

**AN ANALYSIS OF STUDENTS' ERROR USING LEXICAL
COLLOCATION IN SPEAKING AT ZAWIYAH ENGLISH CLUB (ZEC)**

SKRIPSI

Submitted

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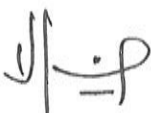
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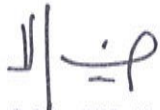
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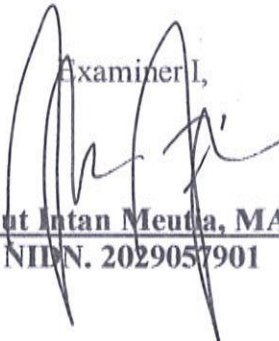
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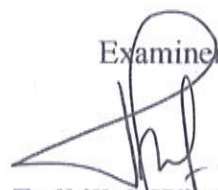
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul
“An Analysis Of Students’ Error In Using Lexical Collocation In Speaking
At Zawiyah English Club (ZEC)” merupakan hasil karya sendiri. Apabila di
kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia
menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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I hope that this thesis could provide valuable informations for readers and would also appreciate valuable suggestions from readers related to this thesis. May God bless us forever.

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TABLE OF CONTENT

ACKNOWLEDGMENT.....	iv
TABLE OF CONTENT.....	vii
ABSTRACT	ix

CHAPTER I INTRODUCTION

A. Background of Study	1
B. Research Question	6
C. Purpose of Study	6
D. Significances of Study	6
E. Scope of Study	7

CHAPTER II LITERATUREREVIEW

A. Previous Study	8
B. Theoretical Frameworks	10
1. Definition of Writing.....	10
2. Writing Ability	16
3. Scientific Articles.....	17
4. Students' Difficulties in Writing Scientific Article	21

CHAPTER III RESEARCH METHOD

A. Research Design	23
B. Research Setting	23
C. Subject of The Research	24
D. The Procedure of Data Collection	25
E. The Procedure of DataAnalysis	26

CHAPTER IV FINDING AND DISCUSSION

A. Research Finding	30
---------------------------	----

1. Finding Interview	31
2. Finding Documentation.....	37
3. Discussion.....	40

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	44
B. Suggestion	45

BIBLIOGRAPHY	46
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ABSTRACT

Dara Syaril Fadhilah, 2023. An Analysis Of Students' Error Using Lexical Collocation In Speaking At Zawiyah English Club (ZEC)

Supervisor (1). Shafrida Wati, MA **(2)** Wahidah, M.Ed

Collocation is a word that is fixed in a sentence or a repeated combination that is used to fix a sentence. Based on the observations, students' error in understanding using collocation lexical. as one of the students in the Zawiyah English Club, researchers realized that the importance of studying the collocation as one of the aspects most important to learn the language of English. Then the researchers also believe that still many students who often combine the two words that are not appropriate. The aimed of this study was to investigate errors made by students in using collocation in speaking at Zawiyah English Club and to investigate the problems faced by students in using lexical collocation in speaking at Zawiyah English Club. The type of research was qualitative. The subject of the research was 15 students of Zawiyah English Club at IAIN Langsa. The instrument used was speaking test and interview. After conducting the research, the researcher found that there were errors in the use of lexical collocations in five types: Verb + Noun, Adverb + Adjective, Noun 1 + Noun 2, Verb + Adverb, and Adverb + Verb. Among these types, the majority of students made mistakes specifically in using the Adverb + Adjective collocations. However, it is worth noting that students generally used the Verb + Noun collocations correctly, even though they were not aware that these combinations are considered lexical collocations. The problems faced by students in using collocation in speaking because lack of knowledge and awareness about lexical collocations.

Keywords: *Error, Lexical Collocation, Speaking*

CHAPTER I

INTRODUCTION

A. Background of Study

The role of language in our lives is crucial and indispensable. People can express their emotions, voice their opinions, and even share information with one another by utilizing language. English is one of the languages that Asmayanti and Hajaruddin claim has a significant role in intercultural communication. English, considered an international language, is one of the languages that people use to interact with one another most frequently in the globe. Specifically in Indonesia, English is taught in schools as a foreign language that is a required subject according to Indonesian government policy. From junior high school through university level, it has been taught.¹

Students were able to acquire several aspects and the fundamental abilities necessary to learn English. The components include vocabulary, grammar, and punctuation, and they are listening, speaking, reading, and writing. Speaking is a crucial ability for students learning English, especially those in the English Education Department. To improve their spoken English, students should converse in English with their professors and fellow students. Thus, they have fluid speech. Many individuals claim or believe that English education majors are the ones with the best English language skills compared to those with other majors. This is the general justification for why English Education students

¹ St & Hajaruddin A asmayanti, “*Writing Proficiency in Descriptive Paragraph with Personal Photograph English Education Department*” 6 (1) (2017): 48–65.

should be concerned with their speaking abilities. While this presumption is true, it cannot be used as the sole justification for requiring that all students in the English Education Department be proficient in spoken English, as there are many other factors that influence the students' ability to speak English. To sum up, students can benefit from speaking via speaking.

