

AN ANALYSIS ON STUDENTS' COLLOCATION ABILITY IN
WRITING ESSAY (A Case Study of Sixth Semester Students' in English Study
Program of IAIN Curup)

THESIS

This Thesis is submitted to fulfill the requirement for 'Sarjana' degree in
English Language Education



By

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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terimakasih.

Wasalam mu'alaikum, wr.wb.

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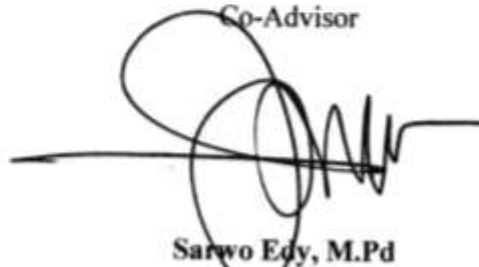
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PREFACE

All praises to Allah SWT that the researcher had finally finished writing his thesis entitled **“An Analysis on Students’ Collocation Ability in Writing Essay (a case study of 6 Semesters Student of English Study Program of IAIN CURUP)”**. this thesis is submitted as a part of the completion for Undergraduate degree of strata (S1) in English Study Program of IAIN Curup.

The researcher realizes that this thesis is far from being perfect, therefore the researcher really appreciates some suggestion and critics for being perfect in the future. Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, October 2020

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The researcher finished this thesis entitled **“An Analysis on Students’ Collocation Ability in Writing Essay (a case study of 6 Semesters Student of English Study Program of IAIN CURUP)”**. This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

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Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

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Curup, July 2020

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MOTTO AND DEDICATION

MOTTO:

“Allah always Bless my way and know what the best for me, because I believe my plan is good but Allah’s plan is perfect”

“Everybody have different process and progress. Don’t make shortcuts like magic “Bimsalabim Abrakadabra” and be as desired. So, make you process and progress event though it hurts and I enjoy the process”

DEDICATION

- My beloved father **Mr. Sugiarmo** and mother **Mrs. Nur Dwi Sulastri**, Thank you so much for all prays, support, effort, suggestion, motivation, cares, attention and love for everything so that I am encouraged to complete this study. No words which can say how deep I Love both of you.
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ABSTRACT

Ajeng Dwi Ramadhanty, 2020. **“An Analysis on Students’ Collocation Ability in Writing Essay (a case study of sixth students’ semester in English Study Program of IAIN Curup)”**

Advisor : Prihantoro, Ss, M.Pd
Co- Advisor : Sarwo Edy, M.Pd

This thesis was aimed to find out students’ collocation ability in writing essay. The research is qualitative method which presented in descriptive way to describe it. There were two objectives of this research. The first one was to find out the students’ collocation ability in writing essay by the sixth semester students in their writing. The second was to find out the factor affected students difficulties in collocation ability by the sixth semester students in their writing. The participants of this research were the writing III students of English study program of IAIN Curup. The instruments of this research were documents analysis and questionnaire to get data that needed. After that, researcher describes the all data that got. Next, researcher classified data into categories based on research instrument and the last is interpretation the data which gotten. The result of the analysis indicated that sixth semester students of English study program of IAIN Curup were in low categories, and it is needed to deliberated teaching and learning. The students felt difficult to understand collocation because they need to learning collocation.

Keywords: Collocation, ability, teaching, and learning.

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CHAPTER I

INTRODUCTION

A. Background

Writing is that the culture of the general public to be ready to remove the ideas and feeling of their minds. It's thanks to communicate to every other, to explore idea and writer's emotional expression. Writing is additionally quite effort to transfer oral language into written communication and language ability. As Harmer states "writing is employed for a large style of purposes, it's produced in many various forms which conveying their information, ideas written based grammar, vocabulary because everyone has own many own thing and it makes they has different perspective to specific it".¹ In other word, writing is a way to precise feeling, ideas, and skill during a certain situation thought written form which had rule of grammatical. The writing also use role of grammatical, which is able to make the written well and can be good expression ideas.

Writing is incredibly essential learning English because in writing the author can draw their imagination about think a writer attention and transfer their ideas. Also as a productive language skills that enable to students to precise what they think in their mind. Writing involves several components of language are spelling, grammar, vocabulary and punctuation. By using those abilities to jot down, we are able to communicate with people within the world, give ideas and be easily to search out

¹ Harmer.J. *How to Teach Writing*; (Pearson Education.2004).P.23

information within the world. The scholars English study program, all of should can write by using English language within the form essay.

Essay is a piece of writing several paragraphs long rather than only one of two paragraphs. Writing subject has levels there are the primary writing is about component of writing, the second writing is about paragraphs and therefore the third writing is about essay. According to Susanto says that “essay is a short piece of writing by a student as a part of a course of study.”² Based on this theory, Essay is incredibly important because essay function a tool to check the students’ knowledge by assessing their arguments, analyses, and specific examples. When the scholars write an essay they are actually trying to precise themselves. Then, when the scholars want to trying to put in writing an essay, the scholars must have much vocabulary to begin to jot down an essay. Vocabulary is that the study of meaning of words and each word have several meaning, study meanings of words and a part of speech.³ Based on this theory, it may be inferred that learning vocabulary is vital. To own good vocabulary knowledge it means the learners should have good knowledge about English collocation.

Collocation has proven to be a very important of foreign language vocabulary development. Even though, vocabulary teaching is learning of definitions of one word and therefore the usage. Learner knowledge of collocations develops in parallel with

² Leo Susanto, *Essay Writing*. C.V ANDI offset, Jakarta:2007,p.21

³ Edge.Lynne.1993.*Teaching Language to young learners: A Handbook*. New York:Cambridge University Press.p.23

their knowledge of vocabulary.⁴ As an example the word “ Big “ , which implies knowledge about happening or event, situations, etc. can occur with many words like an enormous accomplishment, a big decision, a big disappointment, a big failure, a big improvement, a big mistake, a big surprised, etc. Supported example above, collocational knowledge is crucial for language acquisition.

Collocation have problem to use word to collocate word with another word. According to Fatimah, English collocation learners of English as ESL and EFL have problems with combining word together during a characteristic “natural” native speaker- like manner during speech and writing.⁵ Based on this theory, many students wrong to put word and another word. In collocation, Word has couple or relationship between a word and another word in sentence. As an example “*He excited with his birthday party*”. During this sentence, the word of “*excited with*” preposition of *excited* cannot collocate with the word “*with*”. The acceptable preposition to be used here is that the preposition “*about*”. So, the correct sentence will be “*he excited about his party*”.

Collocation means a natural combination of words, it refers to the way English words are closely related to one another. A collocation could be a combination of two or more words which often occur together. If someone says, “*she got yellow hair*”, they might probably be understood, but it’s not what would ordinarily be said in

⁴Bahn. J. & Eldaw, M. (1993). Should we teach EFL students collocations?. *System*, 1(1) 101-114. P.101

⁵Fatimah Muhammad Shitu, “ *Collocation Errors in English as Second Language (ESL) Essay Writing*”. *World Academy of Science, Engineering and Technology International Journal of Cognitive and Language Sciences* vol:9, No:9,2016,p.3270

English. We might say, "she is got blond hair". In other words, *yellow* doesn't collocate with *hair* in everyday English. *Yellow* collocate with, say, *flowers* or *paint*.⁶ Additionally, it may also lead us easily understanding collocation. Collocation has crucial role for us knowledge especially for English skill because in each skill we want collocation, for instance after we want to write down, we would like fathom the meaning of combinations of word, once we want to mention something we want to collocation, after we read we want fathom the meaning of text, we would like collocation too. In other that, the listener understand what the speaker says. From some definition above the researcher can concluded that collocation in writing essay is quite written product which consist an argument and analysis. The usage of collocation in writing essay can make the essay as natural as native speaker like.

According to Benson and Ilson, Collocations constitute two major groups: grammatical collocation and lexical collocation.⁷ Grammatical collocation is accommodates a noun, adjective, verb, and participle sort of a preposition combination, infinitive, clause or a gerund. For example: in the morning, invitation to, method of, story about. Then, lexical collocation is not consist grammatical elements. In lexical collocation has various combination and example, There are: verb + noun (start to work), adjective + noun (good job), adverb + adjective (completely different), verb +adverb (walk quickly).

⁶ Mc. Charty. *Collocation in Use*. Cambridge University Press 2008, p. 6

⁷ Benson and Ilson. 1986 in Bahns, 1993 : 57

Collocation helps students understand and communicate with others in foreign language and closer like native speakers' language. Ellis, Nation, and Prodromou said that "learners' collocational knowledge is crucial for producing language which is closer to native speakers' language and both more natural like native speakers'".⁸ Especially for English through learning collocation ability can help students to master English. Within the process of English collocation ability for the scholars, English collocation by students should have ideas to create their interesting for the study. Students should not quit improving their ability in English collocation. Collocation is one in all the several ways to form the scholars have an interested and simple to master English and students are going to be able to convey their ideas, messages and to precise their feeling also.

Related to English collocation, in English Study Program of IAIN Curup, students learn writing in TBI 6A. However, in this case, there are so many students cannot understand as well the appropriate of using collocations. Based on interview with lecturer who teach in writing that the students in writing essay the students do not know how to apply the grammar collocation in writing essay. Collocation is an essential technique to connect or combine each word. Students still do not know how to use the collocation properly in writing essay. Inappropriate using of collocation can cause the different meaning in a sentence and the listener cannot understand what the meaning of this sentence. Students do not the exact pair of words in collocation. On the other hand, collocation is the important part in written text. Without in appropriate

⁸ Ellis, 1996; Nation, 2001; Prodromou, 2003

in collocation in written text cannot identify as a good text. Even though, there are some aspects beside collocation. But, in this research the researcher focus on using grammatical and lexical collocation properly.

The phenomena in English Study Program of IAIN Curup. The researcher found many students made an essay in writing class inappropriate with collocation. Therefore, the researcher conducts the research when the student makes an essay. In this research, the researcher takes in six semesters as an example in writing essay. Which means there are plenty of students do not comprehend the usage of English collocation. Based on this sample, the researcher can sum up that the students still cannot understand as well collocation. The researcher observe that the many students still wrong to use collocation in, on, at for grammatical collocation and lexical collocation. The researcher took some example from the essay, example for grammatical collocation the sentence is “... *at 15 august 2018 a go with my own effort and...*”. In additions, that example grammatical collocation “*at 15 august 2018*” is incorrect because the word “*15 august 2018*” cannot collocate with the preposition *at*. The correct collocate is use *on*, so the correct sentence is “... **on** *15 august 2018 a go with my own effort and...*”. And another example “*like an alumni TBI STAIN Curup*”. In this sentence, the writer not using collocation between *alumni - TBI* and *TBI - STAIN Curup* is incorrect because the word *alumni* collocate with the preposition *of* and the word *TBI* collocate with the preposition *of*. The correct sentence is “*like alumni of TBI of STAIN Curup*”. And then example for lexical collocation, the sentence is “*must be able to be people useful later*”. In additions, that

example lexical collocation “*people useful later*“ is incorrect because the word useful is adjective. Because, in this type of lexical collocation cannot noun + adjective. But in this type have adverb + adjective and adjective + noun. The correct sentence is “*must be able to be the person completely useful for another people later*”. From the findings researcher found, students likely made mistakes in about grammatical collocation and lexical collocation.

