

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has four essential skills. Writing is one of the most important skills among them which are important for student to learn. Writing is significant for mastering English because in writing, students learn the proper use of grammar, organization of ideas, and written communication. They also learn to use appropriate choice of words and learn how to combine words in order to produce meaningful sentences, phrases, or texts (Bahns & Eldaw, 1993: 9). Therefore, students should learn the way words combine naturally in their writing production or to produce collocation. If students are able to understand and apply the collocation, they will be able to produce a good written text and become native-like (Howarth, 1998).

Collocation refers to two or more words that frequently co-occurs that it would be expected just by chance and that correspond to arbitrary word usage. Sinclair (1991) defines collocation as a regular combination between words, in such a natural way so they co-occur more often than their respective frequencies. Grammatical collocation and lexical collocation are the two major types of collocation. Grammatical collocation refers to the combination between a content word with a grammatical word such as preposition or a grammatical structure such as an infinitive and clause, while lexical collocation is defined as a

combination between two content words (Benson *et al.* 1997: xvi). The use of either collocation is important because it could provide guidelines for students to know how far they make mistakes in combining the word with other words, so they can do better in their writing tasks. Zadeghi (2010) stated that some teachers often ignore the importance of collocation and do not pay much attention to its use. If teachers provide their students some collocational background in the early stage of their learning, it will expand their understanding of the natural form of words and its meaning, and more importantly, the use of the words (Lewis, 2000:13). That is the reason why collocation has to be taught by the ESL or EFL teacher in their teaching and learning activities in order to make students able to use it properly. As Wallace (1982, p.30) stated that collocation is not only a necessary element of language but also an outstanding part that makes language specific and correct.

Collocation plays an important part in students' writing ability. Mounya (2010) stated that a strong linear correlation exists between writing proficiency and using collocation. The more students acquire knowledge of collocation, their writing ability will be more natural and accurate. However, errors in the use of lexical collocation are inevitable. Some of the errors are caused by several problems proposed by Deveci (2004). The first one is intra lingual problem in which the students have problem within the language itself. For example, grammar problem like instead of *much money*, they might say *many money* incorrectly. The second one is the interference of the mother tongue. The example

is *take medicine*. In Bahasa Indonesia, the noun “medicine” regularly collocates with “drink”, *drink the medicine*, but in English, the correct phrase is *take the medicine*. The third one is over generalization of collocations. For instance, we could think *put off your hat* is the opposite of *put on your hat*. *Put off* means delay while *put on* means placing something. The fourth one is failure to make sense of idioms. Some idioms such as *raining cats and dogs* do not make sense to Indonesian students because these idioms do not exist in their culture. The last one is not recognizing collocation as meaningful phrases. For example *to run across*, if learners do not consider this phrase as a meaningful phrase, they will assume that a person is running across, while the right meaning is to meet accidentally.

Lexical collocation has been studied previously by many students and scholars. The first one is Jeng-yih Hsu from National Kaohsiung University of Science and Technology. He found there seemed to be a positive correlation between Taiwanese college EFL learners’ frequency of lexical collocations and their online writing scores; and there seemed to be a significantly positive. His present study also reports on a pattern of lexical collocation development observed among writers of different fluency levels, ranging from the lowest to the highest. The study showed that the majority of the subjects were using a very low number of L3 (noun + verb), L4 (noun 1 of noun 2), L5 (adverb + adjective), L6 (verb + adverb), and L7 (noun + noun). The next one is Ria Andriyani (2011), an English Department student from State University of Jakarta. The aim of her

study is to find collocational competence of the students in third year of English Department UNJ. She found that from the total of 124 students tested, 64.52 % of them are poor, 28.23 % were fair, 5.56 % are good, and 1.61 % is very good. She also found that lexical collocation seems harder than grammatical collocation based on her findings.

Based on the description above, the writer is curious of collocation, particularly lexical collocation knowledge of students in English Department who have made their research proposal and eager to conduct a research about lexical collocation produced in their *Background of the Study* section of chapter one. As Karoly (2005) stated that more students are only familiar with grammatical structures but their set of lexical items is limited, that is why the writer wants to find out how lexical collocation are used in English Department of State University of Jakarta.

1.2 Research Question

This study is focused on the question:

1. How are lexical collocations used in *Background of the Study* of *skripsi* proposals in English Department of UNJ?

This question will be answered within the sub-questions as below:

- a. What are the patterns of lexical collocations produced in the *Background of the Study* of students' *skripsi* proposal?
- b. What is the frequency of the use of each pattern of lexical collocation?

- c. What are the errors of lexical collocation found in Background of the Study analyzed?

1.3 Scope of the Study

This research is focused on describing the use of seven patterns of lexical collocation according to Benson, Benson, and Ilson (1989) and Lewis (2000), the frequency of their occurrence, and also the errors by English Education and non-Education students year 2012 in their *Background of the Study* of *skripsi* proposal.

1.4 The Purpose of the Study

The purpose of this research is to describe the patterns, the frequency, and the errors of lexical collocation found in *Background of the Study* in students *skripsi* proposals

1.5 The Significance of the Study

The results of this research are expected to be beneficial for English Department of UNJ, especially for those who want to conduct further research on collocation. It provides information about lexical collocation as one of the key part of writing and vocabulary so it will assist students to be more aware of their writing and enhance their choice of words. It will also be useful for the readers to assist them creating essays related to lexical collocation category or collocation in general.

CHAPTER II

LITERATURE REVIEW

2.1 Collocation

2.1.1 Definition of Collocation

There are many definitions of collocation proposed by several scholars and linguists. The term “collocation” has its origin from the latin verb *collocare* which means to set in order/to arrange (Martynska, 2004). Firth (1957) is one of the first scholars who studied collocation. In Firth’s view, the meaning of a word should be known by the company it keeps. According to him, collocation is an abstraction at the syntagmatic level. Palmer (1976) defined, that a word might be used with a whole set of words that had some semantic features in common. An example of a range was the list of nouns, such as *metal, iron, and lava*, which might be qualified by the adjective *molten*.

Sinclair (1991: 115) stated that collocation as the co-occurrence of two words, but this co-occurrence is not indicative of two words occurs as a small fixed grammatical set. Lewis (2001: 25) defined collocation as a combination of words that come with greater frequency rather than random frequency. In line with Lewis, Tornburry (2002: 7) defined collocation as “a pair of words that occur together with more than a chance frequency”. In summary, collocation is a combination of words that combine naturally together as the native-like.

Hill (cited in Michael Lewis (2000:50-51) said collocation is different from idiom and phrasal verb although they are similar to each other at first glance. Idiom is “an expression which is relatively fixed and allows little or no change. It is often metaphorical, for example *bite the bullet*, *elephant in the room*, and *pedal to the medal*. Phrasal verb is a combination of words that is used like a verb and consists of a verb and an adverb or preposition such as *make up a story*, *come up with*, *ask somebody out*, and *break down the fight* which meaning may or may not be obvious from the individual words. While, collocation is a predicative natural combination of words like *get lost*, *speak loud*, *in addition* and *consist of*’.

There are four characteristics of collocation proposed by Boonyasaquan (2005, p. 11-13). *First*, collocation is frequent co-occurrences of items between which no word can be added. For example, in *knife and fork*, it is very unusual to add a word to this collocation like, *knife, spoon, and fork*. *Second*, collocation consists of components that cannot be replaced by a synonym of word which have similar meaning. For example *John makes a cake*; but not *John makes a pancake*. *Third*, Collocation is binominals that cannot be reversed. The order of the parts of a collocation is more or less fixed, for example, *bread and butter*, not *butter and bread*. *Last*, some collocations are predictable; for example, if a person hears collocation *apply...* and *shrug....* s/he automatically expects that *for* and *shoulder* will follow respectively.