There will be a relationship when one person speaks to another. Communication is the foundation of the relationship. The system of grammatical choice is used by the speaker when speaking in English. According to this approach, the speaker may only employ one of the following three types of clauses: declarative, as in "The baby is crying," interrogative, as in "Is the baby crying?", or imperative, as in "Cry." Speaking a sentence out loud is very different from writing it down. For example, in the imperative "Cry!" above, the clause's constituent is made clear by the absence of the subject element, leaving only the predicator. Harmer's defines grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language. The expert said that is regulations or rules of how language is constructed and use in communication.²

Collocation is the way how to unite two words or more, such as a phrase. According to Lewis, Collocation is the formation of a word that occurs in shared more frequently than was expected.³ Collocation is a combination general of the words that are used speakers of the original is instinctive. Collocation has a

² Merlyn Simbolon, "An Analysis of Grammatical Errors on Speaking Activities," *Journal on English as a Foreign Language* 5, no. 2 (2015): 71.

³ Daban Q. Jaff .. Collocation in English Language. (Iraqi Kurdistan: Koya University, 2013), 3

characteristic particular; by because of it, they cause problems serious for students and translators EFL / ESL.

Collocations should be focused on teaching in the classroom and the teacher should seriously increase the awareness of collocations in between students.⁴ According to Tutin, in his journal stating that within the framework of the English contextual list, collocation contributes to the cohesion of texts which can be broadly defined as repetitive lexical elements. Hanks as cited in Jonathan, asserts that words appear together to make collocation patterns. In words other, they do not appear in the free and random. Besides that, collocation is very important for the participant students, because they not only improve accuracy, but they also increase the smoothness in studying the language of English.

Collocation has an important role in English language. However, only a few studies have been found that are related to this topic. As Hatch and Brown discovered that the participant students L2 can learn or acquire a language as a set of phrases rather than words individually. And Lewis as cited in Shammass, discovered that students should pay attention to the type of collocation which they encountered in a text.⁵

Researchers only take a focus on the type of collocation based on the theory of Benson et al. This theory is also representative of other collocation theories so researchers do not have to use other collocation theories because the

⁴ Agnès Tutin. For an extended definition of lexical collocations. <https://halshs.archivesouvertes.fr/halshs-00371418/document>.

⁵ Nafez Antoniouos Shammass, "Collocation in English: Comprehension and Use by MA Students at Arab Universities," *international juornalof Humanities and social Science* 3 no. 9 (2013): 109.

theory of Benson et al can discuss the content (core) of the type of collocation and the type of collocation that will be used is lexical collocation.

Based on the observations, students' error an understanding using collocation lexical. as one of the students in the Zawiyah English Club Association, researchers realized that the importance of studying the collocation as one of the aspects most important to learn the language of English. Then the researchers also believe that still many students who often combine the two words that are not appropriate. When students organize into a sentence even though they are already studying collocation and types of collocation that and as a result, though students using the system language of the good, the problem of the area collocation lexical remain there. Based on the reasons, it is important to investigate students' error using lexical collocation in speaking of Zawiyah English Club (ZEC).

B. Research Questions

Based on the background above, the writers formulate the following research questions:

1. What are errors' expressed by students in using lexical collocation in speaking at Zawiyah English Club?
2. What are the problems faced by students in using lexical collocation in speaking at Zawiyah English Club?

C. Purpose of Study

1. To investigate errors made by students in using collocation in speaking at Zawiyah English Club
2. To investigate the problems faced by students in using lexical collocation in speaking at Zawiyah English Club.

D. Significance of Study**a. Theoretically**

Understanding and using collocations correctly is crucial for language learners, particularly for participants studying English. When students become aware of collocation patterns, they can enhance both their accuracy and the smoothness of their language production. By using appropriate collocations, students can express themselves more naturally and effectively, sounding more like native speakers.

