

***THE CORRELATION BETWEEN STUDENTS' MASTERY ON  
LEXICAL COLLOCATION AND THEIR WRITING SKILLS***

***AT ENGLISH EDUCATION DEPARTMENT***

***IAIN ZAWIYAH COT KALA LANGSA***

***(An Experimental Study At The Fifth Semester Students Of The English Department Of  
Iain Zawiyah Cot Kala Langsa In The 2014/2015 Academic Year)***

***THESIS***

***BY***

***SRI ASTUTI***

***102011039***

***English Education Department***



**FACULTY OF TARBIYAH AND TEACHERS TRAINING**

**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)**

**ZAWIYAH COT KALA LANGSA**

**2015 M/1436 H**

**THE CORRELATION BETWEEN STUDENTS' MASTERY ON LEXICAL  
COLLOCATION AND THEIR WRITING SKILLS AT ENGLISH  
DEPARTMENT IAIN ZAWIYAH COT KALA LANGSA**

**THESIS**

**SUBMITTED BY:**

**SRI ASTUTI**

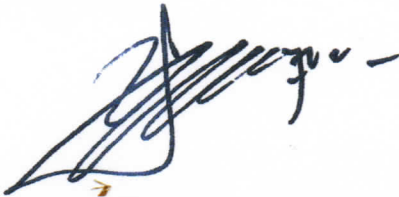
**THE STUDENT OF ENGLISH DEPARTMENT**

**TARBIYAH FACULTY**

**STUDENT NO: 1042011039**

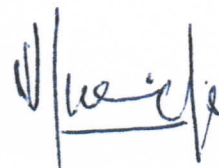
**Approved by:**

**Main supervisor**



**Zulfitri, MA**

**Co. Supervisor**



**Shafridawati, MA**

**THE CORRELATION BETWEEN STUDENTS' MASTERY ON LEXICAL  
COLLOCATION AND THEIR WRITING SKILLS AT ENGLISH  
DEPARTMENT IAIN ZAWIYAH COT KALA LANGSA**

**THESIS**

**SUBMITTED BY:**

**SRI ASTUTI**

**THE STUDENT OF ENGLISH DEPARTMENT  
TARBIYAH FACULTY  
STUDENT NO: 1042011039**


**Has Been Defended In Sidang Munaqasyah Before The Council Of Thesis  
Examiners And Has Been Accepted As A Partial Fulfillment Of  
Requirements For Sarjana Pendidikan (S.Pd) In English Education  
Department Of Faculty Of Tarbiyah And Teacher Training, On:**

**Wednesday, December 09th, 2015 M**

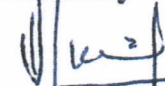
**26 shafar 1436 H**

**Council of Thesis Examiners**

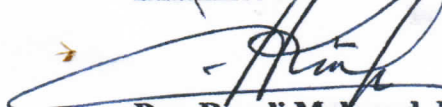
**Chairman**

  
**Zulfetri, MA**  
**Nip. 19720712199905 1 001**

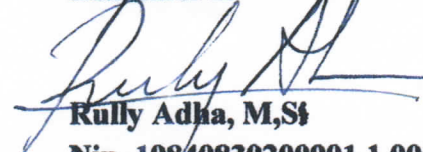
**Secretary**

  
**Shafridawati, MA**  
**Nip.**

**Examiner I**

  
**Drs. Razali Mahmud, MM**  
**Nip.19571231198703 1 028**

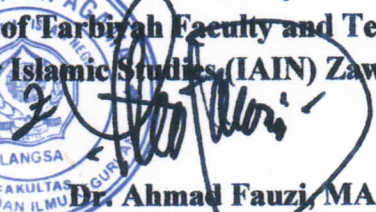
**Examiner II**

  
**Rully Adha, M,St**  
**Nip. 19840830200901 1 006**

**Certified by:**

**The Dean of Tarbiyah Faculty and Teacher Training  
State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa**



  
**Dr. Ahmad Fauzi, MA**  
**Nip. 19750501198512 1 001**

## SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama : Sri Astuti

Tempat/tgl. Lahir : sungai liput, 16 mei 1993

No. Pokok : 1042011039

Jurusan : Tarbiyah

Prodi : Pendidikan Bahasa Inggris (PBI)

Alamat : Ds. Kota Lintang Atas, Kec. Kualasimpang, Kab. Aceh  
Tamiang

Dengan ini menyatakan bahwa skripsi saya yang berjudul “The Correlation Between Students’ Mastery on Lexical Collocation and Their Writing Skills at English Education Department Iain Zawiyah Cot Kala Langsa” adalah benar hasil usaha saya sendiri. Apabila di kemudian hari ternyata terbukti hasil plagiat karya orang lain atau dibuatkan orang, maka akan di batalkan dan saya siap menerima sanksi akademik sesuai dengan ketentuan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, 17 November 2015

Yang Membuat Pernyataan



## ACKNOWLEDGEMENT

*In the name of Allah. The Most Beneficent and the Most Merciful*

All praises be to Allah, who always blesses the writer in writing this thesis. Peace and blessing be upon our prophet Muhammad, his families, his companions, and his followers.