Frank Smadja (1993) elaborates the four properties of collocation which are arbitrary, domain dependent, recurrent and cohesive lexical cluster. Arbitrary means

collocation is readily available in a language, no one knows who create collocation, and no rules tie it. Domain-dependent means not all collocation is familiar to everybody. It might be familiar or often used by some people in certain places. This domain-dependent is also influenced by cultural background and region. For example, *dry suit* is generally means a suit which is dry, but for sailors, *dry suit* is a suit to make them stay dry in rough weather. Recurrent means they are often repeated occurs in a certain context. For example: “left hook and right uppercut is his *bread and butter*”, *bread and butter* here means in the context of boxing, left hook and right uppercut is his preferable punches. While cohesive lexical cluster means the presence one or more collocation often implies the rest of other common word combination when they want to make list of collocation.

Beekman and Callow (cited in Mongkolchai, 2008) indicate that there are two main factors influencing the collocational range: Level of specificity and the number of senses an item has. A level of specificity means the more general a word is, the broader its collocational range. On the other hand, the more specific it is, the collocational range is more restricted. For example, the verb *bury* is likely to have much broader collocational range than any of its hyponyms, such as *inter* or *entomb*. Only people can be *interred*, but you can *bury people, a treasure, your head, face, feelings, and memories*. The number of senses an item has means most words have several senses and they tend to attract a different set of collocates for each use. For example, in its sense of *manage*, the verb *run* collocates with the word like company,

institution, and business. Meanwhile, its sense of operate or provide, it collocates with words like service and course (Baker. 1992, p.50).

Based on the frequency of occurrence, Smadja (1993) divided collocation into predicative relation, rigid noun phrases, and phrasal template. Predicative relation means the words is repeatedly used and hard to be identified because those words often correspond to interrupt word sequences. For example: *make-decision, rescue-hostage, and reload-gun*. Rigid noun phrases means that there are some collocations that have uninterrupted word sequences like *stock market, foreign exchange, and Wall Street Stock Exchange*. The last is phrasal template which means collocation can be phrasal-long collocation, consists of idiomatic phrasal and has one, more, no slot. For example: *the temperature indicates previous day's high and overnight low to 8.00 am*.

Based on the strength of collocation, Hill (cited in Michael Lewis. 2000: 63-64) differentiates collocation into unique collocation, strong collocation, weak collocation, and medium strength collocation. Unique collocation is “a cline or spectrum from those which are probably unique/fixed/strong to those which are flexible or weak”. For example: foot as a verb in foot the bill and not in footing the invoice or footing the office. Strong collocation is a collocation which is not unique but considered strong or very strong. For example *trenchant criticism, rancid butter, ulterior motives, and harbour grudges*. Weak collocation is a collocation which a word can be applied or paired to many words. For example: *expensive bag, expensive shoes, red hat, and black skirt*, while medium-strength collocation is placed between

the strong and weak collocation. For example: *He's recovering from a major operation* which is derived from phrase *he's getting better after having a big surgery*.

In conclusion, collocation is the frequently used natural word combination which is arbitrary, domain-dependent, recurrent, and sometimes predictable. Collocation is also categorized based on its frequency of occurrence and its strength.

2.1.2 Types of Collocation

Collocation has been studied from different perspectives. Several different classifications of collocation have been provided by scholars and linguist. Mahmoud (as cited in Mongkolchai. 2008; p. 9-10) stated that there are two types of collocation: open and restricted collocation. Open collocation refers to nodes that can cluster with a range of other words, while restricted collocation refer to clusters that are fixed. Huang (2001) focuses only on lexical collocation and adopts Howart's (1985) categorization which is free combination and restricted collocation.

In distinct with Mahmoud and Huang, many scholars divided collocation into lexical and grammatical collocation such as Benson *et al* (1990); Sinclair (1991: 116); Bahns (1993: 57); Brinton (2005). Below is the detailed explanation of both types:

2.1.2.1 Grammatical Collocation

Bahns (as cited in Moehkardi. 2002: 52) stated that grammatical collocation consist of a noun, or a verb, or an adjective, plus a particle (a preposition, an adverb or a grammatical structure such as an infinitive, a gerund or clause). For example: *at night, extend to, good at, fall for, to be afraid that*. These examples are grammatical

collocations which are lexicalized as single units whose meanings are formulaic and whose co-occurrence are highly likely. They are sometimes idiomatic, because the meanings do not reflect the meanings of the elements, such as run out of (to reach an end of supply) or put up with (tolerate). Benson et al (1986) defined grammatical collocation as a phrase consisting of a dominant word (noun, adjective, verb) and a preposition or grammatical structure such as an infinitive or clause.

Kennedy (1990) said that there are similar grammatical combinations which do not have such a natural sense to be combined together: *from the outside, inside the cupboard*. These prepositional phrases are considered as free combinations. Meanwhile, Lindquist (2009: 87) use the term “colligation” for grammatical collocation which means as the relationship between node word and grammatical categories such as a preposition or wh-clause which co-occur frequently with it, or expressed differently, the grammatical construction in which a word frequently occurs. Lindquist (2009) also said that grammatical collocation sometimes has special meaning of the individual preposition, as shown in *at hand, in hand, on hand, and to hand*. Therefore, those examples are considered as single units whose meanings have been formed which the occurrence exist highly.

As mentioned by Benson *et al* (1986), grammatical collocation has eight combination such as noun + preposition, noun + to- infinitive, noun + that-clause, preposition + noun, adjective + preposition, predicate adjective + to infinitive, adjective + that clause, and the English 19 verb patterns. In summary, grammatical collocation can be defined as a combination of lexical words and grammatical

elements such as preposition and infinitive to form a relationship that co-occur together within certain context.

2.1.2.2 Lexical Collocation

Firth (1957) stated that lexical collocation is a type of construction where a verb, noun, adjective, or adverb forms a predictable connection with another word. According to Firth (1957), lexical collocation contains adverb + adjective, adjective + noun, noun + verb, and verb + noun. Williams (2003) broadly defined lexical collocation as recurrent lexical elements which influence and contribute to the text cohesion. This kind of collocation also known as “restricted lexical collocation”, and considered as lexicalized phrases where two recurrent lexical elements have a syntactic relationship. Benson *et al* (1986) stated that lexical collocation consists of nouns, adjectives, verbs, and adverbs and unlike grammatical collocation, lexical collocation does not contain grammatical particle such as preposition, to-infinitive, and gerund.

Benson *et al* also categorized lexical collocation in seven major types. The first type consists of verb (donating creation or creation) + noun (pronoun or prep. phrase), For example: *fly a kite, come to an agreement, and make an impression*. The second type consists of verb (meaning eradication or nullification) + noun. Typical examples are the following: *reject an appeal, break a code, and tear down the house*. The third type simply consists of adjective + noun. This is the type of lexical collocation that has the most common examples such as *strong tea, long shot, black coffee, land punches and double take*. The fourth type consists of noun + verb. The

verb names action characteristics of the person or thing designated by the noun: *alarms go off (ring, sound), blood circulates (clots, congeals, flows, runs), bombs explode (go off)*. The fifth type is the combination between nouns which pictured in noun1 + noun2. For example: *a pack of wolves, a herd of buffalo, bunch of money*. The sixth type consists of adverb + adjective. The examples are *drastically changed, strictly accurate, and deeply absorbed*. Finally, the seventh type consists of verb + adverb. For example: *hold gently, attack fiercely, and love sincerely*.

The types and example above is the more complete categorization of lexical collocation which defined by Benson *et al* (1986). The first categorization was proposed by John Rupert Firth. Firth (1957) stated that lexical collocation is a type of word construction where a verb, noun, adjective, or adverb forms a predictable connection with another word. He categorized lexical collocation such as adverb + adjective, adjective + noun, noun + verb, and verb + noun. Therefore, it can be concluded that lexical collocation is the blend of words that contains verb, noun, adjective, and adverb without preposition, infinitive, and other grammatical elements.

2.1.3 Previous Research on Collocation

The studies of collocation have been conducted by many students. The first one is Ria Andriyani (2011), an English Department student from State University of Jakarta conducted a research of collocational competence of the students in third year of English Department UNJ. She found that from the total of 124 students tested, 64.52 % of them are poor, 28.23 % were fair, 5.56 % are good, and 1.61 % are very good. The result of her research also showed the mean

percentage of correct answer in grammatical collocation (verb + preposition) was 46.73% and for the lexical collocation was 37.66 %. She concluded that the students' comprehension towards the lexical collocation is more difficult than grammatical collocation.

