

**AN ANALYSIS OF THE USE OF COLLOCATION IN WRITING
EXAMINATION OF THE THIRD SEMESTER ENGLISH DEPARTMENT
STUDENTS OF STATE UNIVERSITY OF PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
(S1) Degree*



By:

Hamdi

01597/2008

Advisors:

Drs. Amri Isyam, M.Pd.

Fitrawati, S.S., M. Pd.

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2013**

HALAMAN PERSETUJUAN SKRIPSI

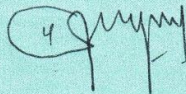
**Judul: AN ANALYSIS OF THE USE OF COLLOCATION IN WRITING
EXAMINATION OF THE THIRD SEMESTER ENGLISH DEPARTMENT
STUDENTS OF STATE UNIVERSITY OF PADANG**

Nama	: Hamdi
NIM/BP	: 01597/2008
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, Februari 2013

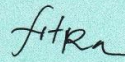
Disetujui oleh:

Pembimbing I



Drs. Amri Isyam, M.Pd.
NIP. 19490912 197503 1 004

Pembimbing II



Fitrawati, S.S., M. Pd.
NIP. 19801119 200812 2 002

Diketahui

Ketua Jurusan



Dr. Kurnia Ningsih, M. A.
NIP. 19540626 198203 2 001

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus setelah Dipertahankan di Depan Tim Penguji Skripsi

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

**AN ANALYSIS OF THE USE OF COLLOCATION IN WRITING EXAMINATION
OF THE THIRD SEMESTER ENGLISH DEPARTMENT STUDENTS OF STATE
UNIVERSITY OF PADANG**

Nama : Hamdi
NIM/BP : 01597/2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2013

Nama	Tim Penguji	Tanda Tangan
1. Drs. Amri Isyam, M.Pd.	Ketua	(.....)
2. Fitrawati, S.S., M. Pd.	Sekretaris	(.....)
3. Prof. Dr. Jufrizal, M. Hum.	Anggota	(.....)
4. Rusdi Noor Rosa, S.S., M.Hum.	Anggota	(.....)
5. Yuli Tiarina, M. Pd.	Anggota	(.....)

ABSTRAK

Hamdi. 2013. “An Analysis of the Use of Collocation in Writing Examination of the Third Semester English Department Students of State University of Padang”. *Skripsi*. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Writing adalah salah satu mata kuliah penting di jurusan bahasa Inggris di Universitas Negeri Padang. Banyak hal yang mempengaruhi *writing* mahasiswa seperti ide, tata bahasa, dan penggunaan *collocation* yang tepat. Masalah yang dibahas dalam penelitian ini ialah penggunaan *collocation* dalam ujian semester Writing 2 oleh mahasiswa jurusan pendidikan bahasa Inggris Universitas Negeri Padang. Dalam ujian Writing 2 mahasiswa disuruh membuat esai tiga sampai lima paragraf.

Tujuan penelitian ini adalah untuk mendeskripsikan penggunaan *verb + noun collocation* dan *adjective + noun collocation* yang ditemukan dalam ujian Writing 2. Penelitian ini adalah penelitian deskriptif. *Cluster sampling* digunakan sebagai teknik pengambilan sampel. Instrumen penelitian ini adalah 33 lembar jawaban ujian semester Writing 2 yang dikerjakan oleh kelas KP2 2011. Hal-hal yang diteliti dalam penelitian ini adalah penggunaan *verb + noun collocation* dan *adjective + noun collocation*.

Dari hasil analisis ditemukan bahwa penggunaan *adjective + noun collocation* ialah “*excellent*” dengan persentase penggunaan *collocation* yang benar 89.71% dan penggunaan *verb + noun collocation* ialah “*good*” dengan persentase penggunaan *collocation* yang benar 68.70%. Dari persentase diatas dapat diambil kesimpulan bahwa penggunaan *verb + noun collocation* dan *adjective + noun collocation* bukanlah masalah utama dalam menulis esai tiga sampai lima paragraph. Serta penggunaan *verb + noun collocations* lebih sulit dibandingkan dengan penggunaan *adjective + noun collocation*.