According to the phenomenon researcher found above, the researcher was interested in investigating student collocation ability in writing essay. Thus the researcher carries out a research entitled “**An Analysis on Students’ Collocation Ability in Writing Essay (a case study of 6 Semesters Student of English Study Program of IAIN CURUP)**”

B. Research Question

Related to the background of the problem above, so the researcher wants to formulate the problem of the researcher as follows:

1. How is students’ collocation ability in writing essay?
2. What are the factors affected students’ difficulties in collocation ability?

C. Objectives of the Research

Based on the problem of this research above, the objective of the research is:

1. To find how is students to collocation ability in writing essay.

2. To find out what are the factors affected students' difficulties in collocation ability.

D. Significance of the Research

The result of this study is predicted to produce useful information, knowledge, experience, and contribution for the reader, especially:

1. For students

The students of English education study program at IAIN CURUP who want to know about the students to use collocation in academic writing. It can be as a guide for students in building up their good writing in collocation.

2. For lecturer

Lecturer can find some solution to solve the grammar collocation in writing, So that their writing class can be success.

E. The Limitation of this Research

This research focus on the students' collocation ability, the students' use collocations in writing essay. The students' in sixth semester English study program of IAIN Curup.

F. The Operational Definition

1. Writing Essay

Writing subject has levels there are the first writing is about component of writing, the second writing is about paragraphs and the third

writing is about essay. According to Susanto says that “essay is a short piece of writing by a student as a part of a course of study.”⁹ Based on this theory, Essay is very important because essay function a tool to check the students’ knowledge by assessing their arguments, analyses, and specific examples.

2. Collocation

Collocation means a natural combination of words, it refers to the way English words are closely related to one another. A collocation is a combination of two or more words which regularly occur together. In addition, it can even lead us easily understanding collocation.¹⁰

G. Researcher Organization

Chapter I: Introduction, consist of background of the research, problem of the research, objective of the research, delimitation of the research, definition of key terms, significance of the researcher and research organization.

Chapter II: Review of related theories, consist of definition of writing, essay, collocation, kind of collocation, factor and the related finding.

Chapter III: Research methodology, consist of kind of the research, subject of the research, technique of data collection, research instrument, research procedure and technique of data collection, research instrument, research procedure and technique of data analysis.

⁹ Leo Susanto, *Essay Writing*. C.V ANDI offset, Jakarta:2007,p.21

¹⁰Mc. Charty. *Collocation in Use*. Cambridge University Press 2008, p. 6

Chapter IV: Finding and discussion.

Chapter V: Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter discusses certain point: theory of writing, type of writing, writing essay, the important part of writing essay, collocation, important of collocation, type of collocation, students' collocation ability, and the factor affected students' difficulties in collocation ability.

A. Review of Related Theory

1. Definition of writing

As Harmer states “ writing is employed for a good form of purposes, it’s produced in many alternative forms which conveying their information, ideas written based grammar, vocabulary because everyone has own many own thing and it makes they has different perspective to express it”.¹¹ Base on Fareed, Ashraf & Bilal asserted that writing contains a vital role in language production that is used for global mediation of information.¹² In writing the writer does not propose the idea directly, According to Tarigan in mala said that “writing is one in every of the skill that employed in communication indirectly with people”.¹³ Based on opinion above, the researcher assumption that writing is a technique to try to communication among of societies the word without speak or telling

¹¹ Harmer.J. *How to Teach Writing*; (Pearson Education.2004).P.23

¹² Fareed, Ashaf & Bilal, 2016

¹³ Mala Hartanti, *Developing Students Writing Skill* (Thesis University Bengkulu,2000) P.1

something based on the people express the sensation, ideas, thoughts in written form.

2. The types of writing

Writing is various form, there are: writing the scientific form, such as writing fiction or style of writing because the contest with the imaginative of writes. Writing kind such as:

- a. Narration is one of the writing that tell one happening it is piled based on the time. Narrations consist of two kinds such as expository narration and suggestive narration. Expository narration is to give information to the reader in improving the knowledge and narrative suggestive is to make the reader thinking one meaning.
- b. Description is on write describe the object on an article. So that the reader can see, listening and filling to what write by the authors. Descriptions consist of two kinds such as Description Expository and Descriptive Suggestive.
- c. Exposition is that explain something detail one of main idea that make the reader gets new information or knowledge.
- d. Argumentation is the writing that cultivate to convention attitude or reader opinion, to make they believe and do by the writer want to do.

a. Writing essay

1. Definition of writing essay

Essay is a need of writing about particular subject, especially one written by a student and writing itself is that the skill or activity of manufacturing word on surface.¹⁴ Essay is composition of slightly over five hundred words that consists of one paragraph introduction, body, and one paragraph conclusion.¹⁵ It implies that essay writing is that the activity of manufacturing wanting written communication that may be understood by the scholars. Furthermore essay as a set of paragraph that specialize in and develop one idea.

Therefore, creating an essay which there is overall thesis statement contains three supporting paragraphs begin with a subject sentence is required for creating an essay. Its mean in one paragraph or essay must be consisting of introductory paragraph, body paragraph and conclusion.

2. Important part of writing essay

Amount of paragraph from an essay is amount of the matter of the discussed, amount of paragraph in essay there is which is two or more. Any to number of paragraph in essay there must be acting as introductory, body of paragraph, and conclusion paragraph.

¹⁴ Cambridge Learner's Dictionary, 2007

¹⁵ Faculty. Vaenci.co.fl.us/jdefisle/fis2004/glossary.htm

a. Introductory paragraph

Oshima Alice and Ann Hongue mention that the introductory paragraph consists of two parts,¹⁶ there some general statement about your subject to draw in your reader's attention and a thesis statement to state the particular subdivision of your topic or the plan of your paper. A thesis statement for an essay is simply sort of a sentence for a paragraph. It means the particular topic and also the controlling ideas or major subdivision of the subject. The opposite important part is restricted information, which comprises a subject sentence and major subdivision of the essay.

Base on explanation above the researcher can conclude that introductory may be a good if in content introduction comprises of two parts, there are general information and thesis statement or specific information.

b. Body of paragraph (content paragraph)

The body consist of one or more paragraph.¹⁷ The body paragraph is just like the main supporting points of a paragraph. Furthermore, the author can organize the ideas in an exceedingly paragraph by chronological. Writer can organize the paragraph in an essay within the same way.

¹⁶ Oshima Alice and Ann Hongue. Writing Academic English. Adition Wisely Publishing Company : Massach Ussets MA. 1983

¹⁷ Oshima Alice and Ann Hongue Ibid

c. Conclusion of paragraph

The conclusion in an exceedingly essay is just like the concluding sentence in a paragraph that summary or reviews the most points discussed within the body. The ultimate paragraph is that the conclusion a really important a part of the essay.

b. Collocation

1. Definition of collocation

Collocation is that the way of word combine in a very language to produce natural sounding speech and writing.¹⁸ Moreover collocation is that the way which words regularly occur near one other.¹⁹ Meanwhile, Felicity O'Dell and Michel Mc Carthy stated that collocation means a natural combination of words, it refers to the way English words are closely associated eith one other.²⁰ Base on opinion above that collocation is combination of one or more words and also the sound like a native speaker. For instance, a non-native speaker when want excuse someone, will say "excuse me". While the native speakers will ask for excuse by saying "is it on behalf of me...". It implies that the native speakers collocate with their languages.

Actually, every language have collocation, in English filled with collocation during which recurrent combinations of words that co-occur

¹⁸ Lea, 2002: P.8

¹⁹ Diegnan, 1998: P.35

²⁰ Felicity O'Dell and Michel McCarthy, 1999. P.7

more often than expected by chance. Based on opinion above the researcher can conclude collocation could be a group of words that typically go together. Collocations are combinations of words which regularly appear together, it is to form speaking more comprehensive, interesting and fluently.

2. The important of collocation

In English language is stuffed with collocation. No piece of natural spoken or written English is completely freed from collocation. For the coed, choosing the correct collocation will make writing and sound way more natural sort of a speaker do. A student who talks about “he had intended a vacation in New York” may make himself understood, but if make writing and language unit for more natural sort of a native speaker do, the students can says “ he had intended to take a holiday in New York”.

Based on O’Dell & McCarthy, why do students should learn collocations is explained by as follows:

- a. Students have to learn collocation because they are going to help them to talk and write English in an exceedingly more natural and accurate way, people will probably understand what you mean if you discuss making against the law or say there was very hard rain this morning, but your language will sound unnatural and might

perhaps confuse. Did you mean that there plenty of rain or perhaps that there was a hailstorm?

- b. Learning collocations also will help students to extend their range of English vocabulary. For instance, you will find it easier to avoid words like very or nice or beautiful or get by choosing a word that matches within the context better and has more precise meaning. This can be particularly useful if you are taking a written exam in English and wish to form an honest impression on the examiners.
- c. At a complicated learners and appreciation of collocation are often also helpful in terms of appreciating other writers, use of language.²¹

3. Type of collocation

In this study, the type of collocation can different into two groups such as grammatical collocation and lexical collocation. Grammatical collocations are those in which noun, preposition, verb, adjective or verb frequently co-occur with a grammatical item. For example: *angry with*, *agreement about* and *jealous of* are grammatical collocation. On the other hands, lexical collocation different contain with grammatical collocation. In lexical collocations are those in which noun verb, adjective and adverb. For example: *strongly agree* (adverb + verb), *eat quickly* (verb + adverb),

²¹ O'Dell & McCarthy 2008. *ibid*

completely fantastic (adverb + adjective). Additionally to it, the subsequent is an evidence by Benson, Benson, and Ilson:

In English, as a in other languages, there many fixed, identifiable, non-idiomatic phrases and construction. Such groups of words are called recurrent combinations, or collocation. Collocation fall under two major groups: grammatical collocations and lexical collocations.²²

a. Grammatical collocation

Grammatical collocations encompass a noun, or an adjective or a verb, plus a particle (a preposition, a verb or a grammatical structure such as an infinitive a gerund or clause).²³ The subsequent are examples: *at midnight, extent to, good at, fall for, to be afraid that*. These examples are grammatical collocation with are lexicalized as single units whose meaning are formulaic and whose co-occurrence are highly likely. However, there are similar grammatical combinations which do not have such a “strong sense of belonging together”²⁴ From the surface the cabinet. These prepositional phrases are considered as free combination.