The next research was conducted by Jeng-yih Tsu from National Kaohsiung Department of English. He investigates the use of English lexical collocations and their relation to the online writing of Taiwanese college English majors and non-English majors. 41 English major and 21 non-English major students. The study findings indicated that there seemed to be a positive correlation between Taiwanese college EFL learners' frequency of lexical collocations and their online writing scores; and there seemed to be a significantly positive correlation between the subjects' variety of lexical collocations and their online writing scores. This present study also reports on a pattern of lexical collocation development observed among writers of different fluency levels, ranging from the lowest to the highest. He stated that pattern L1 (verb + noun) with meaning of creation or activation and L2 (verb + noun) with meaning of nullification as the highest acquired patterns.

Last, a research was conducted by Ye Hong (2014), a student of University of Malaya in Malaysia. His research is entitled "A Study of Collocation Errors among Chinese Learners of English (With Reference to Chinese College Students of Tongji University in China)". He emphasizes his research in Both English and Chinese Collocation Error. He studied 117 essays

collected from the students of Tong Ji University of China. In his study, seven errors of English collocation were identified such as noun + preposition combination, noun + verb combination, verb + noun combination, adjective + noun combination, verb + adverb combination, adverb + adjective + noun combination, and numeral + quantifying noun + of + head noun combination. He concluded that from the text analyzed. There are 58.4 % errors of lexical collocation and 39.2 % errors of grammatical collocation.

Based on the studies above, Ria and Ye hong have a quite similar statement that grammatical collocation is easier to apply than lexical collocation in English Department. That statement is also reinforced by Era's findings which stated that students of English Department have good grammatical collocation accuracy. However, Jeng-yih Tsu does not include errors in his research of lexical collocation. He only emphasizes the impact of lexical collocation production to writing proficiency. He stated that students significantly increased their writing production when the collocations they are producing are variant.

2.2 Writing

2.2.1 The Nature of Writing

The definitions of writing are stated by various experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in

Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a

number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

2.2.2 Components of Writing

Based on the skills, Baker (2011) stated that there are three components of writing such as grammatical skill, compositional skill, and domain Knowledge. Grammatical skill is the ability to construct meaningful sentences and not only have the knowledge of grammar rules. Grammatical skills often marked by the ability to construct complex and sophisticated sentences with ease and a certain elegance and fluidity in the construction of a sentence. Compositional skill is the ability to organize words to produce an effect which last sometime in the minds of the readers. This skill is marked by the ability to arrange words that moves the readers in to a certain set of mindset. Storytelling, a compelling lecture, or blog post displays compositional skill. The last one is domain knowledge. Domain knowledge is important for other reasons than knowledge of the subject matter, as important as that may be. Every decent writer will acknowledge that it is important to know your reader. Technical writers often go to great lengths to collect data on their audience, to construct personas so that they have a model of who they are writing for. But there is a great shortcut to knowing your reader, and that is to know the domain in which your reader works. Every domain has its communication conventions. This is in part its language, its jargon, but it goes beyond this. Particular domains have compositional conventions that guide how communications in the field are structured.

Based on the process, Guy (cited in Yale College Writing Center, 2016) divided the components of writing into five separate items. The first one is *Thesis*. A thesis should not be confused with a topic, which represents only the subject area of an essay. A good thesis must be arguable, which means there must be intelligent ways to disagree with it. The second one is *Problem or Question* which is the intellectual context in which your thesis matters. In academic essays, the problem usually arises from a current misunderstanding of an important issue. The author of an essay promises to clarify something that would otherwise remain obscured or mistaken. The third one is *Evidence*. Evidence is the material a writer works with in exploring a thesis. Evidence that has been overlooked or previously undiscovered may serve to prove a thesis. The fourth is *Analysis & Reflection*: the work a writer does to turn evidence into argument, to show the reader how the evidence supports, develops, or extends the essay's thesis. Since a thesis must be arguable, no evidence in a good academic argument can speak for itself—all of it must be processed by the writer. Typical moves of analysis are to highlight significant details of the evidence and to name patterns that might otherwise be undetected. The last one is *Structure* which means how the sections of an essay are organized and stitched together. Sections of a good argument proceed in a logical way, but also develop the implications of a thesis more deeply as the essay progresses.

2.3 Academic Writing

Academic writing is a kind of writing which is almost identical to any writing techniques that students usually use in college or school. The differences of academic writing from other writing techniques are its exceptional audiences such as lecturers and professors, the usage of formal tone, the third person point-of-view, and the purposes which are to explain, present, or discuss a certain types of knowledge (Oshima and Ann (1991: 16).

'Structured research' written by 'scholars' for other scholars (with all university writers being 'scholars' in this context) is a brief definition of academic writing. Hopkins (2014) stated that Academic writing addresses topic-based 'research questions' of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic. The objective of academic writing is the presentation of 'new knowledge' via (a) a review of *what is currently known about a given topic* as (b) the foundation for *the author's new views or perspectives on the topic*.

In academic writing, the author covers the selected topic from an authoritative point of view. The writing is 'thesis-driven', meaning that the starting point is a particular perspective, idea or 'thesis' on the chosen topic, e.g. establishing, proving or disproving 'answers' to the 'research questions' posed for the topic. In contrast, simply describing a topic without the questions does not qualify as academic writing (Hopkins: 2014).

There are many types of academic writing that commonly used by students or scholars such as conference papers, journals, proposals, reports, theses, dissertations, essays, and articles (cited in <https://www15.uta.fi/FAST/FIN/RESEARCH/acadwrit.html>). In this research, the writer analyzes academic papers in the form of *skripsi*. *Skripsi* is a term of a scientific essay which elaborates a significant problem in an academic course as a requirement for student's college graduation.

2.3.1 *Skripsi* Proposal

In most colleges in Indonesia, it is required for the students who want to conduct a research or *skripsi* to compose a proposal first. A *skripsi* proposal usually consists of three chapters which are Chapter I Introduction, Chapter II (Literature Review), Chapter III (Research Methodology). Chapter I consist of Background of the Study, Identification of the Problem, Scope of the Study, Objectives of the Study, and Significance of the Study. Chapter II consists of all the related theories, previous research, and conceptual framework. Chapter III consists of data description, data collection procedures, and data analysis procedures. In this research, the writer uses the *Background of the Study* part of Chapter I. Background of the Study consists of the reasoning and preliminary information of One's thesis. The writer uses because it has more assumptions and opinions than any other parts of *skripsi* proposal.

2.4 Conceptual Framework

English Department students are required to master the implementation of collocation because they are often use collocation within academic writing which emphasizes them to produce well-structured texts and to write as native-like. Lexical collocation, as one of a major type of collocation, provides challenge for English students as they mostly do not recognize the natural group of words produced in English. So, the writer wanted to conduct a research on collocation in order to discover the frequency of the patterns of lexical collocation based on BBI Combinatory Dictionary of English and to figure out whether the lexical collocation in their writing production are correct or incorrect

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the data collection and the research methodology of the study. This chapter consists of three areas of discussions: field of the study, method of the study, and research procedure.

3.1 Research Methodology

This research is conducted in descriptive qualitative study. Descriptive study is used to reveal patterns and connection of a population or data being studied. It does not answer analytical question (how/when/why), instead it addresses the characteristics of the samples or situation being studied. (Polit & Hungler. 2004:716). In this study, the writer described all categories of lexical collocation based on Benson *et al*, Lewis, and Lewis and Hill in English Department student's *Background of the Study* whether the collocations were acceptable or not based on the BBI Combinatory Dictionary of English and LTP Dictionary of Selected Collocation. The findings will be elaborated in the conclusion.

3.2 Time and Place

This study is conducted from April 2016 – June 2016. The data are taken from English Department of State University of Jakarta. The writer chose the *Background of the Study* of 20 *skripsi* in English Department as the source of the data.