Furthermore, the write would like to express her greatest thanks and gratitude to her advisors, Zulfitri, MA and Shafridawati, MA for their valuable help, guidance, comments, corrections and suggestions and who has been very patient to sacrifice her energy and time to assist the writer so that the writer could finish this thesis.

Moreover, the writer's thesis may not be separated from the involvement and contributions of others, so that the writer says deepest gratitude and appreciations to:

1. The dean of Faculty of Tarbiyah STAIN Zawiyah Cot Kala Langsa, Dr. Ahmad Fauzi, M.Ag.
2. The head of English Education Department, Zulfitri, MA.
3. All the English lecturers who have given their best knowledge to students at the English Department.

And finally, the writer realizes that this thesis is being not perfect yet. Therefore, the writer would like to accept any constructive suggestion to make it better.

Kualasimpang, 1 November 2015

The Writer

## ABSTRACT

English is one of the international languages that is used by many people in the world. It is the foreign language used by the Indonesian. It is learned in schools. In the education, it is one of the subjects applied from basic education to university. English develop the four skills namely listening, reading, speaking, and writing. In writing, there are some common problems found by students such as; grammatical, mechanical, and collocation. The students made many mistakes in writing collocation. It is caused by students have lack of knowledge about collocation. Students often use incorrect collocation in their writing, which is inappropriate with the pattern. Incorrect collocation in writing is one of the constraints for the learners to achieve good writing quality. This thesis focuses under the title The Correlation between Students' Mastery on Lexical Collocation and Their Writing Skills. The problem in this study is students difficult to combine words in writing. The goal of this study is to find out whether there is correlation between students' lexical collocation mastery and their writing ability at English department student of IAIN Zawiyah Cot Kala Langsa. The population of this study is the students of fifth semester. The samples of this study are one of class of fifth semester. This is a quantitative research. This research uses the correlation method. The writer made the test as instrument in collecting data and used product moment and t-test formula to calculation. The result is that the value of correlation  $t_{hitung} = 6,572$  higher than  $t_{tabel} = 1,734$ . It means that there is high correlation between students' understanding of collocation and their writing ability. The conclusion that there is significance correlation between them and the hypothesis is accepted.

**Keywords:** correlation, lexical collocation, writing

## TABLES OF CONTENT

Acknowledgement.....	i
Abstract .....	ii
Table of Content.....	iii
List of Tables.....	vi
List of Appendix .....	vii
<b>Chapter I: INTRODUCTION.....</b>	<b>1</b>
A. Background of study .....	1
B. Research question .....	5
C. Research Objective .....	5
D. Significance of The Research .....	5
E. Hypotheses .....	6
F. Terminology .....	7
<b>Chapter II: THEORETICAL REVIEW.....</b>	<b>8</b>
A. Writing .....	8
a. Definition of writing.....	8
b. Characteristic of writing.....	9
c. Types of writing .....	10
d. Writing Process .....	11
B. Collocation .....	13
a. Definition of collocation .....	13
b. The Types of Collocation.....	16
c. Correlation Between Collocation And Writing.....	19
<b>CHAPTER III: RESEARCH METHODOLOGY .....</b>	<b>21</b>
A. Place and Time .....	21
a. Place .....	21
b. Time .....	18
B. Population And Sample.....	22
a. Population .....	22
b. Sample.....	22

C. Methods and Variables of Research.....	22
D. Technique of Collecting Data and Research Instrument.....	22
a. Test.....	23
E. Steps of Research.....	23
a. Validity of The Instrument.....	23
b. Reliability of The Instruments.....	24
1. Difficulty Level.....	25
2. Scoring System.....	25
3. The Technique of Data Analysis.....	26
<b>CHAPTER IV: RESULT AND DISCUSSION .....</b>	<b>28</b>
A. Result.....	28
a. Test instrument.....	29
1. Validity Analysis.....	29
2. Reliability Analysis .....	29
3. The Level of Difficulty of Problem Analysis.....	30
4. Scoring .....	31
5. Analysis Data .....	34
B. Discussion.....	36
<b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b>	<b>37</b>
A. Conclusion.....	37
B. Suggestion .....	37
<b>BIBLIOGRAPHY .....</b>	<b>39</b>
<b>APPENDIX</b>	