By incorporating collocations into their language skills, students can improve their overall fluency and coherence. Collocations provide a foundation for producing cohesive and coherent texts. They help learners use words in the appropriate context and in combinations that native speakers commonly use. This familiarity with collocations leads to more accurate and meaningful communication.

b. practically

1. Students

For students, the result of this research hopefully can be read by students, not only for ZEC students', but also teacher from other schools, and students from another university. The result findings can be useful for students to know how well the speaking ability in using lexical collocation and also find what type of collocation that is most familiar and less familiar for students. Therefore students can learn more about collocation in the future.

2. The next researchers

The result of this research will be knowledge of lexical collocation is expected to be significantly related to English EFL.

E. Terminology

1. Lexical Collocation

English language experts, including Harold E. Palmer (1949), who said that vocabulary is the primary cause of the majority of errors in the writing of English essays by overseas students, have referred to collocation as one of the most challenging parts of English usage. There are about 1,000 frequently used vocabulary words in English that are unproblematic for native English speakers. On the other hand, this foundational vocabulary is the cause of the inability of international pupils to communicate effectively or correctly in English. Additionally, Wattanapichet (1999) noted that even if students are taught English

grammar and vocabulary, they still struggle to speak and write the language as effectively as native speakers since different language structures do not all adhere to general grammatical norms and must be taught independently.⁶

2. Error

In language learning, an error is a systematic deviation from the rules of the target language. This means that the learner consistently makes the same mistake, often due to a lack of knowledge or understanding of the rules. For example, if a learner consistently uses the wrong verb tense, this would be considered an error.

F. Scope Of Study

The scope of this study is on students' errors in speaking at Zawiyah English Club IAIN Langsa when employing lexical collocations. This can be discovered by speaking with every member of the ZEC and learning about the difficulties they have utilizing lexical collocations.

⁶ Thidakul Boonraksa and Suparvadee Naisena, "A Study on English Collocation Errors of Thai EFL Students" 15, no. 1 (2022).

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

This study involved a comprehensive analysis using lexical collocation when speaking of the data collected during the research process. In this chapter, the researcher finds errors and engages in detailed discussions about the data. To ensure overall error in the research topic, the authors use the test as the primary data collection method. This approach allows in-depth exploration of a richer and more nuanced understanding of the subject matter. In addition to the speaking test, the researcher also used interviews. With the interview, the researcher asked about the research topic. The author tries to obtain accurate and reliable information to answer existing research questions. The combination of tests and interviews provides a comprehensive and multi-faceted dataset, enabling a more comprehensive analysis and interpretation of research findings. Besides that, the researcher took a test to analyse accurate data to answer the research question consisting the errors' expressed and the problems faced by students in using lexical collocations when speaking?

The researcher found the result from the written Test and Interview here are the description of the result finding:

1. Finding Test

a. The use of Verb + Noun form of lexical collocation

Errors made by students this type was students 9 and 15. The student 9 made an error in lexical collocation in the word 'care some people'. However, the combination of these words is not correct, the word should be more appropriate, namely adding 'about' to 'care about some people'.

The student 15 made an error in this type of the word was 'player together'. Two words were ambiguous because they had an incorrect meaning. It should use the lexical collocation Verb + Noun to 'play together'.

b. The use of Adverb + Adjective form of collocation

Errors made by students this type was students 1, 3, 4, 5, 6, 8,13, and 14. The student 1 made an error in the word was 'very very fun'. The word is wrong because there are two adverbs 'very very' the correct lexical collocation word is adverb + adjective to be 'very fun'.

The student 3 made two error in the word was 'really really good', The correct word should be 'really good'. The last mistake made by student 3 was 'very very good'. This should be the type of lexical collocation adverb + adjective. The correct word here is 'very good'. the word very does not need to be pluralized.

The student 4 made an error made was 'really really good', this should be a lexical collocation adverb + adjective. But the use of the word very wrong. The correct word is 'very good'.

The student 5 made an error made was 'very very good' is a type of lexical collocation Adverb + Adjective but the use of here should not be double. The correct lexical collocation of the word is 'very good'.

The student 6 made an error made was 'really really fun' is a type of lexical collocation Adverb + Adjective but the use of very should not be one and not double. The correct word combination is 'very fun'.

The student 8 made one mistake in lexical collocation while speaking. Namely, from the combination of the two words 'certainly passionate', this is a type of lexical collocation adverb + adjective. The understanding of this combination of words is imprecise and somewhat ambiguous. Should have replaced 'surely' with 'definitely excited'. The words will be more natural when combined and the listener will understand more about what they mean.