3.3 Data and Data Sources

The data of this research are taken from 20 *skripsi* of English Department students in State University of Jakarta. The samples are Chapter One's *Background of the Study* of the 8th semester students which have made their research proposal in the same year.

3.4 Data Collection Technique

The writer collected 30 softcopy of English Department *skripsi* proposal from students who wrote their *skripsi* in the same year. The study emphasized on the analysis of Background of the Study of chapter 1 in every thesis collected because it has more assumptions produced by the students in its paragraphs, compared with chapter two's Literature Review which contains the statement or quotation from other linguists or scholars. To acquire the data, the writer followed the techniques below:

1. The writer collects 20 Background of the Study of *skripsi* proposals of English Education and Non-Education Students as the data.
2. The writer prepares the data by reading the texts.
3. The writer marks the lexical collocations found in the *Background of the Study*.
4. The writer then creates a table to categorize the data.

3.5 Data Analysis Procedure

1. First of all, all lexical collocation that produced in the introductory part of chapter one are marked or underlined.

2. Next, the collocations are classified into lexical collocation patterns according to Benson *et al* (1989) and Lewis and Hill (2000), by giving codes of the patterns as in the following:

Table 3.1

No	Lexical Collocation	Codes
1	verb (donating creation or creation)+ noun (pronoun or prep. phrase)	L1
2	verb (meaning eradication or nullification) + noun	L2
3	adjective + noun	L3
4	noun + verb	L4
5	noun1 + noun2	L5
6	adverb + adjective	L6
7	verb + adverb	L7

3. Afterwards, the writer examines the collocations found in the text whether they are correct or incorrect based on Benson, Benson, and Ilson's BBI Combinatory Dictionary of English and Lewis and Hill's LTP Dictionary of Selected Collocation. Then, the writer prepares a table to analyze the collocations which displayed below:

Student A

Title of the theses:.....

Table 3.2

No	collocations	Types	R	W	Analysis
1					
2					
3					
4					
5					
6					
7					

R: Correct Collocation
W: Incorrect Collocation

4. Then, describing each collocation by giving it a cue for each word according to its class of words, for example if a student produce a collocation “black shirt”, the writer will put it inside the table above and change it into “black (adj) + shirt (n)”, means that black is an adjective combined with shirt which is a noun.

5. Calculating the percentage of each patterns of lexical collocations produced in the texts in order to obtain the information of which pattern of lexical collocation that students produced more and which the less.

6. Calculating the overall percentage of the correct collocations and also the incorrect or unacceptable collocations.
7. Allocating the total of lexical collocation.
8. Drawing pie charts for every pattern of lexical collocation according to the frequency of occurrence.
9. Creating lists of lexical collocation errors as well as the suggestions and the analysis.
10. Finally, the conclusion is gained by the writer from the analysis of the data.

CHAPTER IV

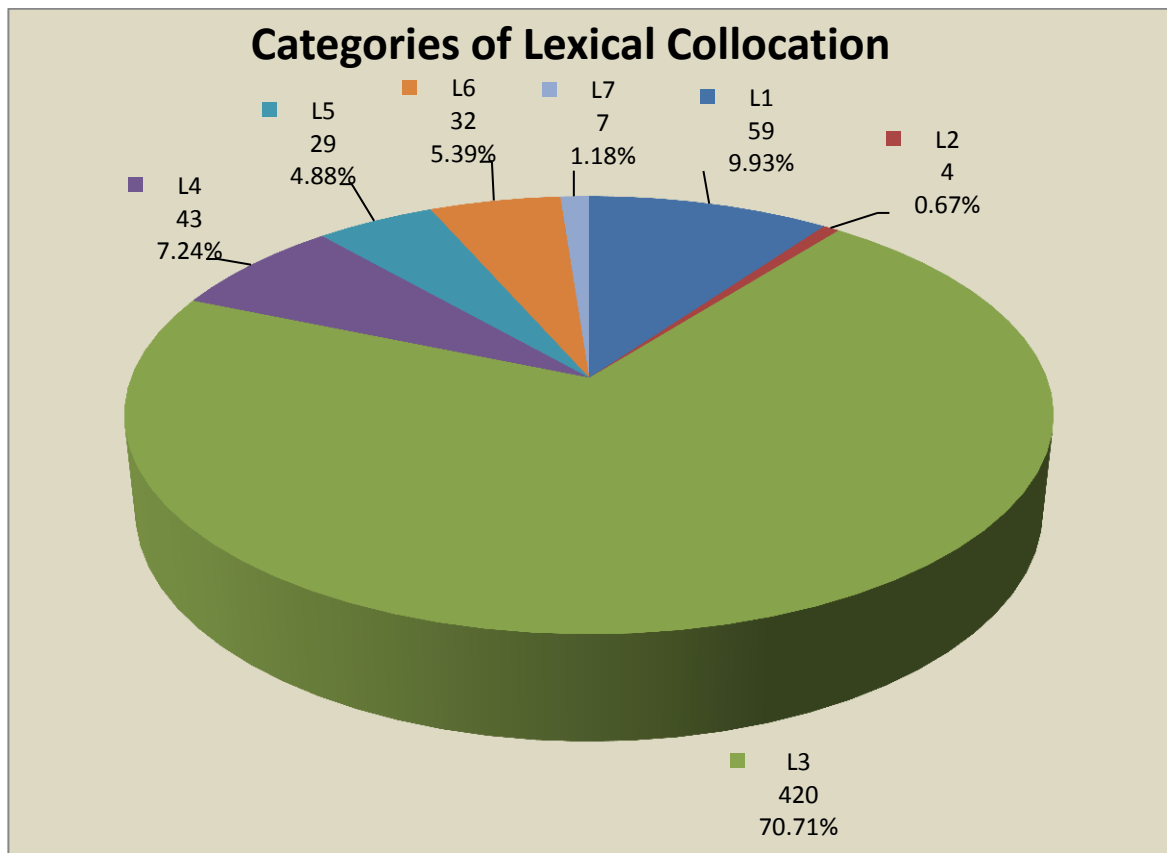
In this chapter, the writer elaborates the result of the study based on the research question. The research question is how lexical collocation is used in *Background of the Study* of *skripsi* proposals in English Department Of UNJ? The sub-questions are: (1).What is the types of lexical collocations found in Background of the Study of students' *skripsi* proposal? (2)What is the frequency of the use of each pattern of lexical collocation? (3) What are the errors of lexical collocation found in the Background of the Study analyzed?

4.1 Description of the Data

The data were 20 Background of the Study which obtained from Chapter I of *skripsi* proposal in English Department of State University of Jakarta. Those 20 writings were taken from 20 undergraduate students who have completed the seminar for their *skripsi* proposal. All of the Background of the study of 20 *skripsi* proposals has been revised by the students after their proposal seminar. The genre of the texts is academic writing. The data were analyzed into seven patterns of lexical collocation: pattern L1 which is verb (donating creation) + noun, pattern L2 with verb (meaning eradication or nullification) + noun, pattern L3 with adjective + noun, pattern L4 with noun + verb, pattern L5 with noun¹ + noun², pattern L6 with adverb + adjective, and pattern L7 with verb + adverb.

4.2 Data Analysis

In accordance of the analysis of 20 *skripsi* proposal, it was revealed that the writer found the patterns of lexical collocation which produced in the 20 *Background of the Study* and it is represented in this pie diagram as below:



Based on the pie diagram above, the writer found 594 lexical collocations which categorized in seven patterns. The lexical collocation found in the *Background of the Study* consisted of the following: Pattern L1 with *verb (donating creation or activation) + noun (pronoun or prep. phrase)* has 59 lexical collocations or 9.93%.

Pattern L2 with *verb (meaning eradication or nullification) + noun* has 4 or 0.67%. Pattern L3 with *adjective + noun* has 420 or 70.71%. Pattern L4 with *noun (action characteristic) + verb (designated by the noun)* has 43 or 7.24%. Pattern L5 with *noun¹ + noun²* has 29 or 4.88%. Pattern L6 with *adverb + adjective* has 32 or 5.39%. Pattern L7 with *verb + adverb* has 7 or 1.18%.