ACKNOWLEDGEMENTS

First of all, all deepest thanks go to the only god I believe, Allah SWT, who is always with me every time I breathe, every step I walk, every prayer I utter, and every complaint I offer. God guides me to stay in the line I walk, take me out of the confusion, and raise me up when I am down. With His helps, I finally accomplish this thesis which makes me and people who love me around feel proud of this success. Next, Salam and Shalawat are addressed to the prophet Muhammad SAW, the one who inspires me a lot.

Special thanks and great appreciation go to my advisors, Drs. Amri Isyam, M.Pd and Fitrawati, S.S., M. Pd. who patiently guided me and supported me to finish this thesis. Next, my thanks and appreciation are addressed to all examiners who gave me meaningful and valuable contribution, advice, and guidance toward the perfection of my thesis. They are Prof. Dr. Jufrizal, M. Hum, Rusdi Noor Rosa, S.S., M. Hum, and Yuli Tiarina, M. Pd.

I would also like to express my gratitude to the head of English Department, Dr. Kurnia Ningsih, M.A. and the secretary of English Department, Dra. An Fauzia Rozani Sy, M.A. My appreciation is also addressed to all lecturers in English Department for their meaningful support and advice. Next, I would also like to send my great thanks to the head of English Teaching Program, Drs. Saunir, M. Pd and to my Academic Advisor, Prof. Dr. Anas Yasin, M.A. who supports me to accomplish this project.

My special thanks and appreciation go to my parents who are always patient to wait for my success and who always pray for my best, and hug me with the warmest heart. Next, I also deliver my thanks and appreciation to my late grandmother who will always be the example for me and all of her children and grandchildren, and great grand children. You would never be forgotten. My great thanks and appreciation are also delivered to all of my brothers, Da Men, Da De, Da Mon and Yusep and of course special thanks go to Kak Ipek, Kak Reni, Kak Tina, Da Nang, and Da Sadri for their supports. Also I thank you my nephew Deni for motivating me in my last year in university. I hope you and your brothers Indra and Farid and your sister Rama can get higher education and knowledge that I do.

My deep thanks and appreciation go to my best friends in English Department who are nice and friendly and support me when I am down. Next, special thanks and appreciation go to Bang Zul, my senior whom I asked for help.

Finally, I dedicate my gratitude and appreciation to all people around me whom I cannot mention by names, who help me whenever I ask them to. God blesses you all.

Padang, January 2013

The writer

TABLE OF CONTENTS

ABSTRAK.....	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF GRAPHIC.	vii
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. Research Questions	4
F. Purposes of the Study	5
G. Significance of the Study	5
H. Definitions of Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Collocation	7
B. Characteristics of Collocations	9
C. Classification of Collocations	11
D. Teaching Collocations	17
E. Factors That Cause EFL/ESL Learners' Collocation Errors.	20
F. The Importance of Collocations.....	22
G. Compound Words, Idioms, and Collocations	25
H. Collocation and Writing	27
I. Previous Study	28
J. Conceptual Framework	30
CHAPTER III RESEARCH METHOD	
A. Research Design.....	32
B. Source of the Data	32
C. Research Instrument	33

D. Technique of Data Collection	34
E. Technique of Data Analysis	34
CHAPTER 1V FINDINGS AND DISCUSSION	
A. Data Description and Analysis.....	37
1. Analysis of Verb + Noun Collocation.	37
2. Analysis of Adjective + Noun Collocation.	41
B. Findings	43
1. Finding of Verb + Noun Collocation.....	43
2. Finding of Adjective + Noun Collocation	55
C. Discussion.....	47
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	50
B. Suggestions	50
BIBLIOGRAPHY	52
APPENDICES	

LIST OF TABLES

1. Table 1 :Lexical Collocation.....	11
2. Table 2 : Grammatical Collocations.....	12
3. Table 3 : 18 patterns of G8 collocation type.....	12
4. Table 4 : Data Tabulation of Verb + Noun Collocation.	33
5. Table 5 : Data Tabulation of Adjective + Noun Collocation.....	34
6. Table 6 : The classification of interval percentage	36
7. Table 7 : Data Tabulation of Verb + Noun Collocation	49
8. Table 8 : Data Tabulation of Adjective + Noun Collocation	50

LIST OF GRAPHIC

1. Conceptual Framework.....	31
------------------------------	----

LIST OF APPENDICES

1. Samples of Students' writing.....	55
2. Data Tabulation of Verb + Noun Collocation Pattern.....	88
3. Data Tabulation of Adjective + Noun Collocation Pattern.....	91

CHAPTER I

INTRODUCTION

A. Background of the Problem

For English Department students, English is taught intensively and completely. In English department of State University of Padang, for example, there are many subjects the students must take. The subjects are related to the four skills (listening, speaking, reading, and writing), grammar, translation, teaching methods, linguistics, and literature. In addition, there is a subject about culture. It is called Cross Cultural Understanding. All together, for English education program, about fifty subjects need to be taken by students.