The student 13 made a mistake in using the lexical collocation of the word 'quite different' should not use -ly because if you use it it will produce an incorrect meaning.

The student 14 made a mistake in using the Adverb + Adjective lexical collocation of the word 'really really happy'. should 'really' just use one not need two. The meaning would be more appropriate if you used 'very good'.

c. The use of Noun 1 + Noun 2 form of lexical collocation

Errors made by students this type was students 1, 2, 4, 5, and 12. The students 1 made an error in the word 'Monday Thursday'. The combination of these words is added 'until' so that it is not confused and if interpreted is appropriate and appropriate. if using the lexical collocation Noun 1 + Noun 2 it becomes 'Monday to Thursday'.

The students 2 made an error made in the word 'common time'. the correct word should be 'same time'.

The student 4 made two error this type. The first, in the word was 'I experience', this should be the type of lexical collocation Noun 1 + Noun 2. In these words, the correct I should be used, namely 'My experience'. The last made by student error was 'three floors', this should be the lexical collocation Noun 1 + Noun 2 . but the word three should be 'thrid floor'.

The student 5 made an error in word was 'student number', this is a type of lexical collocation Noun 1 + Noun 2, but the wrong combination should have been 'number of the students'.

The student 9 made a error in the combination of the two words 'they uniform'. The type uses Noun 1 + Noun 2 but the word is ambiguous when

interpreted. It would be more natural to add 'are' for example 'they are uniform'.

The member 12 made an error in using the lexical collocation type Noun 1 + Noun 2 from the combination of the words 'My college campus', you should only use 1 word between colleges or campuses to make it a good and correct word.

d. The use of Verb + Adverb form of lexical collocation

Errors made by students this type was students 2 and 4. First, The student 2 made an error in the word 'bestly score' The next error was 'sincerely appreciate'. The word is wrong, this should be the correct this type namely 'appreciate sincerely'.

The last error in made by student 4 was 'play ever together' should ever be removed because this type. The correct lexical collocation is 'play together'.

e. The use of Adverb + Verb form of lexical collocation

Errors made by students this type was student 6. This type the student made two error. First, The student 6 made an error in the word was 'freshly graduated'. But the word 'freshly' false should not use ly. The correct word according to lexical collocation is 'fresh graduate'.

The last in made student 6 was 'very very depressed', the error was the used of more than one very. The correct lexical collocation should be 'very depressed'.

2. Finding Interview

No.	Question	Answer
1.	Do you know about Lexical Collocation?	From question number 1, interviewees 1 to 5 answered that they did not know what lexical collocation was. In fact, the answers from the 1 interviewee said “View think I know about lexical collocation is lexical collocation is combination of word but not that type”. Among them, from the explanations from interviews 1 and 2 they only know that collocation means a combination of words but have never studied lexical collocations.
2.	Do you use Lexical Collocation?	From question number 2, interviewees 1 to 5 answered that maybe in everyday life there must be use of lexical collocations, but they don't know. As

		interview 1 said “Yes. I'm not sure use lexical collocation in my daily use. Because I follow in ZEC. So ZEC we keep talking every day so we are aware about it we are knowing about it maybe without realizing it we are using lexical collocation”. just to express anything I want to say”. Then the 4th interview also said "I don't know lexical collocation but maybe sometime I used lexical collocation in speaking".
3.	Do you find difficulties in using lexical collocation in speaking? What or why	From question number 3, interviews 1, 2, 3 and 4 answered that they did not know where the difficulties lay in using lexical collocations because they did not know the rules for using them. As stated in interview 2 "No, I don't feel like I have difficulties in using lexical collocations in speaking but I just seldom to use because I don't really like to be used in my daily speaking". Interview 4 also

		answered "Yes, because I don't know much vocabulary, so if you use English, you have to have a lot of vocabulary and there are rules. Now it makes it difficult to combine words to words. However, interview 5, who knows a little about lexical collocations, answered "Maybe the difficulty is because in lexical collocations we have to understand the types, then when they are combined the meaning will also be more natural or clearer. Now, in stranslate, it usually means words, but if you use lexical collocation, the meaning is more precise."
4.	What problems do you face in using collocation in speaking?	From question 4, interview 1 answered the problem in using lexical collocation. He replied "I thing of the problem in speaking is about the vocab because iam not the native so, I have a little the vocabulary for speaking". Interview 2