**LIST OF TABLES**

Table 3.1 Criteria of Difficulty Level Analysis .....	22
Table 3.2 Scoring Scale for Controlled Writing .....	23
Table 3.3 Number Correlation (r score).....	24

**LIST OF APPENDIX**

APPENDIX I	Collocation Test
APPENDIX II	Writing Test
APPENDIX III	Key Answer of Collocation
APPENDIX IV	Key Answer of Writing Test
APPENDIX V	Collocation Scores
APPENDIX VI	Writing Scores
APPENDIX VII	Validity Test for Collocation
APPENDIX VIII	Validity Test of Writing
APPENDIX IX	Reliability Test for Collocation
APPENDIX X	Reliability Test for Writing
APPENDIX XI	Difficulty Lever for Collocation
APPENDIX XII	Difficulty Level for Writing
APPENDIX XIII	Finding Correlation between Variable X and Variable Y
APPENDIX IV	Tabel



## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

English is one of the international languages that is used by many people in the world. It is the foreign language used by the Indonesian. It is learned in schools. In the education, it is one of the subjects applied from basic education to university and most science books written by English.

According to Kurikulum Tingkat Satuan Pendidikan (KTSP), one of the goals of learning English is to develop the abilities to communicate spoken and written. The skills are developed by English include listening, reading, speaking, and writing. The fourth of abilities are interconnected with each other, such as; listening skills must be mastered by the students because it helps the students to recognize the sounds that differentiate meaning, new vocabulary, and grammar. Reading skill is important for students will acquire new vocabulary. Speaking and writing skills can help students express their ideas, thoughts, and feelings through spoken and written.

Vocabulary is one of the most important aspects in learning English. Learning language without vocabulary is impossible. The Psycholinguistic study showed there is relationship between the mastery of vocabulary and creativity as well as skill in the language, such as speaking or writing skill. Someone who has a lot of vocabulary will be easier and more creative in speaking and writing.

Writing is an ability to express ideas which contains imagination and creativity. Writing is one of the most important skills in English which has aspects like grammar and phrase. If grammar and phrase are used incorrectly will affect the meaning. Generally, students at higher level learn writing. Particularly, at IAIN Zawiyah Cot Kala Langsa. The students learn writing, such as; writing 1, writing 2, writing 3, writing 4, academic writing and seminar and thesis writing. The aims are to make the students have competency in writing. However, there are some common problems found by students such as; grammatical, mechanical, and collocation.

Collocation is one of the most important aspects of writing. The students made many mistakes in writing collocation. It is because students have lack of knowledge about collocation. Students often use incorrect collocation in their writing, which is inappropriate with the pattern. Incorrect collocation in writing is one of the constraints for the learners to achieve good writing quality. For instance, they tend to use the collocation “make homework” to explain a task given by the teacher. They do at home, while native speaker uses the collocation “do homework”. They replace the verb “do” with “make”.

Based on the researcher’s experience when she was in fifth semester at IAIN Zawiyah Cot Kala Langsa. She found some problems faced by students such as the students found it difficult to combine words in writing. They did not know the meaning of the vocabulary. So that they felt confused when they have to combine, interpret, and apply the words into their writing as English collocation is different from Indonesian collocation. Collocation is the merger of two words into

a new word that has a new meaning in English. Therefore, the researcher is interested in conducting research to find out the relationship between students' lexical collocation mastery and writing ability

A similar research conducted by zahra yazdandoost entitled *The Relationship among Collocation Knowledge and Listening, Speaking, Reading and Writing Proficiency of Iranian EFL Learners*. The objective of this research was to explore the relationship between knowledge of collocation with reading, writing, speaking, and listening proficiency of Iranian EFL learners. The study showed that knowledge of collocation can be predictor for four skills. It is proved to be a prerequisite for successful language learning. This research asserts the knowledge of collocation is very important and influence in language learning<sup>1</sup>.

Another research conducted by Hamdi entitled an *Analysis of the Use of Collocation in Students' Writing*. The purpose of the study was to describe the use of collocation in essay writing three or five paragraphs. The collocation patterns in analysis in the paper are verb + noun collocation and adjective + noun collocation. The results of research showed that the use of verb + noun collocation at the level of "good" and adjective + noun collocation at the level of "excellent". Therefore it can be concluded that the use of verb + noun collocation and adjective + noun collocation is not the main problem in essay writing three to five paragraphs. So,

---

<sup>1</sup> Zahra yazdandoost, "The Relationship Among Collocation Knowledge And Speaking, Reading, And Writing Proficiency of Iranian Efl Learners," *journal of international scientific publications*, no.8 (2004), 400

it can be concluded that the use of verb + noun collocation is more difficult than the use of the adjective + noun collocation<sup>2</sup>.