According to Benson, Benson and Ilson, in their introduction to the BBI Combinations Dictionary of English grammar collocations fall under the subsequent combinations: noun + preposition, noun

²² Benson, Benson, Ilson, 1986 in Bahns, 1993:P.57

²³ Bahns,1993. Page 57

²⁴ Kennedy, 1990. Page. 224

+ to- infinitive, noun + that clause, preposition + noun, adjective + preposition, predicate adjective + to- infinitive, adjective + that-clause, and English 19 verb patterns.²⁵

1.) Noun + Preposition Combinations

Not all *noun + preposition combination* may be considered as collocations due the highly predictable meaning of some prepositions, like *of* and *by*. So, *noun + of /by combinations* are considered free combinations. The subsequent phrases are samples of noun + preposition collocation: *a photograph of, method of, memory of, process by*.

2.) Noun + to + Infinitive

Example for *noun + to + infinitive* construction such as it's *a pleasure to own* you here, she showed no *willingness to assist*, the *power to cooperate* with others is as important as managing on our own.

3.) Noun + that – Clause

The *noun + that- clause* combinations that are considered collocational are those using subject pronouns. For example: *there have been many things that we went through during this speaking course*. In other example:

²⁵ ibid

there are many achievements that I had done which made me so proud of myself.

4.) Preposition + Noun Combinations

Any combinations of preposition and noun can fall under this category, however the selection of preposition with certain noun is not at randomly. For example: *by accident, in agony, in advance, etc.*

5.) Adjective + Preposition

Combination some adjectives are followed by a prepositional phrase. The *adjective + preposition* combination that is considered collocational is that the one that happens within the predicate (verbless clause). However past participant adjective followed by preposition *by* is not considered collocational because this construction is regular and predictable. For example: he *amazed at* the house, I am proud to their achievement, it's *good to* see you again, there were very *curious about* the people who lived upstairs.

6.) Predicate Adjective + to + Infinitive

The example combination of predicate adjective + to + infinitive such as *necessary to work, ready to go, designed to explode, bound to find out.*

7.) Adjective + that Clause

Some adjectives may be followed by that- clause. For example: *she was afraid that she would fail her examination.*

8.) 19 Collocational Verb Patterns

English verb patterns have 19 types, each is designated here by capital letters A until S.

- a.) Shift an object to an edge before the object of the verb of transitive verbs is allowed. For instance: *he sent the book to his brother – he sent the book to him.* If both objects are pronouns the common pattern is: *he sent it to him.*
- b.) Shift of an object to a grip before the direct by deleting to is not allowed. For example: *they described the book to her*, but not. The proper sentence is that *they described her book.* Other common verbs that fit category are: *mention, return, scream, etc.*
- c.) Transitive verb with preposition for allows the deletion of for and also the shift of the object to a grip before the object of the verb. For example: *she bought a shirt for her husband*, also possible: *she bought her husband a*

shirt or *she bought a shirt for him* or *she bought him a shirt*.

- d.) The verb forms a collocation with a particular preposition and an object. For example: *they based their conclusions on the available facts*. However, the subsequent similar constructions are not collocations, but the combinations of verb + preposition denoting “location” or “means” or “instrument”. For example: *we move into the park, they came by train*.
- e.) Verbs are followed by to + infinitive. For example: *they began to talk, she continued to write down*. However, verbs + to infinitive meaning “purpose“ are not included as collocation combination. For example: *he was running (in order) to catch the bus. She stopped (in order) to chat*.
- f.) Verbs are followed by infinitive without to. The verbs, except dare, help and wish, are called modals. The verbal phrases had better and would rather also fit this pattern. For example: *they need to work. We had better go now*.
- g.) Verbs are followed by second verb- ing. For example: *they kept talking. We enjoyed watching television*.

Some verbs during this category may have synonymous construction: *he began reading or he began to read* are similar meaning.

- h.) Transitive verbs are followed by an object and to +infinitive. For example: *they asked the scholars to participate in discussion. They permitted the youngsters to look at television.* Many of the verbs during this pattern may be followed by infinitive to be. For example, she asked me to be punctual. Furthermore, most of the verbs during this construction will be passivized.
- i.) Transitive verbs are followed by an on the spot object and an infinitive without to. Most I-pattern verbs cannot be passivized. For example: *we allow them to use the car. We saw them leave the house.*
- j.) Verbs are followed by an object and a verb in -ing. I caught him smoking in his bedroom. We found the youngsters sleeping on the ground. Some verb during this category (especially verbs of perception, like see, hear, and feel) may have similar construction in I-pattern. *We saw him smoke the cigarette beside we saw*

him smoking. J-pattern verbs usually are often passivized.

- k.) Verbs may be followed by a noun or pronoun and gerund. For example: *this fact justifies Bill's coming late. They love this clowning. I cannot imagine their stealing apples. Please excuse my waking you so early.*

However possessive constructions are often considered awkward, more common expression for the identical meaning will use the subsequent alternative: *I cannot imagine those stealing apples. This fact justifies Bill for coming late. Please excuse me for waking you so early.*

- l.) Verbs are followed by a noun clause beginning with conjunction *that*. For example: *they admitted that they were wrong. We hoped that the weather would be nice.*

Some verbs always take an object noun or pronoun before the *that*-clause, like for example:

She assured me that she would arrive on time. They convinced us that we should always invest our money.

- m.) Transitive verbs are often followed by a direct object, an infinitive to be and adjective / participle / noun / pronoun. For example: *We considered her to be very capable / well-trained/ a competent engineer.*

- n.) Transitive verbs are followed by object and adjective / past participle or noun / pronoun. For example: she dyed her hair red. He found them interesting. Some verbs during this category may additionally be used with M- verb pattern, for example: *We considered her very capable.*
- o.) Transitive verbs are following by two objects. For example: *The teacher asked the scholars questions. The police fined them fifty pounds.*
- p.) Transitive verb must be followed by an adverbial (an adverb / a phrase / a noun phrase / a clause. For example: *he carried himself with dignity, but not, he carried himself.* Other verbs during this category are: *come, sneak, weight, etc.* however a number of these verbs ma have sense that do not require an adverbial, for example: *They are coming,* in additionally to *They are coming home.*
- q.) Verb will be followed by an interrogative word, like how, what, when, etc. for example: *He always wants what I need. She knows when to stay quite.* However, some verbs during this construction need an object, like

They told us what to try and do. She asked me why she had come.

r.) Dummy “it” is followed by transitive verbs (often expressing emotions) and by to + infinitive or by that + clause or by either. For example: *It puzzled me that he never answered the telephones. It surprised me to find out of her decision.*

s.) A small number of transitive verbs are followed by a predicate noun / predicate adjectives. Including the verb make, used intransitively, belongs to the present group. For example: *She going to make an honest teacher. She was enthusiastic.* However larger group of intransitive verbs are often followed only by a predicate adjective, for example: *the flowers smell fragrant or the food tastes awful.*

b. Lexical Collocation

According to Benson, Benson and Ilson, list various combinations of lexical collocations: verb + noun (start a family, keep a secret), adjective + noun (good work, strong tea), adverb +

adjective (heavily influenced, amazingly gorgeous), verb + adverb (walk slowly, laugh nervously).²⁶

Lexical collocations, in contrast to grammatical collocation, normally do not contain prepositions, infinitives, or clause. According to Wei said that lexical collocation has something to try and do with word choice.²⁷ They need structures like the following:

1. Verb (usually Transitive) + Noun (or Preposition Phrase)

Examples: earn money, compose music, wear a mask,
break a code.

2. Verb (Meaning Eradication and or Nullification) + a Noun

Examples: Revoke a license, reject an appeal.

3. Adjective + Noun

Examples: Back pay, bad habit, bad mood, blond hair,
broken home, common knowledge, good luck, good
chance, heavy rain, high quality, native speaker, real life.

4. Noun + Verb

Examples: Bomb explode, alarms go off, bees buzz.

²⁶ Benson, Benson and Ilson. Ibid

²⁷ Wei. 1999

5. Noun + Noun

Examples: Army unit, beauty salon, boot camp, a bouquet of flower, a herd of buffalo, call center, cheese cake, government office, health club, office job, piece of paper, tea leaf.

6. Adverb + adjective

Examples: absolutely (quite, really) fantastic, completely amazed, painfully shy, strongly believe, strongly argue, highly successful, happily married.

7. Verb + Adverb

Examples: act naturally, come first, do well, go astray, play brilliant, rain heavily, work perfectly.

4. Student ability in collocation

Ability defined because the capacity of the individuals to perform various tasks during a specific job. Ability for basically mean that you simply have the potential to try to do something. Ability is that the skill or power to try and do something in other words talent. The knowledge acquisition of acceptance is extremely important in writing essay. In order words, the students to know successful in writing essay such as word choice, vocabulary, grammar and collocation. The students should acquire

precise and rich words meanings, so they can do the effective in writing essay.

According to Alfahady, Zohairy & Wahbi, collocation is helpful in developing learner skill like critical thinking in language acquisition.²⁸

The statement implies that students' of collocation ability are going to be better in language skills, such as: reading, speaking, listening, and writing.

Moreover Bahns state that, collocation is importance within the field of instruction, especially for vocabulary learning.²⁹ In other that, collocation is a major aspect in build writing performances, because the fundamental aspect of writing is that the students' knowledge about vocabulary.³⁰

According to Sadoughvanini, there is significant correlation between the utilization of collocation and also the function of language in writing.³¹

Based on his observation, the scholars that English collocation ability is in a position to find out appropriate collocation of every word in writing essay. Regarding those facts, it is inferred that by collocation ability the scholars are ready to combine or collocate words with the acceptable words or actuality pairs of words. Therefore, it will help the scholars to combine every sentence after they composed a paper or essay.

²⁸ Alfahady, Zohary & Wahbi, 2014

²⁹ Bahns, 2007. P.56

³⁰ *ibid*

³¹ Sadoughvanini, 2013

According to Nesselhauf, it has been claimed that collocations are important for learners who want high competence in an exceedingly language and also for those that even have “less ambitious aspirations”.³² The rationale is that knowing a way to use collocations improves both accuracy and fluency. Moreover Mc Carthy believes that a crucial factor that distinguishes a native speaker from a non-native speaker is the knowledge of collocation.³³ An instantaneous pedagogical implication is that collocation is should lean “the same reasonably status in our methodology as other aspects of language like pronunciation, intonation, stress, and grammar”.³⁴

In fact, it is beneficial for English learners to collocation ability in writing essay. The scholars still must to improve their ability in collocation is that the poor qualification. It implies that the scholars still have to improve they ability in vocabularies. If students’ good in vocabulary so good in collocation too, because collocation and vocabulary has significant correlation together of words. And with their collocation ability in writing essay, learners are ready to catch the message of the subsequent in writing essay.