From the illustration in the chart, it can be seen that pattern L3 (adjective + noun) is the most used pattern of lexical collocation and the pattern which dominates the other six categories of lexical collocation with over seventy percent of total collocation analyzed, while pattern L2 (verb (meaning eradication or nullification) + noun) and pattern L7 (verb + adverb) are the lowest frequent used patterns with no more than two percent of each pattern found in the texts analyzed.

4.2.1 Sub Question I: What are the patterns of lexical collocations found in the *Background of the Study* of students' *skripsi* proposal?

After analyzing 20 *skripsi* proposals, the writer found 594 lexical collocations which covered all of the seven patterns of lexical collocation according to Benson *et al* and five kinds of lexical collocation according to Lewis and Hill. The patterns from those two experts are displayed as below:

Table 4.1

Lexical collocation proposed by Benson, Benson, and Ilson in BBI Combinatory Dictionary of English	Lexical collocation proposed by Michael Lewis and Jimmie Hill in LTP Dictionary of Selected Collocation
verb (donating creation or activation) + noun (L1)	Adjective + noun
*verb (meaning eradication or nullification) + noun (L2)	Verb + noun
adjective + noun (L3)	Noun + verb
noun + verb (L4)	Adverb + adjective
*noun1 + noun2 (L5)	Verb + adverb
L6 adverb + adjective (L6)	
L7 verb + adverb (L7)	

*Two more patterns from Benson, Benson and Ilson (1989)

All of the patterns proposed by Benson, Benson, and Ilson and Lewis and Hill was found in 20 *Background of the Study* of Skripsi proposals. However, the difference between these two experts is the two extra patterns from Benson which are L5 (noun+noun) and L2 (verb meaning eradication +noun)

4.2.2 Sub Question II: What is the frequency of the use of each pattern of lexical collocations?

Pattern L1 with *verb (donating creation or activation) + noun* was used 59 times or 9.93%. Pattern L2 with *verb (meaning eradication or nullification) + noun* was used 4 times or 0.67%. Pattern L3 with *adjective + noun* was used 420 times or 70.71%. It should be noted that in the use of Pattern L3, the same collocation often repeated multiple times. For example, Student G used the word “Black Woman” for five times. Pattern L4 with *noun (action characteristic) + verb (designated by the noun)* was used 43 times or 7.24%. Pattern L5 with *noun¹ + noun²* was used 29 times or 4.88%. Pattern L6 with *adverb + adjective* was used 32 times or 5.39%. Pattern L7 with *verb + adverb* was used 7 times or 1.18%.

4.2.3 Sub Question III: What are the errors of lexical collocation found in the text analyzed?

Based on the data analysis, there are 35 lexical collocation errors/unacceptable collocation found in the Background of the Study section of 20 *skripsi* proposals which are illustrated in the table below:

Table 4.2

No	Students	Lexical Collocation	Category	Suggestion/Correction
1	A	Luxurious food	L3	fancy food
2		Wealthy lifestyle	L3	Luxurious lifestyle

3	B	Appropriate tool	L3	Proper tool
4		Eradicate Muslim	L2	Abolish Muslim
5		Learn information	L1	Obtain information
6	C	Open opportunities	L1	Provide opportunities
		Properly speaking	L6	Properly spoken
7	D	Show interest	L1	Pay attention
8		Elaborated explanation	L1	Detailed explanation
9		Distincted dramatically	L7	Differed dramatically
10		unconsciously wished	L6	Unconsciously hoped
11		commonly involved	L6	Frequently involved
12		Abundantly clear	L6	Exceptionally clear
13	E	Humans grasp	L1	Humans conceive
14		Great source	L3	Substantial source
15		Message meaning	L6	Meaning of the message
16	F	open opportunities	L1	Create opportunities
17		highly stylized	L6	Properly stylized
18	G	Overwhelmingly white	L6	Mostly white
19	H	Plan activity	L1	Design activity
20	J	critical element	L3	vital element
21		built characters	L1	Make characters

22	K	Give readers	L1	Provide readers
23		Look deeply	L7	Observe deeply
24	L	Make students	L1	Help students
25	N	Bring ideas	L1	Illustrate ideas
26		Main theme	L3	Major theme
27	O	Same concept	L3	Similar concept
28		Appropriate assessment	L3	Proper assessment
29	P	more opportunities	L3	Frequent opportunities
30		Students connect	L4	Students synchronize
31	Q	Stylistic devices	L3	Sophisticated devices
32		Important relationship	L3	Significant relationship
33		Very beautiful lyrics	L3	Exquisite lyrics
34	R	Tell students	L1	Explain students
35	S	Good tool	L3	decent tool

4.3 Discussions

Based on the findings, the writer has found all of seven patterns of lexical collocation. Those patterns also have different frequency of occurrence in 20 *skripsi* proposal that have been analyzed by the writer. Below is the brief explanation for the lexical collocation which is divided into three parts based on the frequency of

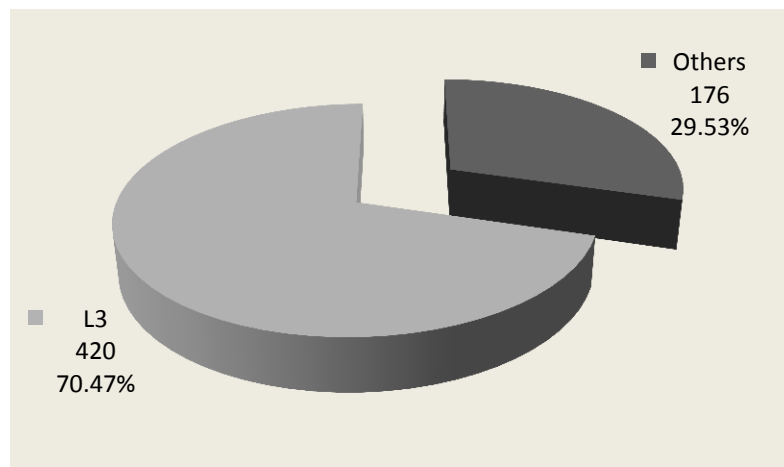
occurrence: high level of frequency, medium level of frequency, and low level of frequency:

4.3.1 Lexical collocation with the highest level of frequency

In this research, lexical collocation with the high level of frequency is the pattern L3 which dominates the other six patterns by over seventy percent of usage.

a. Pattern L3 (noun + adjective)

The Percentage of Pattern L3 used



Pattern L3 (adjective + noun) is the most frequently used lexical collocation which consist of 420 lexical collocation or 70.47% from 596 lexical collocation that produced by the students of English Department in their 20 *skripsi* proposal. This phenomenon happens because of three factors which illustrated below:

First, pattern L3 has a vast variety of combination more than any other patterns of lexical collocation and this pattern has the most examples amongst other types of lexical collocation, although there are many L3 lexical collocations which

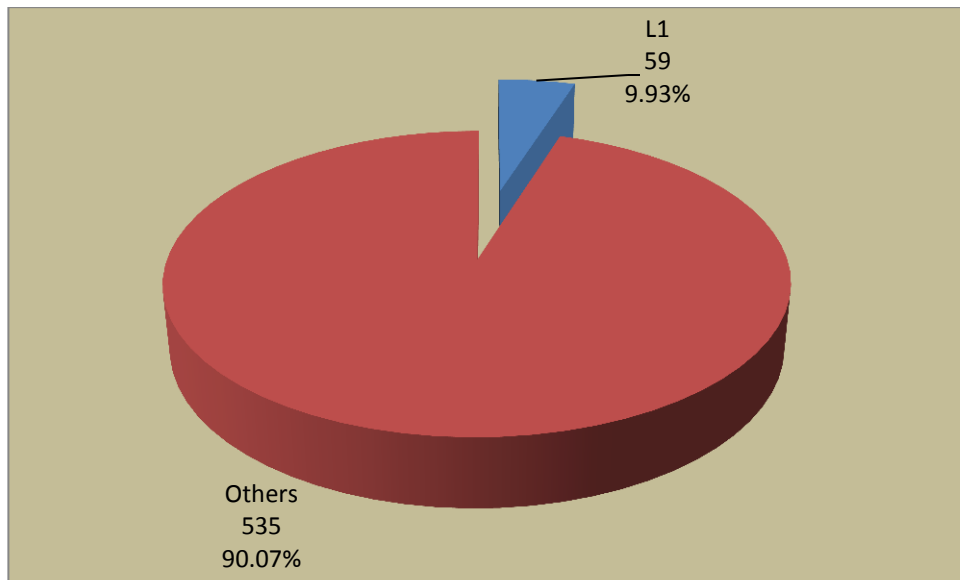
considered as clichés. Second, students tend to repeat the use of one particular lexical collocation in their *skripsi* proposals. For example, student D used the word “main character” four times in his introductory part, student F used the word “Black women” four times in his introductory part, and student J used the word “intrinsic element” five times in his introductory part. Those kinds of repetition increase the amount of Pattern L3 in *Background of the Study* analyzed. Third, in many instance, a single adjective word can be combined with many nouns. For example, the word “high” was combined with nouns such as expectation, altitude, salary, and level, while the word “western” was combined with nouns such as people, culture, hemisphere, and music.