		also answered, "Actually, I don't have an even problem using collocation in speaking because I have learned a lot about lexical collocation, I have practiced a lot more about speaking, especially I have an organization, namely ZEC. That's always doing practice while in the class. I don't have any problem with the lexical collocation". Interviews 3, 4, and 5 also answered almost the same problem as the problem they faced, namely as answered by interview 3 " Masalahnya gimana caranya tuh kata perkata bisa dikombinasikan abis itu maknanya juga bakal berubah kalo kata ke kata di kombinasikan. Dan juga gimana caranya kita tau lexical collocation ini kita kombinasikan apa ada tipe-tipe nya atau bagaimana? Soalnya bingung terus memang belum menguasai".
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5.	How do you deal with the problems?	From question number 5, interviews 1 to 5 answered more insight. As stated in interview 2 "Actually, I don't have an even problem using collocation in speaking because I have learned a lot about lexical collocation, I have practiced a lot more about speaking, especially I have an organization, namely ZEC. That's always doing practice while in the class. I don't have any problem with the lexical collocation". In fact interview 4 answered "Study and more because this lexical collocation is honestly very foreign we still hear sis". And interview 1 also answered "More vocab, I keep reading English books and reading English books and watching some English movies".
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B. Discussion

Based on the findings from the researcher test and interviews, several errors were identified in the use of lexical collocations when speaking. These

errors were made by different members, and here is a discussion of the findings; student 1 made an error in using adverb + adjective collocations and combining noun collocations. The correct usage of lexical collocations would enhance the clarity and accuracy of their speech. Student 2 struggled with verb + adverb collocations and noun collocations. Understanding and using the appropriate lexical collocations would help convey their intended meaning more effectively. Student 3 repeated the adverbs excessively and made mistakes in adjective + noun collocations. By using the correct lexical collocations, their speech would sound more natural and accurate. Student 4 encountered various errors, including adverb + verb collocations, noun collocations, verb + adjective collocations, and verb + adverb collocations. Improving their understanding and usage of lexical collocations would enhance their speaking skills. Student 5 struggled with noun collocations and excessive adverbs. Correctly using lexical collocations would make their speech more precise and natural. Student 6 used incorrect adverb + verb collocations, adjective + adverb collocations, and adverb + verb collocations. Becoming familiar with appropriate lexical collocations would improve their speaking accuracy. Student 7 used two correct lexical collocations, demonstrating an understanding of how combining words following specific patterns can enhance communication.

Student 8 made a mistake in adverb + adjective collocation. Using the appropriate lexical collocation would convey their intended meaning more effectively. Student 9 made an error in noun collocation. Using the correct lexical collocation would improve the clarity of their speech. Student 10 unknowingly

used three correct lexical collocations, demonstrating a natural understanding of their usage without conscious effort. Student 11 used verb + noun collocations effectively, showcasing their ability to convey meaning accurately and naturally.

Student 12 made an error in noun collocation by combining two nouns incorrectly. Using the appropriate lexical collocation would improve the correctness of their speech. Member 13 used an incorrect adverb + adjective collocation. Understanding the appropriate lexical collocation would help them convey their intended meaning more accurately. Student 14 combined an incorrect adverb + adjective collocation but used a correct one unknowingly. Enhancing their understanding of lexical collocations would improve the accuracy of their speech. Student 15 used a correct verb + adverb collocation but made an error in verb + noun collocation. Improving their knowledge of lexical collocations would enhance the clarity of their speech. Mansoor state that “To put it more precisely, the emphasis on collocations in the classroom could be one feasible and effective technique for teachers to improve their students’ language performance”.³¹ Overall, the findings highlight the importance of understanding and using appropriate lexical collocation.

Based on the provided paragraphs, it is evident that the interviewees had limited knowledge and awareness of lexical collocation. Here is a discussion based on the information provided: Lack of Knowledge; Interviewees 1 to 5 expressed their unfamiliarity with lexical collocation, with some interviewees

³¹ Ganji and Beikian, “Iranian University English Majors’ Knowledge of Lexical Collocations : Its Relationship with Speaking and Writing Proficiency. (2014)”

stating that they had never heard of it before. This lack of knowledge highlights a gap in their understanding of this linguistic concept. It is possible that they have not received sufficient instruction or exposure to lexical collocation in their language learning journey. *Uncertainty in Usage*; The interviewees, on average, expressed uncertainty when it comes to using lexical collocations in their English speaking. Despite their limited knowledge, they attempted to use collocations without realizing that they were making errors.

