)** them with one heaven is under the soles of the mother's feet. The success of a family lies in the discipline of a mother in taking care of it. Mutual respect for each other's rights and not damaging their rights as they did in the days of ignorance is one way of looking after them. And as women also they must safeguard their honor and defend their rights and continue to fulfill their obligations. Women will succeed if they keep the norms of religion norms on them. And also keep the tradition to be accepted in society.

## Selecting a Marriage Partner In Islam, Especially a Wife

By Nurbaiti

Marriage is contractual relation between a man and a woman. Marriage in Islam is above all a partnership based on equality of partners and specification of roles. Selecting a marriage partner in Islam, some people look at wealth, beauty, status of person. Almost all of people look at the deen and the religion of the person. The hadist says: become successful by selecting the one with religion with character and conduct couple with deen, one narration the prophet SAW says: "when a proposal come from someone, whom you satisfied with their level of character and conduct or in fact starting with the level of deen and character allow them to get marriage." Based on hadist we looking for two things, character and deen is great, good, or equivalent with you. Another hadist saying: "when you see all the point you want to see, but give the tip of the scale to the deen." It is mean you choose a wife from inside and outside.

All of grooms wants the bride to look beautiful when in wedding day. According to a prophetic saying "God is beautiful and love beauty" as well as "o Allah, as you have made my appearance beautiful." Beauty is about the whole self, if we realize that Allah does not create anything except with beauty and perfection we can learn to be content with who we are, and not die to be who we are not. From a muslim perspective, remember that we should *pay attention* to our appearance and to look attractive within the permitted bounds, showing beauty is intended for future husband and mahram relative. The general Islamic rule that we can apply is not go overboard, following the path of moderation works every time by default will be the center of attention, so do not fall prey to viewing this as a fashion show or competition where you have to outdo others. For inner beauty, focus on acts of worship including prayers, acts of charity and supplication, do not let cultural superstition take over your wedding. Take care of health, eat in moderation whole some foods and drinks. Beautiful bride is a woman while she protect their body from non mahram, take care of her health, and have a good character and deen.

When we talking about character of muslim woman, we know they always respectful, keep their faithful and glorious. Showing their respectful, almost all of muslim woman covering their body with clothes, until the only visible face and fingers. To present their faithful, muslim woman always closer to Allah SWT, follow all commends and abandoning prohibition in Islam. As a muslim woman maintain the sanctify is very important, which one with speak only words of kindness, and do everything according to teachings of Islam. Iconic actress Audrey Hepburn said in beautiful quote “for beautiful eyes, look for yhr good in others; for beautiful lips, speak only words of kindness; and for poise, walk with the knowlage thar you are never alone.” From the quote, you must do everything about kindness, you must confident with yourself, belive Allah is not let you alone. People were seing you be respectful, faithful, and glorious woman, when all your side is good. Muslim man looking for a wife with looking all side from the woman. So they can decide this woman can or not to be his wife and mother for his children.

The woman destiny is to become a mother, wife and they must prepare prequerequisite and condition of their body before being a mother and wife. Not easy to become a strong mother and wife. First things you must prepare your mental and physical, in marriage there must be a time when the husband has problems, in this time a wife must prepare of mental to help her husband solve the problems. Cling to the teaching of Islam especially in educating children. Before, a woman being a mother their must learn about Islam educating children. They are able in all situation, for example: a mother is able to be a mother and a father. When her husband pass away a mother already to be a father too. I believe while we follow Islam rules in our life, we will survive the world and the hereafter, because a mother of great influence in guiding her family to the right path, which is in blessing of Allah SWT.

The big dream of woman is being good wife and mother for her family. To be a good wife you have to watch and learn Islam teaching. You should prepare your physical and mental before you start marriage life. To be successful mother you have to learn Islam rules. Learn how to manage your self because you



will manage another one. You have to respect the other one, if you want be appreciated by others. Mainly due respect the parents, especially the mother, because every woman will be a mother. In Islam it is said that heaven is under the feet of the mother, and a mother is *very honored (deeply honored)* in Islam.

**Appendix 2      The result of Collocation Problems**

<b>No</b>	<b>Names</b>	<b>Collocation Problems</b>	<b>Collocation's use</b>
<b>1</b>	<b>AC</b>	<b>3</b>	<b>-</b>
<b>2</b>	<b>AS</b>	<b>1</b>	<b>1</b>
<b>3</b>	<b>DN</b>	<b>5</b>	<b>-</b>
<b>4</b>	<b>NB</b>	<b>1</b>	<b>-</b>
<b>5</b>	<b>HN</b>	<b>3</b>	<b>-</b>
<b>6</b>	<b>NF</b>	<b>-</b>	<b>1</b>
<b>7</b>	<b>JW</b>	<b>4</b>	<b>1</b>
<b>8</b>	<b>SR</b>	<b>1</b>	<b>1</b>
<b>9</b>	<b>NA</b>	<b>-</b>	<b>1</b>
<b>10</b>	<b>AT</b>	<b>1</b>	<b>1</b>
<b>11</b>	<b>NP</b>	<b>(do not collect a task)</b>	<b>(do not collect a task)</b>
<b>12</b>	<b>RF</b>	<b>1</b>	<b>1</b>
<b>13</b>	<b>RH</b>	<b>1</b>	<b>-</b>
<b>14</b>	<b>RY</b>	<b>-</b>	<b>-</b>
<b>15</b>	<b>SM</b>	<b>-</b>	<b>-</b>
<b>16</b>	<b>AM</b>	<b>1</b>	<b>-</b>
<b>17</b>	<b>MT</b>	<b>1</b>	<b>-</b>
<b>18</b>	<b>AN</b>	<b>1</b>	<b>-</b>