4.3.2 Lexical collocation with medium level of frequency

Based on the findings, there are four patterns of lexical collocation that have medium level of frequency such as pattern L1 (verb + noun), pattern L4 (noun + verb), pattern L5 (noun1 + noun2), and pattern L6 (adverb + adjective). Although pattern L3 has the most dominant percentage in terms of the amount of lexical collocation that is 70.47%, these patterns can be considered the medium frequent lexical collocations because these patterns make up for 27.4% of total collocation found.

a. **Pattern L1 verb (donating creation or activation) + noun (pronoun or prep. phrase)**

The Percentage of Pattern L1 Used

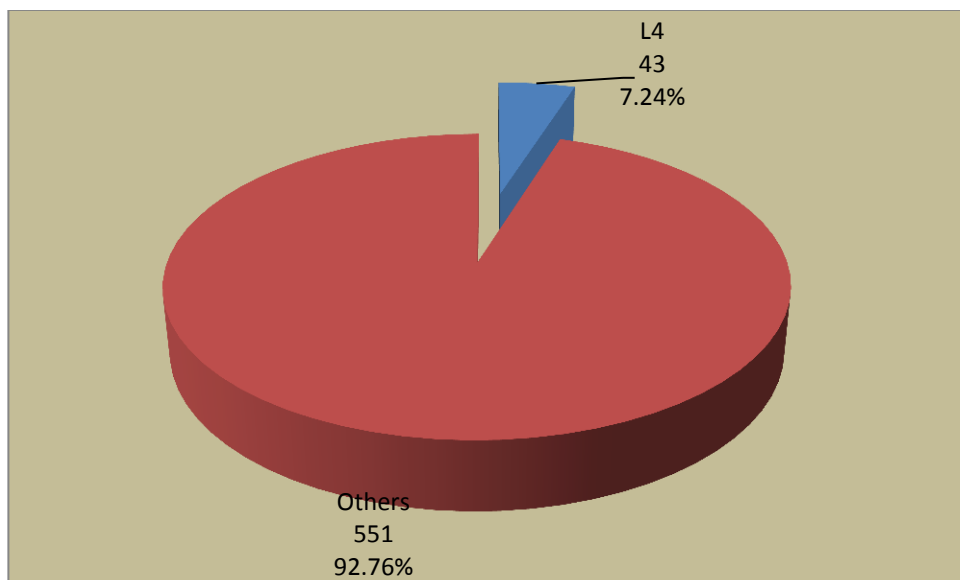


Pattern L1 is the first rank of lexical collocation in medium level of frequency. This pattern consists of verb (donating creation or activation) + noun (pronoun or prep. phrase). There are 59 lexical collocations with Pattern L1 or 9.93% from 594 total lexical collocations that students produced in their *skripsi* proposal. Pattern L1 lexical collocations are quite uncommon and non-predictable because there are many possible combinations of verb and noun, but not all of them convey the meaning of creation or activation. Examples of pattern L1 found in the texts analyzed are *generate meanings, cure diseases, and explore experiences*

Many nouns also can be used as verbs to create meaning of activation or creation in Pattern L1. For example, the word “fire” is known as a noun, but it also can be used as a verb such as *fire a gun*, *fire employees*, *fire a punch*.

b. Pattern L4 (noun + verb)

The Percentage of Pattern L4 Used

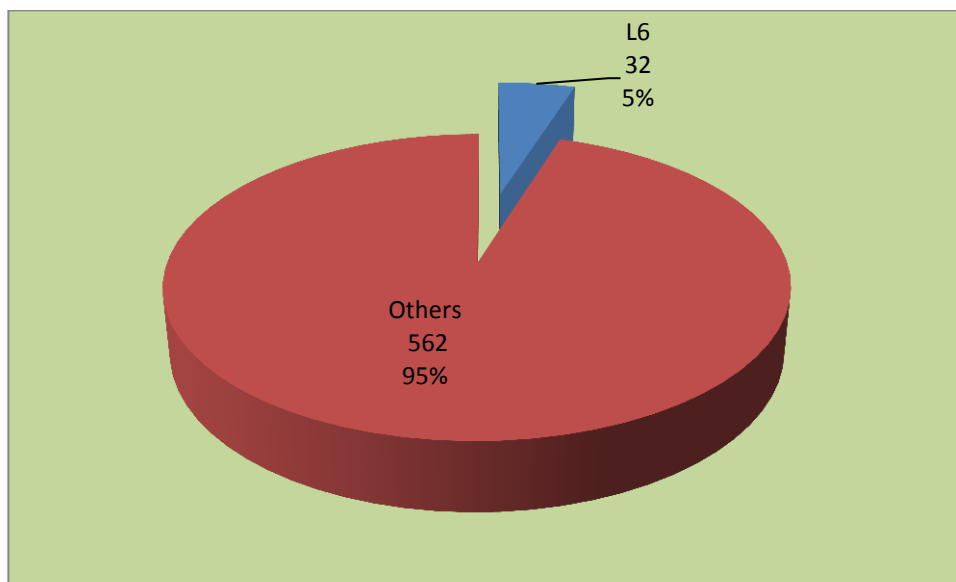


Pattern L4 is the second rank of lexical collocation with medium level of frequency which consists of a noun and a verb, but the verb should name an action or activity characteristics of a person or thing designated by the noun. The examples of pattern L4 are *terrorists attacks*, *the website informs*, *human lives*, *human experiences*, *blood circulates*, and *alarms ring*. However, predictable combinations of Pattern L4 such as *boxer boxes*, *fighter fights*, *cook cooks*, *singer sings* are not considered as a pattern in this research because they does not considered pure

collocation (Benson. 1989). Pattern L4 was used 43 times which cover 7.24% from 594 total lexical collocations found in all texts analyzed.

c. Pattern L6 (adverb + adjective)

The Percentage of Pattern L6 Used



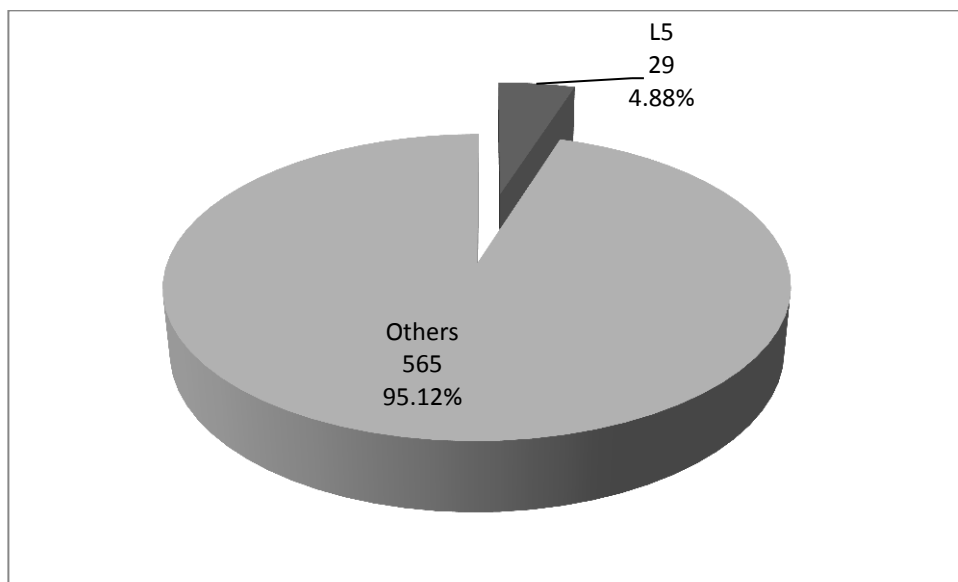
Pattern L6 is the third rank of lexical collocation with medium level of frequency. This pattern consists of an adverb and an adjective. Pattern L6 was used 32 times or 5% of total 594 lexical collocations in all texts. The examples of this pattern are *frequently spoken, certainly reasonable, thoroughly together, primarily concerned, and comprehensively developed*. Pattern L6 was used 32 times or 5% of total 594 lexical collocations in all texts.