There are four basic skills in learning English. One of them is writing. Because writing is one important and basic skill in learning English, teaching writing is divided into four levels, Writing 1, Writing 2, Writing 3, and Paper/ Thesis Writing. The purpose of dividing writing skills into four levels is to teach writing intensively. In Writing 1, students are taught how to write a paragraph. In Writing 2, students are taught how to write an essay two to five paragraphs long. In Writing 3, students are taught how to write a scientific writing. Lastly, in Paper/Thesis Writing, students are taught steps and techniques of writing paper and thesis in English.

On students' writings, there were some common problems found like grammatical problems, mechanical problems, wrong organizations of the ideas, and wrong use of words or wrong combination of words. Based on preliminary

observation, it was found that students still make mistakes in combining words naturally. In other words, students misused natural combination of words or collocations. For instance, they tended to use *make homework* while English native speakers use *do homework*. They replaced the verb *do* with *make*. Second example is that they referred to *take medicine* as *drink medicine* because in Indonesian regularly the noun *medicine* collocates with the verb *drink*. Another one is that some students collocate the word *suicide* with *do*, *do suicide*. This is not the right combination. The right collocation of suicide is *commit suicide*.

Students cannot use combination of words freely because words usually have their natural combinations called collocation. If they combine the words freely, their collocation usage will be wrong. This is worth noting because using collocation properly is one of the factors differentiating ESL and EFL learners from native speakers of English. Like McCarthy (1990) and McCarthy and O'Dell (2008) say that if EFL learners can use collocations accurately, their writing and speaking will be natural and accurate. If not, their English will remain a major indicator of foreignness. This means that learners' ability in using collocation is an important thing because it differs native speakers from ESL or EFL learners. Learners' written or spoken will be natural and accurate if they use the right collocations.

The misuse of collocations can be caused by several problems. Deveci (2004) points out some causes of errors of using collocations. First, learners may have intralingual problems. It means that they have problem within the target language itself for example grammar problem like instead of *much sugar* they

might say *many sugar* incorrectly. Second one is the negative transfer from their mother tongue. Their mother tongue interferes the target language. For example, students say they *follow a class* while in English it should be *have a class*. Third, learners may over generalize collocations that do not work for all collocations. For instance, they could think *put off your hat* is the opposite of *put on your hat*. Fourth, learners may fail to make sense of an idiom. To illustrate, some English idioms such as *raining cats and dogs* does not make sense to Indonesian learners of English because this idiom does not exist in their culture. In Indonesian culture, *cats and dogs* are used for saying people disputing. Last, when students read texts, they may not recognize collocations as meaningful phrases, which would inhibit their understanding of the text. The example is *run across*. If the learners do not understand this phrase as a meaningful phrase they might misunderstand it.

Since collocation make students' writing natural and accurate, it is considered necessary to conduct a research in order to describe the use of collocation on students' writing. This research described the use of collocation found on the third semester students' writings.

B. Identification of the Problem

Based on the explanations above, students still have problems in their writings. The common problems found were grammatical problems, mechanical problems, wrong organizations of the ideas, and wrong combination of words (collocations). English department students still make mistakes in using

collocations. Some common mistakes found were in using verb + noun collocations and adjective + noun collocations.

C. Limitation of the Problem

This research was focused on the use of collocations on third semester English departments students' writing examination. This research was limited to the two patterns of English collocations, verb + noun and adjective + noun. According to Al-Zahrani (1998), these two patterns of collocations are typical errors occurring frequently in learners' production.

D. Formulation of the Problem

Based on limitation above, the problem was formulated as follow: "How good was the use of collocations on third semester English department students' writing examination?"