³² Nesselhauf. 2003

³³ Mc Carthy. 1990. *ibid*

³⁴ Hill , 2000

5. The factor affected students' difficulties in collocation ability

The factors affected of the students of ability in vocabularies or words. The words are vehicles for structural manipulation and also the medium through which skills are acquired. It is important for the scholars to know the vocabulary and a few aspects of the words themselves. As proposal by Richard, that in one of his assumptions about several aspects of vocabulary knowledge, knowing a word means knowing its ratio and its collocation.³⁵ This implies that the scholars must understand the words and after they should be used. Because a knowing a word is extremely complex and involves a deep knowledge of vocabulary. It seems that several foreign language learners do not have enough knowledge about vocabulary especially knowledge of English collocation.

In addition, according to Brown, there are three basic sources of a student producing wrong collocate in foreign language. These general sources of wrong contains of interlingual transfer, intralingual and context of learning.³⁶

a. Interlingual transfer

The students who have not yet mastered the target language often make wrong in grammatical and lexical collocation due to the interlingual transfer to the students' sentence productions,

³⁵ Carter, R and M. Mc Charty, 1998,p.77-79

³⁶ Brown, 1980., *P.172-174*

which were the identical as interlingual transfer or their mother tongue. e.g:

1. There was an energetic bomb *at* one the White House *room*.
2. Shanty told everything that had *happened with* her...

In the first sentence, the scholars used wrong preposition *at* rather than *in* because in *Bahasa Indonesia* both the preposition *at* and *in* mean *di*. After all in English the preposition *at* is typically accustomed indicate place. Therefore, the scholar might get confused which preposition should he used. Within the second sentence, in Indonesia the word *terjadi* usually collocated with the word *pada*. But, the coed put the incorrect preposition *with*. From the instance above, it is clear that Indonesian influence the student in producing incorrect collocation in English.

b. Intralingual transfer

Intralingual transfers are the wrong thanks to language being learned. According to Richards, they are item produced by the students which reflect not the structure of the interlingual transfer, but generalizations supported partial exposure to the target

language.³⁷ The example of collocational wrong caused by intralingual errors are :

1. The earthquake *destructured* many *buildings*.
2. Tsunami has anxious all of the things *around the beach*.

Word influences the scholars in producing collocation wrong. Within the second example above, the incorrect are caused by the target language, during this case the English. As an example, in the first sentence there is confusion about the difference between *diffused* and *defused*. Both of them have almost similar within the form but different in their meanings.

c. Context of Learning

According to Brown, context of learning also becomes the key source of wrong besides interlingual and intralingual transfer or interference.³⁸ The word context means a condition during which an incident happens.³⁹ Supported the explanation, it will be said that teaching and learning activities is taken into account joined of major sources of errors. Since there have been such a big mountain of collocational errors found in the students' writing essay. It is obvious that the students have very limited knowledge of

³⁷ Carter, R and M. Mc Charty, 1998,p.77-79

³⁸ Brown, 1980., P.172-174

³⁹ Hornby, 1995., p.250

collocation. It should happen because the teachers or the lecturers never give clear explanation about collocation or never create students' consciousness of collocation patterns within the sentences they need produced. Therefore, the teachers the lecturers should teach collocation to the scholars as an integrated material vocabulary in writing essay.

The table below will show several theories related to students' collocation ability in writing essay that is used in this research:

Table 1.1
Students' collocation Ability in Writing Essay

No.	Categories	Description	Indicator
1.	Grammatical	Grammatical collocation is combination of noun, adjective, or verb + a particle. In particle consist of a preposition, a verb or grammatical structure such as infinitive gerund or clause.	1. Noun + Preposition Combination
			2. Noun + to + Infinitive
			3. Noun + that + Clause
			4. Preposition + Noun Combination
			5. Adjective + Preposition

			6. Predicate Adjective + to + Infinitive
			7. Adjective + that Clause
			8. 19 Collocation Verb Patterns
2.	Lexical collocation	Lexical collocation is a combination of verb, noun, adjective, or adjective. in lexical collocation has something to do with a word choice.	1. Verb (Usually Transitive) + Noun (or Preposition Phrase)
			2. Verb (Meaning Education and or Nullification) + a Noun
			3. Adjective + Noun
			4. Noun + Verb
			5. Noun + Noun
			6. Adverb + Adjective
			7. Verb + Adverb
3.	Students' collocation ability	Students' collocations ability is the skill or power to do something in other words talent to complete control of the knowledge in collocation. Because vocabulary and collocation	1. The students' ability of collocation will be better in language skills, such as : listening,

		has significant correlation in combination of word. Students' collocation ability should rich in vocabulary because if students good in vocabulary so that good in collocation too.	reading, speaking, and writing.
			2. The basic aspect of writing is the students' knowledge about vocabulary
			3. The students that English collocation ability is able to find out appropriate collocation of each word in writing essay.
4.	The factor affected students' difficulties in collocation ability	The factors affected of the students of ability in vocabularies or words. The words are vehicles for structural manipulation and therefore the medium through which skills are acquired. It is vital for the students to grasp the	1. Vocabulary ability
			2. Interlingual transfer
			3. Intralingual transfer

	<p>vocabulary and a few aspects of the words themselves. As proposal by Richard, that in one in every of his assumptions about several aspects of vocabulary knowledge, knowing a word means knowing its frequency and its collocation.</p>	<p>4. Context of Learning</p>
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B. Review of Related Finding

Here, the researcher provided two journals related to this research and could be taken as the examples and guidance in doing this study. The first belong to Eka Sustri Harida and Hamka from IAIN Padangsidimpuan, Indonesia, entitled by “ *Collocations Mastery of the University Students*”. Based on the journal, the result of the test which students drained students “ mastery on collocations at sixth semester of TBI-1 of IAIN Padangsidimpuan. This research is in quantitative types, the researcher can conclude as follows:

(1) The students who have good qualification in mastering collocations are 36%; (2) the students who have fair qualification in mastering collocation are 20%; (3) the students who have excellent qualification in mastering collocation are 40%.

From the result above, the researcher can conclude that the students mastery collocation at sixth semester of TBI-1 of IAIN Padangsidimpuan is in enough qualification. It happened due to such a large of amount of

collocations that have to be memorized by students, and they do not memorize it much, and even sometimes they do not realized that the combination words that they use is include to collocation. So, the students and therefore the lecturers or teachers must make the intensity of learning vocabulary, especially giving special explanation about collocation.⁴⁰

Second, the title is “*The Correlation between Students’ Mastery of Collocation and Their Reading Comprehension at the Second Grade of SMK MA’ARIF Semaka*” by Indayani and this research is quantitative. Based on the journal, collocation and reading comprehension have a correlation. Motivated by this, the current study sought to analyze the correlation between students’ mastery of collocation and their reading comprehension. The results of the information supported all the hypotheses of the study. It be absolutely was found that the students’ mastery of collocation had a correlation on the reading comprehension. Based on the result of the information analysis, the subsequent conclusions will be drawn as follows: there is a significant correlation between students’ mastery of collocation and their reading comprehension at the second grade students of SMK Ma’arif Semaka. This will be identified from the many correlation of students’ mastery in collocation test and therefore the reading comprehension test was $\text{Sig.}(2\text{-tailed}) < \alpha$ (p

⁴⁰Eka Sustris Hrida & Hamka, *Collocations Mastery of the University Students, IAIN Padangsidempuan, indonesia*. Vol.1 No. 2, December 2019, pp. 201-208

<0.01). The results of computation showed that the Sig. (2-tailed) was 0.000. It meant that students score of collocation was significantly correlation since Sig. (2- tailed) < α (0.000 < 0.01). It are often can be seen from the results of the hypothesis testing which showed that the coefficient correlation was 0.985. therefore, the null hypothesis (H_0) was rejected and therefore the alternative hypothesis (H_1) was accepted. It implies that the high scores of students' reading comprehension tend to be followed by the high scores of the collocation. On the other hand, the low scores of their reading comprehension tend to be followed by the low scores of their collocation.⁴¹

⁴¹Indayani, *the Correlation between Students' Mastery of Collocation and Their Reading Comprehension at the Second Grade of SMK MA'ARIF Semaka*.2016

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

In this research, the researcher used descriptive qualitative. According to Whitney descriptive study is the problem in society, furthermore because the procedure applicable within the community and specific situations, including relationships, activities, attitudes, views, and processes that are ongoing and therefore the effects of a phenomenon.⁴² Moreover Gay and Airasian, descriptive research determines and describes the way things are, thus this research reported the results of the research even as it absolutely was found.⁴³ It means the researcher presented this research based on the real data which were found in field, without any additions or assumptions. The important data in this case means the data obtained from the results of the checklist and questionnaire which described clearly with none any additional words or opinions of the researcher.

From the explanation above, situations and phenomenon are the important things for being discussed by the researcher. The researcher concluded that descriptive qualitative research is a kind of the research with the characteristic and purpose to beat the particular problem nowadays and to collect the data and information to be formatted, explained, and then analyzed.

⁴² Whitney, E.L and Milholland, M. A Four Year Continuation Study of a Teachers College

⁴³ Gay, L.R & Airasian, Educational Research: Competencies for analysis and application (6th ed), (Upper Saddle River, NJ: Prentice Hall, 2000), P.175

In this research, the researcher described the phenomena occurred in the writing III in writing essay class. This research was designed to investigate students' collocation ability in writing essay.

B. Subject of the Research

Subject of the research or somewhat known by study population refers to people who are the focus of the study.⁴⁴ In this research choosing the subject, the researcher used total population sampling, where examined the complete population (i.e., the total population) that have a particular set of characteristics. In sampling, units are the items that frame the population.

As the subject of this research, the researcher choose 6th semester students of English study program IAIN Curup academic year 2018/2019 who joined writing III class as medium in learning writing. There were two regular classes involved such as, 6th A (28 students) and B (22 students). Thus the total number of the student was 50students. The researcher has taken 27 from 50 students' writing in the form of essay as their assignment. The researcher choose six semesters because based on writing's lecturer and lecturer and analyzed several writing especially in collocation.

C. Technique of Collecting Data

Creswell explained much about how are the data collected in qualitative research. There are five interrelated steps within the process of

⁴⁴Stephen D. Lapan and Marry Lynn T, Quartaroli, *Qualitative Research: An Introduction to Method and Design*, (San Francisco : Jossey-Bass, 2012), P.83

qualitative data collection. These steps must not be seen as linear approaches but often one step within the process does follow another.⁴⁵ In this qualitative research, the researcher used document analysis technique and questionnaire for collecting the data needed.