For further studies, it is worth noting that pattern L6 should not be mistaken into adverb and verb combination which do not exist in all patterns from Benson *et al*

and Lewis and Hill. Said combinations such as *quickly make*, *gracefully walk*, *loudly yell*, and *sincerely accept* are not categorized into pattern L6 since the adverbs are used to clarify a verb, not an adjective.

d. Pattern L5 (noun¹ + noun²)

The Percentage of Pattern L5 Used



Pattern L5 is the fourth and final rank of lexical collocation with medium level frequency which is a combination of two nouns that labeled in noun¹ + noun². Pattern L5 was used 29 times or 4.88% of the total 594 lexical collocations analyzed. This pattern is used to indicate the unit that associated with a noun. Pattern L5 combines a noun with another noun to form a meaningful word combination, such as *cartoon picture*, *language classroom*, and *origin country*.

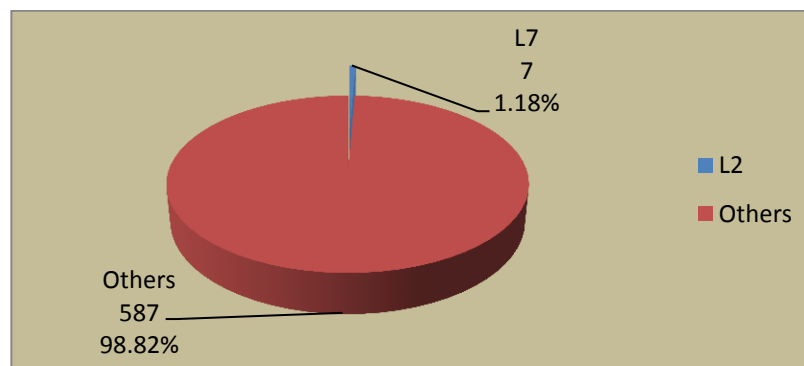
However, there is an alternative structure of this pattern which indicates the larger unit to which a single member belongs such as *a bouquet of flowers*, *a group of*

people, a pack of wolves and the specific, concrete small unit of something larger and more general such as *a piece of advice, an act of violence, and a bowl of cereal*.

4.3.3 Lexical collocations with the lowest level of frequency

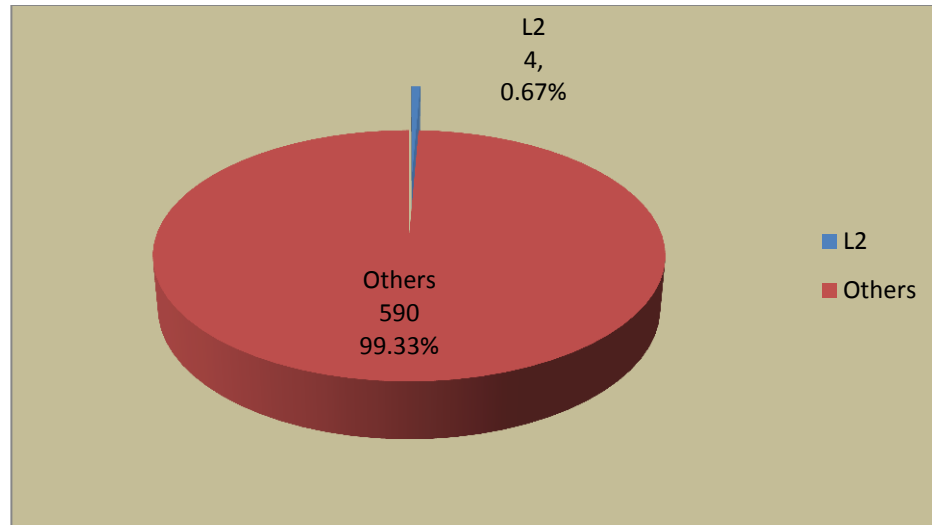
The research shows that pattern L7 (verb + adverb) and pattern L2 (verb (meaning eradication or nullification) + noun) are the patterns which classified into low frequency lexical collocation found in the texts analyzed. The combination of both patterns only covers 1.85% of all lexical collocation found in Background of the Study of student's *skripsi* proposal.

a. Pattern L7 (verb + adverb)



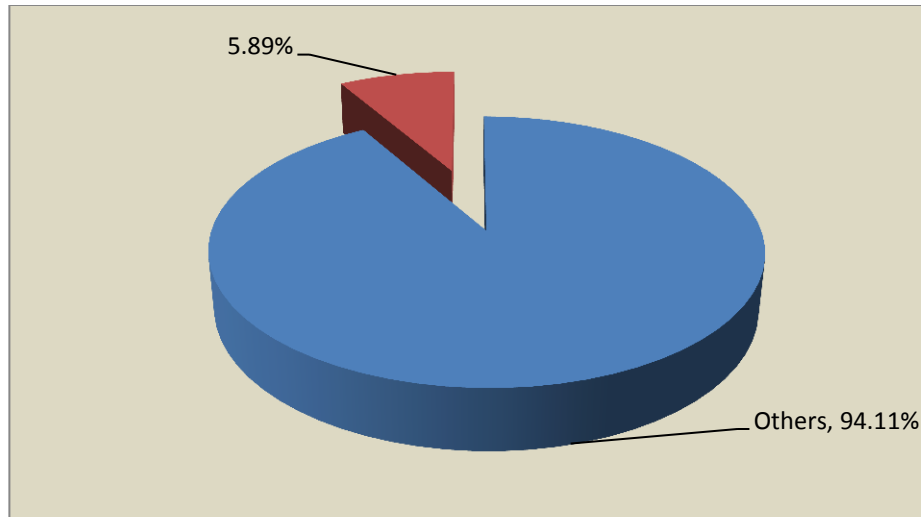
Pattern L7 is the first lexical collocation with low level of frequency which is a combination of verb and adverb. Pattern L7 was used only 7 times or 1.18% from the total 594 collocations obtained from the *skripsi* proposals. This pattern is commonly used to clarify the verb by adding an adverb. For example are *hold tightly, shake firmly, move slowly, and dress nicely*.

b. Pattern L2 verb (meaning eradication or nullification) + noun

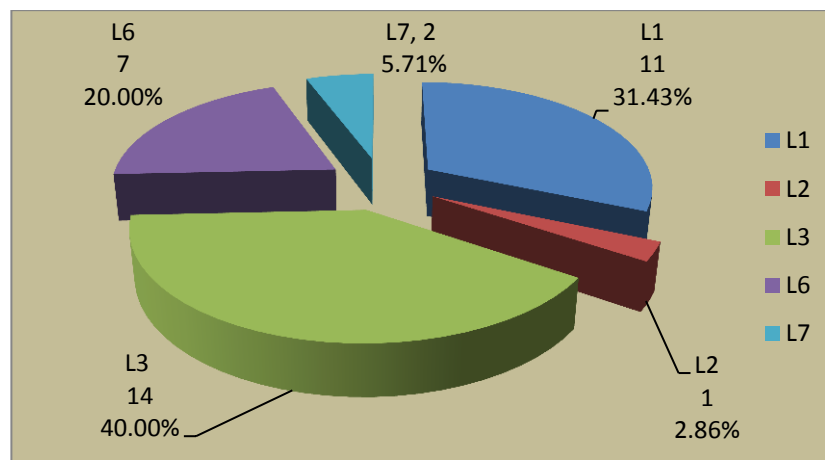


Pattern L2 is the second and final lexical collocation with low level frequency. Basically, this pattern lexical collocation is the lexical collocation with the lowest level of frequency found in all of the *Background of the Study* in *skripsi* proposals analyzed. Pattern L2 only used for 4 times or 0.67% of total 594 lexical collocations obtained from the texts. Pattern L2 consist of a verb (meaning eradication) and a noun. A lexical collocation can only be categorized into pattern L2 if the verb has the meaning of elimination or nullification. Such verbs which are suitable for pattern L2 are *break*, *exterminate*, *repeal*, *put down*, *resist*, *abolish*, etc. Typical examples are the following: *reject an appeal*, *break a code*, *eliminate enemies*, and *withdraw a match*.