Interviewee 2 specifically mentioned preferring real words over lexical collocations, indicating a lack of confidence in applying this language feature. This uncertainty can hinder their ability to speak naturally and accurately. *Difficulties and Confusion*; The interviewees acknowledged facing difficulties in using lexical collocation, such as properly combining words according to the collocation formula. They also admitted to being confused and not paying much attention to collocation errors, focusing more on being understood by others. This lack of attention to lexical collocation and the associated confusion can hinder their ability to communicate effectively.

Fitikides shows that “the common mistakes in English are misused form, unnecessary words, misplace words, confused word, collocation, and incorrect omission”.³² *Problems in Collocation Usage*; The interviewees identified problems in understanding the literal meaning of collocations when the words are combined. They expressed a desire to achieve more appropriate and natural meanings in their speech. Some interviewees drew parallels between collocations

³² Fitikides, *Common Mistakes in English with Exercises*, 2002.

and tenses, highlighting the need for a systematic approach to learning and applying collocations. The absence of discussions on lexical collocation in their language classes further contributed to their challenges. Proposed Solutions: The interviewees suggested discussing lexical collocation in their weekly language classes as a means to address their difficulties. They recognized the importance of training and exposure to improve their understanding and usage of collocations, aiming to achieve better meaningful and natural expressions in their spoken English.

In summary, the interviewees exhibited a lack of knowledge and awareness regarding lexical collocation. This led to uncertainty, difficulties, and confusion in using collocations while speaking. However, they expressed a willingness to learn and improve through dedicated training and classroom discussions. Enhancing their understanding and usage of lexical collocations would contribute to their overall fluency and accuracy in spoken English.

CHAPTER V

CONCLUSION AND SUGGESTION

B. Conclusion

After conducting the research, the researcher made the following conclusions:

1. The errors' expressed by students in using lexical collocation

It appears that out of the 15 students who took the speaking test, there were errors in the use of lexical collocations in five types: Verb + Noun, Adverb + Adjective, Noun 1 + Noun 2, Verb + Adverb, and Adverb + Verb. Among these types, the majority of students made mistakes specifically in using the Adverb + Adjective collocations. However, it is worth noting that students generally used the Verb + Noun collocations correctly, even though they were not aware that these combinations are considered lexical collocations.

It is quite common for language learners to use collocations intuitively without necessarily recognizing them as such. They may have a natural sense of which words go together, but they might not be explicitly aware of the term "lexical collocation" or the specific types of collocations.

To address this, it would be beneficial for the students to learn about different types of collocations and understand the concept of lexical collocations. By providing explicit instruction and examples, teachers can help

students recognize and consolidate their understanding of collocations. This can enhance their ability to use collocations accurately and appropriately in their language production.

It is important to bridge the gap between students' intuitive use of collocations and their explicit knowledge of collocation patterns. By raising awareness and providing targeted instruction, students can improve their overall language proficiency and develop a more conscious and deliberate use of collocations in their spoken and written English.

2. The problems faced by students in using collocation in speaking

The reason for these mistakes is often a lack of knowledge and awareness about lexical collocations. Students may not be familiar with which adverbs and adjectives commonly go together or the correct order in which they should be used. This lack of understanding can create uncertainty, difficulty, and confusion when attempting to use collocations in spoken English.

However, the positive aspect is that the students have expressed a desire to learn and develop their skills in this area. They recognize the importance of special training and class discussions to improve their understanding and usage of lexical collocations. By receiving targeted instruction and engaging in discussions focused on collocations, students can enhance their fluency and accuracy in spoken English.

C. Suggestion

The researcher provided some spelling as follows :

1. Students should add insight about English, both by reading books and watching English shows so that they can pay more attention on how combine words in English. This suggestion emphasizes the importance of exposure to the English language through reading books and watching shows. By engaging in English content, students can expand their vocabulary, understand different word combinations, and become more familiar with the natural usage of words in context. Reading books and watching shows also help develop student language skills such as comprehension, fluency, and critical thinking.
2. Lecturers must introduce and teach collocation more deeply to students. Collocation refers to the natural pairing or combination of words that often occur together in a language. The lecturers should focus on teaching collocations more extensively to students. By emphasizing collocations, students can learn how words are commonly used together, which contributes to more accurate and fluent English expression. Understanding collocations can enhance students' ability to produce natural-sounding sentences and communicate effectively.

Overall, these suggestions aim to encourage students to actively engage with the English language through various mediums and to enhance their

understanding and use of collocations. By implementing these recommendations, students can improve their language skills and become more proficient in English.