1. Document Analysis

According by Bowen, document analysis is a type of qualitative research during which documents are interpreted by the researcher to provide voice and meaning around an assessment topic. Documents are stable, “non-reactive” data source, meaning that they can be read and reviewed multiple times and remain unchanged by the researcher influence or research process.⁴⁶

The documents during this research were students’ collocation ability in writing essay. The researcher analyzed the collocation ability in writing essay and the students’ know about combination of collocation.

2. Questionnaire

For collecting data, the researcher used the questionnaire.

Questionnaire is employed to takes the data from the source or sample and

⁴⁵ Melong in Suharsimi Arikunto’s book, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), P.3

⁴⁶ Triad 3, *An Introduction to Document Analysis*, <https://led500.trbox.ca/2016/244>, accessed on 22 July 2020

to minimize financial of the research.⁴⁷ In this research, the questionnaire used to find out about students collocation ability in writing essay. On august, 7th – 8th 2020 the researcher gave the questionnaire to the students English Study Program of sixth semesters academic year 2016/2017. They were 27 total students the form questionnaire was 10 items.

The researcher adopted the questionnaire student difficulties in answering collocation from Brown. The format questionnaire of this research was open-ended used Likert Scale. The scale use positive gradation until negative gradation.⁴⁸

D. Research Instruments

Qualitative researchers collect the data themselves through examining documents, observing behavior and interviewing participants. They will use a protocol or instrument for collecting data but the researchers are those who actually gather the knowledge.⁴⁹ To support the data, the researcher used checklist and questionnaire in collecting the whole information about the students' collocation mastery in writing essay.

⁴⁷ S, Nasution. *Metode Research*. 1996. Bumi Aksara. Jakarta. P. 129

⁴⁸ Sugiono. *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan RnB*, (Bandung Alfabeta 2010),p.93

⁴⁹ John W Creawell, *Qualitative & Research Design Choosing Among Five Approaches* (2nd Edition), (Lincoln : Sage Publication inc.,2007), P.38

1. Checklist

Checklist is a list of items you need to verify, check or inspect.⁵⁰ So, the researcher just need to write checks (√) on the blank. The checklist consists of the kind of students' collocation ability in writing essay. The purpose is to make systematic note. This instruments of the research because the researcher needed to collect the completeness of students' problem to combining a couple of word of collocational in writing essay.

Table 3.1

The type of Collocation

No	Categories (Benson, Benson and Ilson,1986 in Bahns, 1993:57)	Type of Collocation (Benson, Benson and Ilson,1986)	Description	indicator
1.	Grammatical Collocation	1. Noun + Preposition Combination	It is often considered as collocation due the highly predictable meaning of some preposition, such as of and by.	- Noun - Preposition Combination -using of / by combinations are considered free combinations .
		2. Noun + to + infinitive	It is can be considered as collocation due noun followed to and infinitive. In infinitive	-Noun - To - Infinitive

⁵⁰ Jonathan Brum, *What is a checklist?*, <http://nimonik.com/2011/10/what-is-a-checklist/>, accessed on 22 July 2020

			must verb ₁ .	
		3. Noun + that – clause	The noun + that – clause combinations that are considered collocational are those using subject pronouns.	-Noun -That Clause – -Using subject pronouns.
		4. Preposition + Noun Combinations	Any combinations of preposition and noun can fall into this category, however the selection of preposition with certain noun is not at randomly.	-Preposition -Noun Combinations
		5. Adjective + Preposition Combinations	Some adjective are followed by a phrase. The adjective + prepositional combination that is considered collocational is that the one that happens within the predicate (verbless clause). However past participial adjective follow by preposition by is not considered collocational because this construction is regular and predictable.	-Adjective -Preposition Combination
		6. Predicate Adjective + to + Infinitive	These adjectives occur in two basic constructions with infinitives. a. Adjectives with dummy subject “it “ such as it was necessary to figure, also	Predicate adjective + to + Infinitive

			possible it was necessary “for him” to figure. b. Adjectives with real and animate subject, such as “she” is prepare to travel, or with inanimate subject.	
		7. Adjective + that – clause	Some adjective is followed by that – clause.	-Adjective -That – Clause
2.	Lexical Collocation	1. Verb (usually transitive) + Noun/ Pronoun (prepositional phrase)	Collocations are called CA collocations because they comprise a verb denoting creation or activation and a noun/ a pronoun.	-Verb (usually transitive) -Noun/ Pronoun (prepositional phrase)
		2. Verb (meaning eradication and or nullification) + a noun	The lexical combination is named EN (Eradication and Nullification) collocations followed a noun.	-Verb (meaning eradication and or nullification) -a noun
		3. Adjective + Noun	In some instances, more than one adjective (or over one style of the identical adjective) can collocate with the identical noun.	-adjective -Noun
		4. Noun + Verb	The verbs name an action characteristic of the person / things designated by the noun.	-Noun -Verb
		5. Noun + Noun	This type of	-Noun

			<p>collocations indicates the unit that is related to a noun.</p> <p>a. Larger unit to which one member belongs. For example: A herd of buffalo, a bouquet of flowers, etc.</p> <p>b. The specific, concrete, small unit of something larger, more general. For example: A bit of recommendation, an editorial of clothing, etc.</p>	-Noun
		6. Adverb + adjective	<p>The meaning of most adverbs during this combination is “very”. For example: deeply absorbed, closely acquainted, hopelessly addicted, etc.</p>	-Adverb -Adjective
		7. Verb + adverb	<p>Verb followed adverb. For example: Appreciate sincerely, argue heatedly, etc.</p>	-Verb -Adverb

2. Questionnaire

According to Arikunto, a questionnaire is a number of written questions which is used to obtain information from the respondents

about their personality or something they had known.⁵¹ The researcher took the instrument based on theory.

Table 3.2 Blueprint of Questionnaire

No	Factor of Collocation (Brown, 1980)	Indicator	Sub- indicator	Questions
1.	Vocabulary	Realized the vocabulary knowledge	1. Students lack of vocabulary	1. How do students know many vocabularies?
				2. Why did the students fail in pairing words to form a collocation?
			2. Students know about vocabulary in daily	3. How do students differ verb, adjective, and adverb?
2.	Interlingual Transfer	Happened interference of mother tongue in grammatical aspect	1. Grammatical transfer in paragraph	4. Why did the students only transfer grammar from native language to target language in the sentence?

⁵¹ Suharisimi Arikunto. *Prosedur Penelitian*. (Jakarta: Rineka Cipta, 2002), p. 151

			5. Students make a mistake English transfer in paragraph.	5. Why did mother tongue influence collocation in English?
				6. Why did the students fail in forming collocation?
3.	Intralingual transfer.	Student cannot reflect the structure in generalization based on partial exposure.	1. Students find out difficult to investigate the collocation in the sentence.	7. How do the students find it difficult to identify collocation in sentence?
			2. Students are difficult to be collocated the English words in collocation.	8. How do the students identify words required to form a collocation?

4.	Context of Learning	Students gain to improve about collocation curiosity.	1. Students realize the error of using collocation in the English words.	<p>9. Why did the students not receive effective collocation learning?</p> <p>10. How do the lecturers teach the students about collocation?</p>
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E. Technique of Data Analysis

Gay and Peter Airasian state that there are some steps in analyzing the data, they are as follows:⁵²

1. Data Managing

There were two kinds of data provide in this research. The first kind was I form of documents gotten from writing essay lecturer, they were the writing essay products made by the sixth semester students of English study program of IAIN Curup academic year 2018/2019 which managed by the researcher before conducting the other steps of data analyzing. And the next the researcher managed

⁵²L.R Gay and Peter Airasian, Educational Research, (USA: Clarinda Compani, 2000. P.224

the data from the result of questionnaire from students collocation ability in writing essay.

2. Reading / Memoing

After managing the data, the researcher read the data many times for a better understanding of them. From the result of questionnaire, the researcher made a transcript of it about students' collocation ability in writing essay. And the document analysis, the researcher analyzed the guidelines which were used by the students' collocation ability in writing essay.

3. Classifying

The process of classifying is ordering field notes or transcriptions into categories that represent different aspects of the data. In this research, the researcher divided the data into two parts, there were the data from questionnaire and document analysis. The researcher started to classify each data into several categories based on the research questions and indicators.

4. Describing

The researcher describes the data from questionnaire and document checklist into some paragraphs based on the results of questionnaire and documents checklist about collocation ability. In this step, the researcher started to describe all of the data that

would help the researcher to try and do the subsequent step in analyzing the data.

5. Interpreting

Interpretation is additionally an element of process of writing the results of the research. Interpreting is that the reflective, integrative and explanatory aspects of dealing with a study data. Data interpretation is predicated heavily on the connections, common aspects, and linkages among the data, especially the identified categories and pattern. This was the last step in this data analyzing. Here, the researcher interpreted all the data supported all theories related and research question emerged early.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the tabulation of the data, analyzed, and discussed the result of this research. It consisted of the answer of research question.

A. FINDING

This research was implemented on July 20 2020. In this research, the researcher gave test for 50 students on academic year 2016/2017 of English Study Program at IAIN Curup. In implementing this research, the researcher has gotten more information concerned with the type of collocation and how to students' collocation ability. The researcher used document analysis and questionnaire in collecting data. This document analysis was utilized to answer research question and questionnaire was used to know the factors affective students' difficulties in collocation ability.

This research is hoped to be useful for English students, lectures, readers, the other researcher, English Study Program and the researcher. They could get more information about students' collocation ability in writing essay. The researcher collected the data by the following instruments as stated in the chapter III. The researcher analyzed students' assignment of students six semesters students' of English Study Program of IAIN Curup and also the researcher gave questionnaire to them.

1. Students' collocation ability in writing essay

Based on analysis of 27 text of students' writing essay, the researcher found that the students cannot use collocation well based on type of collocation by Benson, Benson and Ilson.