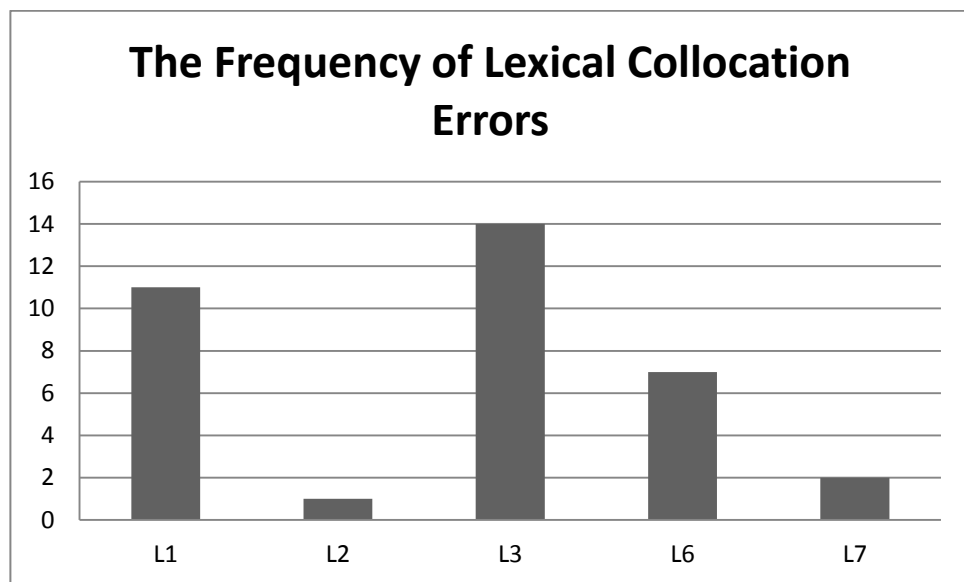
4.3.4 Errors of Lexical Collocation



Based on the findings, there are 35 incorrect/unacceptable lexical collocation found in Background of the Study of 20 *skripsi* proposals or 5.89% of total lexical collocation analyzed. The categories of incorrect lexical collocation are illustrated in the pie chart as the following:



As the pie chart shows, the errors of lexical collocation occur in five patterns. The highest pattern is pattern L3 with 14 errors (40%), the next is pattern L1 with 11 errors (31.43%), then pattern L6 with 7 errors (20%), and pattern L7 with 2 errors (5.71%), and the last is pattern L2 with 1 error (2.86%).



According to the bar diagram, the pattern L3 (adjective + noun) errors occurs the most compared to any other pattern with 14 total errors. It means that students have some problems in combining adjectives and nouns. The errors may occur because of the direct translation and interference of mother tongue in using lexical collocation. This problem is quite familiar amongst new English learners or inexperienced ones. They may be able to translate well from their native language to English, but they do not know the actual context of the texts. For instance, in Indonesian word, *mewah* is luxurious, so if a student wants to translate *makanan*

mewah in English, he will often translate those words into “luxurious food” While the correct pattern is “fancy food”.

The next pattern of lexical collocation which errors occurs the most is pattern L1 with 11 errors. This error of lexical collocation in pattern L1 covers 20.5% of total 59 lexical collocations found in this pattern. The cause of errors in pattern L1 is students’ failure to recognize the context of the whole sentence, so they tend to choose the predictable verb words such as *make, bring, and open* to combine with the nouns. Pattern L6 has 7 errors or 24.5% from 32 total collocations. Pattern L7 has 2 errors or 33.3% from 7 total collocations and pattern L2 become the lowest frequent errors of lexical collocations with only 1 error or 25% from total 4 collocations.

All of the errors of lexical collocation which made by the students could be caused by several problems. The first problem is the amount of students experience in English. As a second language learner and non-native student, they were not familiar with natural combination of words in English. As explained in chapter II that most non-native students will face problem in producing collocations as the collocations itself are predicative and there is no direct guidelines which underline the rule of collocations.

Second, the students may already know a thing or two about lexical collocation. However, they may not continue to learn it and/or obtain any information or materials about lexical collocation in the classroom as some of them still make incorrect word combinations.

Third, the students may not be aware that they are producing any pattern of lexical collocation. It seems they produced the words intuitively and using direct translation from their native language. That's why there are so many predictable word combinations which are correct but without proper context.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Lexical collocation is important for student's writing skill and it needs to be taught in English classroom in the university because it helps students to write properly, increase the students' vocabulary and guide them to avoid making mistakes in the sentences that they produce, particularly when they are writing such academic texts such as *skripsi* and theses.

This research is aimed to describe the patterns and the frequency of lexical collocation found in the *skripsi* proposals, and to discover whether there are some errors students do in their *skripsi* proposals, the research found that there are 594 lexical collocations from 20 *skripsi* proposals. All patterns of lexical collocation are produced by the students in their writing. Moreover, pattern L3 (adjective + noun) is the most frequent lexical collocation found in the texts with the amount of over seventy percent, while pattern L1 (verb + noun), pattern L4 (noun + verb), pattern L5 (noun1 + noun2), and pattern L6 (adverb + adjective) is the types of lexical collocation which have medium level of frequency. Meanwhile, pattern L2 (verb (meaning eradication or nullification) + noun) and pattern L7 (verb + adverb) are two of the lowest frequent lexical collocation.

The research also found the errors of lexical collocation in 20 *skripsi* proposals, which occurred 5.89% or 35 unacceptable lexical collocations from total

594 lexical collocations. Pattern L3 is the type which has the most frequent errors of lexical collocation.

Therefore, it can be concluded that students are able to produce all kinds of lexical collocation in their *skripsi* proposals and they often use adjective + noun (pattern L3) in their theses because that is the most common lexical collocation and arguably the easiest collocation to produce because of its vast variety of combinations. Moreover, the students in English Department of State University of Jakarta are considered to be good in producing lexical collocation.

5.2 Recommendations

Based on the findings of this research, the researcher's recommendations are as follows:

1. English Department lecturers: to provide knowledge of lexical collocation for the students, particularly in writing-related class. Teachers can distribute all the patterns evenly so students will be more familiar with patterns of lexical collocation. It helps students to improve their awareness about natural combination of words in English. Hopefully, the lecturers would care about the significance of teaching collocation and the implementation of collocation within texts since there are many students that are not aware of collocation and its importance.
2. English teachers: to introduce lexical collocation to their students, so students will gain knowledge of natural word combination and able to combine any

words in English accurately and maximize their English competence, particularly their writing skill.

3. English students: to pay attention and care about collocation. Collocation will help them produce the right word combination in order to create proper and well-defined writings and expand their vocabulary.
4. The next researchers: to conduct the study about the use of lexical collocation in other school or universities to get a comparison of lexical collocation competence between State University of Jakarta Students with other college students, also to conduct a research of lexical collocation mixed with grammatical collocation or lexical collocation in other levels of students in order to gain a deeper understanding of the use of collocation.

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