E. Research Questions

In order to answer the question above, the research problems were elaborated into the following research questions:

1. How good was the use of verb + noun collocation pattern on third semester English department students' writing examination?
2. How good was the use of adjective + noun collocation pattern on third semester English department students' writing examination?

F. The Purposes of the Research

The purposes of this research were:

1. to analyze the use of verb + noun collocation pattern on third semester English department students' writing examination.
2. to analyze the use of adjective + noun collocation pattern on third semester English department students' writing examination.

G. Significance of the Research

Since collocation plays an important role of a language, a research about the use of collocation is important to be done. Collocations make the speakers' speech and writing natural and accurate. By conducting this research, it was greatly expected that the result of this research will contribute to the foreign language teaching development both theoretically and practically. Theoretically, the result of this study can be an intellectual contribution to the development of teaching and learning process especially in teaching collocations. Practically, the result of this study was expected to provide information for those who have great curiosity to conduct the further research about other collocation types.

H. Definitions of the Key Terms

- Collocation : a word or group of words that frequently co-occur with specific word(s) naturally.
- Writing : The activity or skill of marking coherent words on paper and composing text. Here the writing refers to

writing an essay three to five paragraphs long.

Use of Collocation: the use of collocation found on students' writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding of the research, there are four points that can be concluded. First, the use of verbs + noun and adjective + noun collocations in writing essay three to five paragraphs was not a major problem for students. It can be seen from the high percentage of using correct collocation. Second, the use of adjective + noun collocations in writing was classified as excellent. Almost all of adjective collocations were correctly used by the students in their writing. Third, the use of verb + noun collocations was classified as good. More than half of these collocations could be used correctly by students. Last, from the number of wrong collocation, it can be seen that using verb + noun collocations was more difficult for students than using adjective + noun collocations.

B. Suggestions

Based on the research conducted, there are some suggestions that can be proposed to students that will write academic writing, writing lecturers, and other researchers. First for students, they still need to be aware of using collocations because they just cannot combine words freely for words have their own natural combination. Next for writing lecturers, the lecturers need to emphasize on the use of correct collocations so that the students' writing will be more natural and accurate. For other researchers, this study only looked for the use lexical collocations, verb + noun and adjective + noun collocations. Further types beyond

these two kinds of collocation and grammatical collocations need to be identified.

Thus, we can have a clearer and complete picture of the use of collocations.

BIBLIOGRAPHY

- Al-Zahrani, M. S. 1998. "Knowledge of English lexical collocations among male Saudi college students majoring in English at a Saudi university". *Unpublished doctoral dissertation*. Pennsylvania: Indiana University of Pennsylvania.
- Alsakran, Rayed A. 2011. "The Reproductive Knowledge of Collocations by Advanced Arabic-Speaking ESL/EFL Learners". *Thesis*. Colorado: Colorado State University.
- Bahns, Jens & Moira Eldaw. 1993. "Should we teach EFL students collocation?" *System*, 21(1), 104-114. Retrieved On December, 18th 2012 from <http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?>
- Bahns, Jens. 1993. "Lexical collocations: a contrastive view". *ELT Journal Vol 47, No. 1*, Retrieved On December, 18th 2012 from <http://www.eric.ed.gov/ERICWebPortal/search/detailmin>.
- Baker, Mona. 1992. *In Other Word*. New York: Routledge.
- Benson, Morton., Evelyn Benson, & Robert F. Ilson, 1997. *Lexicographic description of English*. Amsterdam: Benjamins.
- Boonyasquan, Sirinna. 2005. "An Analysis of Collocational Violations in Translations". *Humanities periscope Vol 27, No 2*. Retrieved on September, 15th 2012 from <http://www.ejournals.swu.ac.th/index.php/hm/article/download/618/618>
- Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- , 2008. *Buku Panduan Akademik Universitas Negeri Padang*. Padang: Universitas Negeri Padang.
- Celce-Murcia, Marianne. 2001. *Teaching English As A Second or Foreign Language*. Boston: Heinle & Heinle Publishers.
- Chang, Weichen. 1997. *Freshman English composition: An error analysis from the discourse perspective*. Taipei: Crane
- Chen, Mei-Hua. 2008. "A Study of the English Collocation Competence of College students in Taiwan". *Unpublished Master Thesis*. Taipei: National Taiwan University of Science and Technology.