The finding can be presented as follow:

Table 4.1

Students' collocation ability in writing essay

No	Students	Students' Collocation Ability
1.	Student 1	<ol style="list-style-type: none"> 1. Noun + preposition = student made wrong to using preposition combination. 2. Noun +to+ infinitive = student made wrong to using infinitive.
2.	Student 2	<ol style="list-style-type: none"> 1. Verb+ preposition = student made double preposition and wrong to using preposition. 2. Adjective + preposition = student made wrong to using preposition combination. 3. Noun+ noun and verb + preposition = student made wrong to using noun and preposition. 4. Noun + preposition = student made wrong to using preposition combination. 5. Noun + to + infinitive = student made wrong to using infinitive. 6. Verb + noun = student made wrong to using verb.
3.	Student 3	<ol style="list-style-type: none"> 1. Adjective + preposition = student made wrong to using preposition combination. 2. Verb + preposition = student made wrong to using

		preposition.
4.	Student 4	<ol style="list-style-type: none"> 1. Adjective + noun = student made wrong inverse between adjective and noun. 2. Preposition + noun = student made wrong to using noun.
5.	Student 5	<ol style="list-style-type: none"> 1. Noun + adjective = student made wrong to using noun and adjective. 2. Adjective + noun = student made wrong to using adjective. 3. Verb (transitive) + noun/ preposition = student made wrong to using preposition. 4. Verb + noun = student made wrong to using noun. 5. Noun + to + infinitive = student made wrong to using noun.
6.	Student 6	<ol style="list-style-type: none"> 1. Adjective + preposition = student made wrong to using preposition combination.
7.	Student 7	<ol style="list-style-type: none"> 1. Noun + preposition and noun + that – clause = student made wrong to using preposition combination and that- clause. 2. Verb + preposition = student made wrong to using preposition. 3. Verb + noun and noun + to + infinitive = student made wrong to using verb and to. 4. Noun + to + infinitive = student made wrong to using noun.
8.	Student 8	<ol style="list-style-type: none"> 1. Noun + preposition = student made wrong to using preposition combination. 2. Adjective + noun = student made wrong to using

		<p>noun.</p> <ol style="list-style-type: none"> 3. Preposition combinations + adjective = student made wrong to using preposition combination. 4. Adjective + preposition = student made wrong to using preposition combination. 5. Adverb + adjective = student made wrong to using adverb.
9.	Student 9	<ol style="list-style-type: none"> 1. Verb + preposition = student made wrong to using preposition. 2. Verb + noun = student made wrong to using preposition and noun. 3. Student made wrong to using transitive verb.
10.	Student 10	<ol style="list-style-type: none"> 1. Noun + preposition = student made wrong to using preposition combination. 2. Verb (transitive) + noun/ preposition phrase = student made wrong to using preposition. 3. Preposition = student made wrong to using preposition combination. 4. Noun + preposition = student made wrong to using preposition combination. 5. Adjective + preposition combinations = student made double preposition and wrong to using preposition. 6. Noun + preposition = student made wrong to using noun. 7. Verb (transitive) + noun/ pronoun or preposition phrase = student made wrong to using preposition. 8. Verb (transitive) + noun = student made wrong to

		using noun.
11.	Student 11	<ol style="list-style-type: none"> 1. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition. 2. Noun + to + infinitive = student made wrong to using infinitive. 3. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition.
12.	Student 12	<ol style="list-style-type: none"> 1. Student made wrong to less add <u>that</u> in the sentence. 2. Noun + preposition combination = student made wrong to using preposition combination. 3. Noun + preposition combination = student made wrong to using preposition combination. 4. Noun + preposition combination = student made wrong to using preposition combination. 5. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition. 6. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using transitive verb.
13.	Student 13	<ol style="list-style-type: none"> 1. Noun + preposition combinations = student made wrong to using preposition combination. 2. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition. 3. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition.
14.	Student 14	<ol style="list-style-type: none"> 1. Noun + that- clause = student made wrong to using that- clause. 2. Noun+ noun = student made wrong to using noun.

15.	Student 15	<ol style="list-style-type: none"> 1. Noun + preposition = student made wrong to using preposition combination. 2. Adjective + preposition combination = student made wrong to using preposition combination. 3. Adjective + preposition combination = student made wrong to using preposition combination.
16.	Student 16	<ol style="list-style-type: none"> 1. Noun + preposition combination = student made wrong to using preposition combination. 2. Noun + preposition combination = student made wrong to using preposition combination. 3. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition. 4. Adjective + noun = student made wrong to using noun.
17.	Student 17	<ol style="list-style-type: none"> 1. Noun + preposition combination = student made wrong to using preposition combination. 2. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition. 3. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition.
18.	Student 18	<ol style="list-style-type: none"> 1. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition. 2. Adjective + preposition combination = student made wrong to using preposition combination.
19.	Student 19	<ol style="list-style-type: none"> 1. Adjective + adverb = student made wrong to using verb. Actually student must using adverb. 2. Noun + preposition combinations = student made wrong to using preposition combination.

		<ol style="list-style-type: none"> 3. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using transitive verb. 4. Noun + preposition combinations = student made wrong to using preposition combination.
20.	Student 20	<ol style="list-style-type: none"> 1. Predicate adjective + to + infinitive = student made wrong to using infinitive.
21.	Student 21	<ol style="list-style-type: none"> 1. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using noun. 2. Adjective + adverb and Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using adverb and preposition combination. 3. Noun + preposition combination = student made wrong to using preposition combination. 4. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using verb and noun. 5. Noun + preposition combination = student made wrong to using preposition combination. 6. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition.
22.	Student 22	<ol style="list-style-type: none"> 1. Student made wrong to using adjective 2. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition. 3. Noun + preposition combinations = student made wrong to using preposition combination.
23.	Student 23	<ol style="list-style-type: none"> 1. Noun + preposition combinations = student made wrong to using preposition combination. 2. Verb (transitive) + noun/ pronoun (preposition

		phrase) = student made wrong to using preposition.
24.	Student 24	<ol style="list-style-type: none"> 1. Noun + preposition combinations = student made wrong to using double preposition combination. 2. Noun + preposition combinations = student made wrong to using double preposition combination and wrong to using preposition combination.
25.	Student 25	<ol style="list-style-type: none"> 1. Noun + preposition combinations = student made wrong to using preposition combination. 2. Noun + to + infinitive = student made wrong to using infinitive. 3. Adjective + adverb = student made wrong to using adverb.
26.	Student 26	<ol style="list-style-type: none"> 1. Verb (transitive) + noun/ pronoun (preposition phrase) = student made wrong to using preposition. 2. Adjective + preposition combinations = student made wrong to using preposition combination.
27.	Student 27	<ol style="list-style-type: none"> 1. Adjective + preposition combinations = student made wrong to using preposition combination. 2. Noun + prepositions = student made wrong to using preposition combination.

Based on table, the researcher found the type of collocation such as grammatical collocation and lexical collocation. The researcher found 90 texts essay were not collocate with other word. The first is grammatical collocation, in grammatical collocation the researcher found some kinds of grammatical collocation. Such as first, noun + preposition combination is

25 texts essay not collocate with the kind. Second, noun + to + infinitive is 7 text essay not collocate. Third, noun + that – clause is 12 texts essay not collocate. Fourth, adjective + preposition combinations is 11 texts essay not collocate. Fifth, predicate adjective + to + infinitive is 1 text essay not collocate. And the second type is lexical collocation, in lexical collocation the researcher found some kinds of lexical collocation. Such as first, Verb (usually transitive) + noun/ pronoun (preposition phrase) is 31 texts essay not collocate. Second, verb (meaning eradicating or nullification) + a noun is 3 texts essay not collocate. Third, adjective + noun are 5 texts essay not collocate. Fourth, noun + noun are 2 texts essay not collocate. Fifth, adverb + adjective are 3 texts not collocate. And the last 3 texts essay was not collocated.

2. What are factors affected students' difficulties in collocation ability.

The researcher gave questionnaire on students English study program at sixth semesters on 25 July 2020. The researcher gave questionnaire of students who made wrong or mistake to collocate the collocation in writing essay based on Brown theory. According to brown theory there are first vocabulary who students usually not improve their vocabulary. Second, Interlingual transfer that the students who influence of mother tongue. Third, Intralingual transfer that students who translate Indonesian language into English because the habit of Indonesian people is translate

word by word and the last, context of learning based on the teacher and lecturer who were not explain collocation subject in writing, especially in essay.

B. DISCUSSION

In this part chapter, the researcher had presented the findings of this research from document analysis and questionnaire. The researcher discussed analysis on students' collocation ability in writing essay and factor affected students' difficulties in collocation ability. As previously, explained that this research is to find out the most difficult skill encountered by student academic year 2018/2019 collocation in the writing essay.

1. An Analysis on Students' collocation ability in writing essay

Based on analysis of 27 text of students' writing essay, the researcher found that the students cannot use collocation well based on type of collocation by Benson, Benson and Ilson. The type of collocation is grammatical collocation and lexical collocation.⁵³

a. Grammatical collocation

1.) Noun + preposition combinations

Based on the analysis essay, noun + prepositions combinations (in, on, at, of, by, for, from, to) the researcher found 25 sentence essay in which the wrong use of the preposition combination in the

⁵³ Benson and Ilson. 1986 in Bahns, 1993 : 57

students' composition. The example of the sentence of students 10: “ *at* 15 august 2018 ago with my own effort...”. The sentence is incorrect because the students put the preposition *at* instead of the preposition *on*. The word “15 august 2018” cannot collocate with the preposition *at*. Therefore, the appropriate combination will be “ *on* 15 august 2018 ago with my own effort...”. And other example of students 21 “This is one of the greatest *success to my life*”. The sentence is incorrect, because the students put the preposition *to* instead of the preposition *of*. The word “*success to my life*” cannot collocate with the preposition *to*. Therefore, the appropriate combination will be “This is one of the greatest *success of my life*”.

2.) Noun + to + infinitive

Based on the analysis essay, the researcher found 7 sentence essay in which the wrong use of the infinitive in the students' composition. Because, after word *to* must *infinitive or verb₁*. The example of the sentence of student 1: “Then I could help *my father to taught* his students”. The sentence is incorrect, because the student put the word *taught* instead of the infinitive or verb₁ *teach*. The word “*my father to taught*” cannot collocate with the word *taught*. Because, *taught* is verb₂. Therefore, the appropriate combination will be “Then I could help *my father to teach* his

students”. And other example of students 2: “...but rather an arrangement of stairs that will lead *me to achieving* the next success”. The sentence is incorrect, because the student put the word *achieving* instead of the infinitive or verb₁ *achieve*. The word “*me to achieving*” cannot collocate with the word *achieve*. Because, *achieving* is not verb₁. Therefore, the appropriate combination will be “...but rather an arrangement of stairs that will lead *me to achieve* the next success”.