### **Appendix 3      Interview Transcript**

1. Do you know collocation ?

Student A : “yes, I know”

Student B : “of course”

Student C : “yes. I know collocation term”

Student D : “yes”

Student E : “I know”

2. In your opinion, what is collocation ?

Student A : I Think collocation is equivalent word

Student B : “Collocation is a sentence consisting of two words that are  
always used together. it is used by the native speakers”

Student C : “Based on my opinion, collocation is a word in English  
that combined with another word, thus forming a related  
meaning”

Student D : “Collocation is a word that is often used together to form a  
sentence into a unity of meaning”.

Student E : “In my opinion, collocation is a word that combined with  
another word, thus forming a mutually continuous meaning  
or creating a meaning even though it has the different  
meaning”.

3. Do you like writing ? if do or do not give the reason !

Student A : “No, i do not like writing because writing is the activity that requires grammar or sentence patterns, in here we must find an idea and make it coherence”.

Student B : “No, because in writing i could not understand and have difficult is it right or wrong”.

Student C : “I do not like because in writing i must put out a good idea and to produce good writing I can not do it in a short time”.

Student D : “No i do not like because in writing I must make it details from the vocabulary until the grammar and it hard for me”.

Student E : “No i do not like writing because writing forces me to think about ideas and the next sentences. It makes me dislike writing”.

4. Did you ever written with collocation ? what type of collocation that you often use?

Student A : “Never. Because i do not like writing”.

Student B : “I often write but I do not really know what type of collocation. Because I often write using Bahasa”.

Student C : “I forgot the type of collocation, sometimes I never realize collocation in my writing”.

Student D : “I only remember one type namely verb and noun. Because I usually write using Bahasa first and I attempt to translate with google translate”.

Student E : “I do not know if I ever use collocation or not because sometimes I try to write according to the idea without thinking of the existing collocation”.

5. What the causes that make you never use collocation in writing ?

Student A : “Commonly when I write I never think about collocation first because I just write and write until finish”.

Student B : “I have a lack of vocabulary, so I use the words that usually I used in daily life. In addition I do not like writing”.

Student C : “I forgot the lessons about collocation, because my lecturers only teach me in a meeting”.

Student D : “I think the lecturer explanation is not detail, so it make me never used collocation in writing”.

Student E : “May be because I am not familiar with collocation in English.”

6. Does the lecturer ever explain collocation in general or detail in writing course ?

Student A : “I remembered that it had taught in writing course but it did not explain in detail”.

Student B : “It just explained in general but it did not explain in detail”.

Student C : “I think it never taught in writing course. It only taught in Vocabulary course”.

Student D : “In my opinion it just explain in a meeting. It did not enter in syllabus”.

Student E : “It ever explained in a meeting in Vocabulary course”.

7. In writing, have you ever planned to write using the correct collocation?

Student A : “Almost never”

Student B : “Never”

Student C : “Never because when I wrote all the words and sentences formed according to the dictionary that I used”.

Student D : “Never, because I just think of the next idea and sentence to be written.”

Student E : “Never. Because I usually use vocabulary which I usually heard and used.”

8. In your opinion, is collocation important in writing ?

Student A : “It is important, because with collocation our written language will be better.”

Student B : “I think it is important, because collocation can beautify our writing.”

Student C : “In my opinion it is important, because collocation can help us in compiling the sentence with the correct grammar.”

Student D : “May be it is important, because the more vocabulary I used, the higher the level of my writing.”

Student E : “In my opinion i believe that it is important. Even it is very important because in writing we must combine word by word to form a good sentences.”

## **AUTOBIOGRAPHY**

### **A. Personal Identity**

Name : **Chairun Nisa'**  
Student's Number : 1042014038  
Place /Date of Birth : Langsa, November 5<sup>th</sup>, 1996  
Occupation : Student  
Marital Status : Single  
Nationality/ Ethnic : Indonesian/ Acehnese  
Hobbies : Reading, Singing, and Travelling  
Address : Gg. Famili, Gp. Meurandeh Dayah  
Kec. Langsa Lama, Kab. Kota Langsa

### **B. Background of Education**

Elementary School : MIN 1 Langsa (2008)  
Junior High School : SMPN 3 Langsa (2011)  
Senior High School : SMKN 2 Langsa (2014)  
University : IAIN Langsa  
Tarbiyah Faculty/ English  
Education Department

### **C. Family**

Father's Name : Rusli Usman  
Mother's Name : Nurjannah  
Sister's Name : Mardiani  
Brother's Name : Ahmad Taufik Nur Abyan