The similarity between the previous researches with this research is at the focus of research which is about the correlation between lexical collocations and writing skill. The differences are first researcher connects lexical collocation mastery in four skills with their second language. The second researcher analyzed the use of collocation in the students' essay. Whereas in my research connects lexical collocation mastery and students' writing skills. Other difference is at the place of the research.

Based on the above explanation, the researcher will conduct a research, under the title "*The Correlation Between Students' Mastery On Lexical Collocation And Their Writing Skills At English Education Department Iain Zawiyah Cot Kala Langsa*"

## **B. Research Question**

The research question of this study is that:

Is there correlation between students' lexical collocation mastery and their writing ability at English department student of IAIN Zawiyah Cot Kala Langsa?

---

<sup>2</sup> Hamdi, *An Analysis of The Use of Collocation in Students' Writing* (padang: universitas negeri padang, 2013), 349

### **C. Research Objective**

The goal of this study is that

To find out whether there is correlation between students' lexical collocation mastery and their writing ability at English department student of IAIN Zawiyah Cot Kala Langsa or not

### **D. Significance of The Research**

The results of this study have several advantages for other researchers, teachers, and the researcher. Here are some benefits:

a. Other researchers

This research can be a reference for other researchers who conduct for the research with the same topic

b. The lecturers

This study is expected to provide information to students about collocations and their writing skills, where teachers will help their students when they faced some problems in mastering both. Lecturer can use the results of the research as feedback in teaching writing so that the goal of English teaching program can be achieved.

c. The researcher

By doing this study, the writer hopes that she is able to learn and to get other information to identify the problems in the collocation and writing. Besides, the writer is able to get new knowledge and experience that is very rewarding.



## E. Hypotheses

Arikunto assumes that the hypothesis is a tentative answer to the problem of research, until proven by the data collected<sup>3</sup>. Margono, S. explains that the hypothesis is a temporary answer to the problem of theoretical research that is considered most likely or highest level of truth. Technically, the hypothesis is a statement about the state of the population to be tested for truth through data obtained from the research sample<sup>4</sup>. Statistically, the hypothesis is a declaration of state of the parameters that will be tested through a statistical sample.

The hypotheses of the study are proposed in terms of null hypotheses (H<sub>a</sub>) and alternative hypotheses (H<sub>o</sub>). They are follows:

(H<sub>a</sub>): There is a correlation between students' lexical collocation mastery and student writing ability at English department student of IAIN Zawiyah Cot Kala Langsa

(H<sub>o</sub>): There is no correlation between students' lexical collocation mastery and student writing ability at English department student of IAIN Zawiyah Cot Kala Langsa

---

<sup>3</sup> Arikunto, Suharsimi. *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2000), 134

<sup>4</sup> Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT. Rineka Cipta, 2009), 134

## F. Terminology

### 1. writing

Caroline T in cited in Richard kern writing is functional communication, making learners possible to create imagined worlds of their own design<sup>5</sup>. Writing is a writing not only writing something in a paper, but how we can develop it<sup>6</sup>

Based the statement above, the researchers concluded that writing is a composition that involves thinking that is written on paper or other medias to deliver ideas in the form of the text that will presented to the readers

### 1. collocation

According hill in cited in zahra collocation is words that are placed together in a way that is predictable. In addition, Nation claims that collocation refers to a group of words that belong together.<sup>7</sup>. Bahns & Eldaw, in cited in Arshad Abd Samad Collocation competence is a central component of native speakers' communicative competence<sup>8</sup>. This means that collocation is two different words which has different meanings and placed together. For instance”do homework”

---

<sup>5</sup> Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), 172.

<sup>6</sup> Khoirul Muzakki, *The Use Of Environmental Media To Improve Students' Descriptive Text Writing* (Semarang : Walisongo State Institute For Islamic Studies, 2012), 6.

<sup>7</sup> zahra yazdandoost, “The Relationship Among Collocation Knowledge And Listening, Speaking, Reading And Writing Proficiency of Iranian Efl Learners ,” *journal of international scientific publications*, no. 8, 2004, 408.

<sup>8</sup> Arshad Abd Samad,” The Use of Verb Noun Collocations in Writing Stories among Iranian EFL Learners,” *journal of international scientific publications*, no. 3, 2011, 158.