3.) Noun + that- clause

Based on the analysis essay, the researcher found 2 sentence essay in which the wrong use of that-clause in the students’ composition. The example of the sentence of student 7: “...with my father in choosing the *department I would choose*”. The sentence is incorrect, because the student put the word “*department I would choose*” instead of that- clause. The word “*department*” cannot collocate with the word “*I would choose*”. Because, “*department*” is noun and “*I would choose*” is clause. So, between the words must follow *that*. Therefore, the appropriate combination will be “...with my father in choosing the *department that I would choose*”. And other example of students 14: “I understand that the film *illustrates that it is successful*”. The sentence is incorrect, because the student put the word “*illustrates*

that it is successful” instead of that- clause. The word “*illustrates*” cannot collocate with the word “*that it is successful*”. Because, “*illustrates*” is noun and “*that it is successful*” is clause. But, the student put that-clause *is* instead of that-clause *was*. Therefore, the appropriate combination will be “I understand that the film ***illustrates that it was successful***”

4.) Adjective + preposition combination

Based on the analysis essay, adjective + prepositions combinations (in, on, at, of, by, for, from, to) the researcher found 11 sentence essay in which the wrong use of the preposition combination in the students’ composition. The example of the sentence of students 6: “a thing called success that is ***beneficial to*** us”. The sentence is incorrect because the students put the preposition *to* instead of the preposition *for*. The word “*beneficial*” cannot collocate with the preposition *to*. Therefore, the appropriate combination will be” a thing called success that is ***beneficial for*** us”. And other example of students 15: “My father incomes but we was also ***proud for me*** and I fell so happy”. The sentence is incorrect, because the students put the preposition *for* instead of the preposition *of*. The word “*proud for me*” cannot collocate with the preposition *for*. Therefore, the appropriate combination will be

“My father incomes but we was also ***proud of me*** and I fell so happy”.

5.) Predicate adjective + to + infinitive

Based on the analysis essay, the researcher found just one sentence essay in which the wrong use of the infinitive in the students’ composition. Because, after word *to* must *infinitive* or *verb₁*. The example of the sentence of student 20: “Success for me is able ***to grateful*** to any favours”. The sentence is incorrect, because the student put the word *grateful* instead of the infinitive or *verb₁* *thanks*. The word “*to grateful*” cannot collocate with the word *grateful*. Because, *grateful* is adjective. Therefore, the appropriate combination will be “Success for me is able ***to thanks*** to any favours”.

b. Lexical collocation

1.) Verb (usually transitive) + noun/ pronoun (preposition phrase)

Based on the analysis essay, the researcher found 31 sentence essay in which the wrong use of the verb (usually transitive) + noun/ pronoun (preposition phrase) in the students’ composition. The example of the sentence of students 12: “I immediately realized how god is ***very dear*** to me”. The sentence is incorrect because the students put the word *very dear* instead of the word *cherish*. The word *very* cannot collocate with the word *dear*.

Therefore, the appropriate combination will be “I immediately realized how god is *cherished* to me “. And other example of students 17 “*According me* success is success doesn’t always mean getting a trophy or praise”. Because the student put the word “*According me*” instead of Verb (usually transitive) + noun/ pronoun (preposition phrase). The word “*According*” cannot collocate with the word “*me*”. Because, “*According*” is verb (usually transitive) and “*me*” is pronoun. So, between the words must follow *to*. Therefore, the appropriate combination will be” *According to me* success is success doesn’t always mean getting a trophy or praise”.

2.) Adjective + noun

Based on the analysis essay, the researcher found 5 sentence essay in which the wrong use of the Adjective + noun in the students’ composition. The example of the sentence of students 5: “I have story of my life about the *biggest successful*”. The sentence is incorrect because the students put the word *successful* instead of the word *success*. The word *biggest* cannot collocate with the word *successful*. Therefore, the appropriate combination will be “I have story of my life about the *biggest success* “. And other example of students 16: “When you dare to be *a much better person*”. The sentence is incorrect because the word “*a much*”

cannot collocate with the word “*better person*”. Because, “*much*” is noun and “*better person*” is adjective. So, between the words must elimination *much*. Therefore, the appropriate combination will be” When you dare to be *a better person*”.

3.) Noun + noun

Based on the analysis essay, the researcher found 2 sentence essay in which the wrong use of the noun + noun in the students’ composition. The example of the sentence of students 14: “By starting to learn anything and seek as *much experience* as possible”. The sentence is incorrect because the students put the word *much* instead of the word *many*. The word *much* cannot collocate with the word *experience*. Therefore, the appropriate combination will be “By starting to learn anything and seek as *many experience* as possible “. And other example of students 2: “*some people, getting high school* may not be a big deal”. The sentence is incorrect because the word “*some*” cannot collocate with the word “*people*”. Therefore, the appropriate combination will be” *many people, getting high school* may not be a big deal”.

4.) Adverb + adjective

Based on the analysis essay, the researcher found 3 sentence essay in which the wrong use of the Adverb + adjective in the students’ composition. The example of the sentence of students 19:

“Success *same like* a dream for me”. The sentence is incorrect because the students put the word *like* instead of the word *as*. The word *some* cannot collocate with the word *like*. Therefore, the appropriate combination will be “Success *same as* a dream for me”.

2. Factors affected students’ difficulties in collocation ability

As the data presented earlier, that the factors affected students’ difficulties in collocation ability are variety. The students’ who collocation ability in writing class at English Study Program of IAIN Curup, the researcher used questionnaire to the 27 respondents from 6th semester in writing 3 subject in academic year 2018/2019 as medium in learning writing. According to Brown, from four factors affective students’ difficulties in collocation ability consist of 27 items of questionnaire.

a. Vocabulary

According to Brown theory that vocabulary is the particular factors in writing wrong collocation. The researcher got students answer. The following answers from the students are:

“Yes of course, indeed the lack of vocabularies cause inability to pair words in order to form simple collocation (e.g. the use of “in, on, at” and distinguish among verb, adjective, and adverb”

Concerning of the theory above, the researcher got students have a habit with vocabulary learning. The students usually applied their vocabulary in writing and speaking. As a result of a minimum vocabulary and collocation, the students cannot collocate to another word. And the students cannot inflict verb, adjective, and adverb in English. This factors influence their vocabulary. From the answer questionnaire of some students such as: student 1, student 10, student 12 and other students that made wrong or mistake in collocation ability in vocabulary.

b. Interlingual transfer

Based on the researcher got answer of student when the researcher asked:

“Yes of course, because English is a foreign language many students are still struggling to write. Therefore, they prefer to write their mother tongue before English rather than the other way around. Mother tongue plays a huge role in the students’ use of collocation in English, hence many of them still find it difficult in forming it”

From statement above, the researcher concluded that the students assumed that the structural of Indonesian and English were different. And mother tongue can influence to using collocation ability in writing. According to Brown, students who have not yet mastered the target language often make wrong in grammatical and lexical collocation because of the interlingual transfer to the students' sentence productions, which were the same as interlingual transfer or their mother tongue.⁵⁴ From the answered questionnaire of some students such as: student 2, student 4, student 15, student 20 and other students that made wrong or mistake in collocation ability in interlingual transfer.

c. Intralingual transfer

Based on the researcher got answer of student when the researcher asked:

“Yes of course, students’ lack of understanding collocation resulting in them using only familiar collocations and sometimes even guessing what words of choice or collocation they would be”

From statement above, the researcher concluded that the students assumed that from the factor Intralingual transfer. The

⁵⁴ Brown, 1980., P.172-174

students were not understands about collocation and influence collocation in English because the subject of collocation were not teach in the material. This factors influence their intralingual transfer. From the answered questionnaire of some student, such as: student 6, student 10, student 11, student 26 and other students that made wrong or mistake in collocation ability in intralingual transfer.

d. Context of learning

Based on the researcher got answer of student when the researcher asked:

“Yes of course, because the students have been taught about collocation. However, the learning they have received was rather not detail and extensive enough”

From statement above, the researcher concluded that the students assumed that from the factor context of learning. The students got collocation learning but the students were not learning collocation in detail and explain the collocation using in English. According to Brown, context of learning also becomes the major source of wrong besides interlingual and intralingual transfer or

interference.⁵⁵. So, influence students' collocation ability not only in the context of learning. But, influence besides interlingual and intralingual. From the answered questionnaire of some students, such as: student 6, student 10, student 11, student 26 and other students that the students got collocation learning but the students were not learning collocation in detail and explain the collocation using in English in collocation ability in intralingual transfer.

⁵⁵ Brown, 1980., *P.172-174*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Students' collocation ability in writing essay

Regarding the finding and discussion of students' collocation ability in writing essay, the researcher found the type of collocation such as grammatical collocation and lexical collocation. The researcher found 90 texts essay were not collocate with other word. The first is grammatical collocation, in grammatical collocation the researcher found some kinds of grammatical collocation.

1. Noun + preposition combination is 25 texts essay not collocate with the kind. Second, noun + to + infinitive is 7 text essay not collocate. Third, noun + that – clause is 12 texts essay not collocate. Fourth, adjective + preposition combinations is 11 texts essay not collocate. Fifth, predicate adjective + to + infinitive is 1 text essay not collocate.
2. Lexical collocation, in lexical collocation the researcher found some kinds of lexical collocation. Such as:
 - a. Verb (usually transitive) + noun/ pronoun (preposition phrase) is 31 texts essay not collocate.

b. Verb (meaning eradicating or nullification) + a noun are 3 texts essay not collocate.

c. Adjective + noun are 5 texts essay not collocate.

d. Noun + noun are 2 texts essay not collocate.

e. Adverb + adjective are 3 texts not collocate.

The last conclusion from this research is 3 texts essay was not collocated. Students wrong collocation happened in writing essay is Verb (usually transitive) + noun/ pronoun (preposition phrase) because wrong almost happen in this part.

2. What are factors affected students' difficulties in collocation ability.

The researcher gave questionnaire on students English study program at sixth semesters on 25 July 2020. The researcher gave questionnaire of students who made wrong or mistake to collocate the collocation in writing essay based on Brown theory. According to brown theory there are first vocabulary who students usually not improve their vocabulary. Second, Interlingual transfer that the students who influence of mother tongue. Third, Intralingual transfer that students who translate Indonesian language into English because the habit of Indonesian people is translate word by word and the last, context of learning based on the teacher and lecturer who were not explain collocation subject in writing, especially in essay.

3. Suggestion

Based on the result and discussion, there are some suggestions:

1. For the lecturers

As English lecturers of English Study Program who is assigned to teach writing, he must pay more attention in teaching collocations. Based on the fact that most of students did not know about collocation and the function of collocation.

2. For students

As student of English Study Program at IAIN Curup who has problem in collocation ability, in other improve their English skills, develop more opportunity to practice to use collocation in writing and speaking so that fluent to listen and reading.

3. For further research

For the further researcher suggest to could be observed the specific content in the collocation.

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		collocation	transitive) + noun/ pronoun (preposition phrase)	success is success doesn't always mean getting a trophy or praise.									√						
			Verb (+ transitive) noun/ pronoun (preposition phrase)	It's just that it's not criteria of success <u>it</u> <u>self</u> .															
1 8	Student 18	Lexical collocation	Verb (+ transitive) noun/ pronoun (preposition phrase)	Or <u>according</u> Earl Nightingale “ success is the the progressive realization of a worthy ideal”									√						
		Grammatical collocation	Adjective + preposition combination	There was no achievement that was <u>too proud</u> that I could share.		√													
1 9	Student 19	Lexical collocation	Adjective + adverb	Success <u>same like</u> a dream for me.															
		Grammatical collocation	Noun + preposition combinations	<u>On this</u> time, I want to say about my biggest success in							√								

Questionnaire

STUDENTS COLLOCATION ABILITY IN WRITING ESSAY
(A CASE OF STUDENTS 6TH SEMESTER OF ENGLISH STUDY
PROGRAM AT IAIN CURUP)

Give answer honestly, objectively and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

A. Respondent identity:

Name : Student 1

Class : 8a

No.	Questions	Answer
1.	How do students know many vocabularies? (Apakah Siswa mengetahui banyak kosakata dalam Bahasa Inggris?)	Ya. Kekurangan dalam memperoleh kosakata Bahasa Inggris dikarenakan saya jarang membaca ataupun latihan menulis. Dengan menulis dan membaca, siswa dapat memperoleh kosakata asing yang menurut mereka baru.
2.	Why did the students fail in pairing words to form a collocation? (Mengapa siswa tidak dapat mencocokkan pasangan kata (collocation) tersebut?)	Ya, karena keterbatasan pada vocab dan tidak ada rasa keingintahuan untuk mengetahui itu.
3.	How do student differ verb, adjective, and adverb? (Apakah Siswa dapat membedakan verb, adjective, dan adverb?)	Verb, merupakan kata kerja yang digunakan untuk kegiatan, pekerjaan atau aksi. Adjective merupakan kata sifat dalam suatu benda. Adverb merupakan kata keterangan yang digunakan waktu menunjukkan sesuatu seperti waktu, tempat maupun suasana.
4.	Why did the students only transfer grammar from native language to	Karena, Bahasa Inggris merupakan bahasa asing yang susah bagi saya yang

	<p>target language in the sentence?</p> <p>(Mengapa Siswa hanya mentransfer grammar dari native language ke target language dalam kalimat?)</p>	<p>non-native untuk menuliskannya secara langsung. Oleh karena itu, saya lebih sering menuliskannya dahulu kalimat dalam bahasa ibu mereka kemudian diterjemahkan kedalam Bahasa Inggris (asing)</p>
5.	<p>Why did mother tongue influence collocation in English?</p> <p>(Mengapa Bahasa ibu mempengaruhi collocation dalam Bahasa Inggris?)</p>	<p>Tentu saja bahasa ibu mempengaruhi penggunaan kolokasi dalam menuliskan Bahasa Inggris. Hal tersebut dikarenakan adanya perbedaan dalam sistem struktur bahasa ibu dengan Bahasa Inggris, sehingga penggunaan kolokasi pun menjadi kacau.</p>
6.	<p>Why did the students fail in forming collocation?</p> <p>(Kenapa Siswa tidak dapat menyusun collocation secara tepat?)</p>	<p>Dalam memasang kolokasi, saya sering kali terkecoh karena kurangnya pengetahuan akan pasangan² dari kolokasi sehingga penggunaannya menjadi kurang tepat.</p>
7.	<p>How do the students find it difficult to identify collocation in sentence?</p> <p>(Apakah Siswa mengalami kesulitan mengidentifikasi collocation di dalam kalimat?)</p>	<p>Dalam mengidentifikasi kolokasi, saya sering kali terkecoh dengan yang mana yang kolokasi dan mana yang merupakan artikel.</p>
8.	<p>How do the students identify words required to form a collocation?</p> <p>(Bagaimana cara siswa mengetahui pasangan dari collocation?)</p>	<p>Biasanya saya membolak-balikkan materi-materi yang saya pelajari sebelumnya atau saya mencarinya di internet.</p>
9.	<p>Why did the students not receive effective collocation learning?</p> <p>(Mengapa Siswa tidak mendapatkan materi tentang collocation secara efektif?)</p>	<p>Saya mendapatkan materi mengenai kolokasi pada writing 3 dan 4. Hanya saja saya belum bisa memahaminya dan menerapkannya dengan sempurna.</p>

10.	How do the lecturers teach the students about collocation? (bagaimana dosen memberi penjelasan tentang collocation?)	Dosen menjelaskannya melalui power point, buku ataupun menerangkan penggunaan kolokasi dengan menuliskannya di papan tulis agar mahasiswa dapat mencatatnya.
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Questionnaire

STUDENTS COLLOCATION ABILITY IN WRITING ESSAY
(A CASE OF STUDENTS 6TH SEMESTER OF ENGLISH STUDY
PROGRAM AT IAIN CURUP)

Give answer honestly, objectively and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

A. Respondent identity:

Name : student 2

Class : 8b

No.	Questions	Answer
1.	How do students know many vocabularies? (Apakah Siswa mengetahui banyak kosakata dalam Bahasa Inggris?)	Benar, kurangnya kemauan menjadi pemacu dalam penguasaan vocab.
2.	Why did the students fail in pairing words to form a collocation? (Mengapa siswa tidak dapat mencocokkan pasangan kata (collocation) tersebut?)	Tidak, karena siswa tdk mengulang/ belajar tentang ap yg dipelajari.
3.	How do student differ verb, adjective, and adverb? (Apakah Siswa dapat membedakan verb, adjective, dan adverb?)	Benar, karena ketika membuat suatu kalimat saya hanya melihat kata tersebut, saya tidak melihat apakah itu verb, adjective dan adverb.dan tidak adanya rasa keingintahuan untuk mengetahui itu.
4.	Why did the students only transfer grammar from native language to	Benar,

	<p>target language in the sentence?</p> <p>(Mengapa Siswa hanya mentransfer grammar dari native language ke target language dalam kalimat?)</p>	
5.	<p>Why did mother tongue influence collocation in English?</p> <p>(Mengapa Bahasa ibu mempengaruhi collocation dalam Bahasa Inggris?)</p>	Benar, kurangnya pemahaman, motivasi yang rendah dalam belajar berdampak pada language skill is low.
6.	<p>Why did the students fail in forming collocation?</p> <p>(Kenapa Siswa tidak dapat menyusun collocation secara tepat?)</p>	Benar, siswa sering mengabaikan hal itu padahal penggunaan itu sangat penting.
7.	<p>How do the students find it difficult to identify collocation in sentence?</p> <p>(Apakah Siswa mengalami kesulitan mengidentifikasi collocation di dalam kalimat?)</p>	Iya, tidak ingin memperbaiki kesalahan membuat siswa sering melakukan kesalahan seperti hal ny collocation.
8.	<p>How do the students identify words required to form a collocation?</p> <p>(Bagaimana cara siswa mengetahui pasangan dari collocation?)</p>	Tidak begitu mengerti kolokasi, jadi siswa merasa kebingungan kurangnya faktor pendorong dalam diri untuk mengetahui hal tersebut.
9.	<p>Why did the students not receive effective collocation learning?</p> <p>(Mengapa Siswa tidak mendapatkan materi tentang collocation secara efektif?)</p>	Benar, kurangnya pemahaman yang disampaikan dan kurangnya keinginan mencari tahu hal itu membuat semua susah dipahami.

10.	How do the lecturers teach the students about collocation? (bagaimana dosen memberi penjelasan tentang collocation?)	cukup jelas dan mudah untuk dipahami, namun setelah 1 2 minggu kemudian lupa semua penjelasan tersebut dikarenakan kurangnya pembelajaran di rumah atau untuk menginginya lagi.
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 b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
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- Pertama** : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002
 2. **Sarwo Edy, M.Pd** 2007068102

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N I M : **16551009**

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No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing I	Paraf Mahasiswa
1	10 / Apr / 2020	Chapter II & III - Sub-indikator (Novi) - Pada kelas masih kurang	<i>[Signature]</i>	<i>[Signature]</i>
2	16 / Apr / 2020	Chapter III - Pembahasan pada perbedaan Kerasul di the East with the SW Korea kelas	<i>[Signature]</i>	<i>[Signature]</i>
3	22 / Apr / 2020	Chapter III - Interpretasi (kitab) novel - bahasa, saat wawancara dengan dr. A. Sub. Indikator	<i>[Signature]</i>	<i>[Signature]</i>
4	9 / Mei / 2020	Chapter III - Ppt mengenai wawancara novel Kuning	<i>[Signature]</i>	<i>[Signature]</i>
5	13 / Mei / 2020	Chapter III - Formasi (kitab) novel - bahasa, saat wawancara dengan dr. A. Sub. Indikator	<i>[Signature]</i>	<i>[Signature]</i>
6	24 / Mei / 2020	Chapter IV - Novel ada pengantar dalam saat wawancara dengan dr. A. Sub. Indikator	<i>[Signature]</i>	<i>[Signature]</i>
7	3 / Juli / 2020	Chapter IV - Pembahasan novel discussion di discussion dengan dr. A. Sub. Indikator	<i>[Signature]</i>	<i>[Signature]</i>
8	8 / Juli / 2020	Chapter IV - Pembahasan novel discussion di discussion dengan dr. A. Sub. Indikator	<i>[Signature]</i>	<i>[Signature]</i>



UIN AR-RANIRY

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing II	Paraf Mahasiswa
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3	27 / Feb / 2020	Chapter II - Bab yang belum ada - Pembahasan 5 min	<i>[Signature]</i>	<i>[Signature]</i>
4	5 / Mei / 2020	Chapter II - Bab yang belum ada - Pembahasan 5 min	<i>[Signature]</i>	<i>[Signature]</i>
5	10 / Mei / 2020	Chapter III - Bab yang belum ada - Pembahasan 5 min	<i>[Signature]</i>	<i>[Signature]</i>
6	26 / Mei / 2020	Chapter III - Bab yang belum ada - Pembahasan 5 min	<i>[Signature]</i>	<i>[Signature]</i>
7	6 / Apr / 2020	Chapter III - Bab yang belum ada - Pembahasan 5 min	<i>[Signature]</i>	<i>[Signature]</i>
8	2 / Juli / 2020	Chapter IV - Bab yang belum ada - Pembahasan 5 min	<i>[Signature]</i>	<i>[Signature]</i>

an analysis on students' collocation ability in writing essay

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BIOGRAPHY

Ajeng Dwi Ramadhanty was born in Curup, Bengkulu on 6th January 1998. She is daughter of Mr. Sugiarto and Mrs. Nur Dwi Sulastri. She has a older sister. She finished her kindergarten in 2004. She continued her study Elementary School at SD Negeri 6 Banyumas, Curup Tengah, Bengkulu and graduated in 2010.

Hence, she continued her study to the Junior High School at SMP 1 Curup Tengah , graduated in 2013. After that, she carried on to Senior High School at SMA Negeri 1 Curup Tengah and graduated in 2016. Then, she decided entering Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as her faculty. Alhamdulillah She graduated her study in 2020.