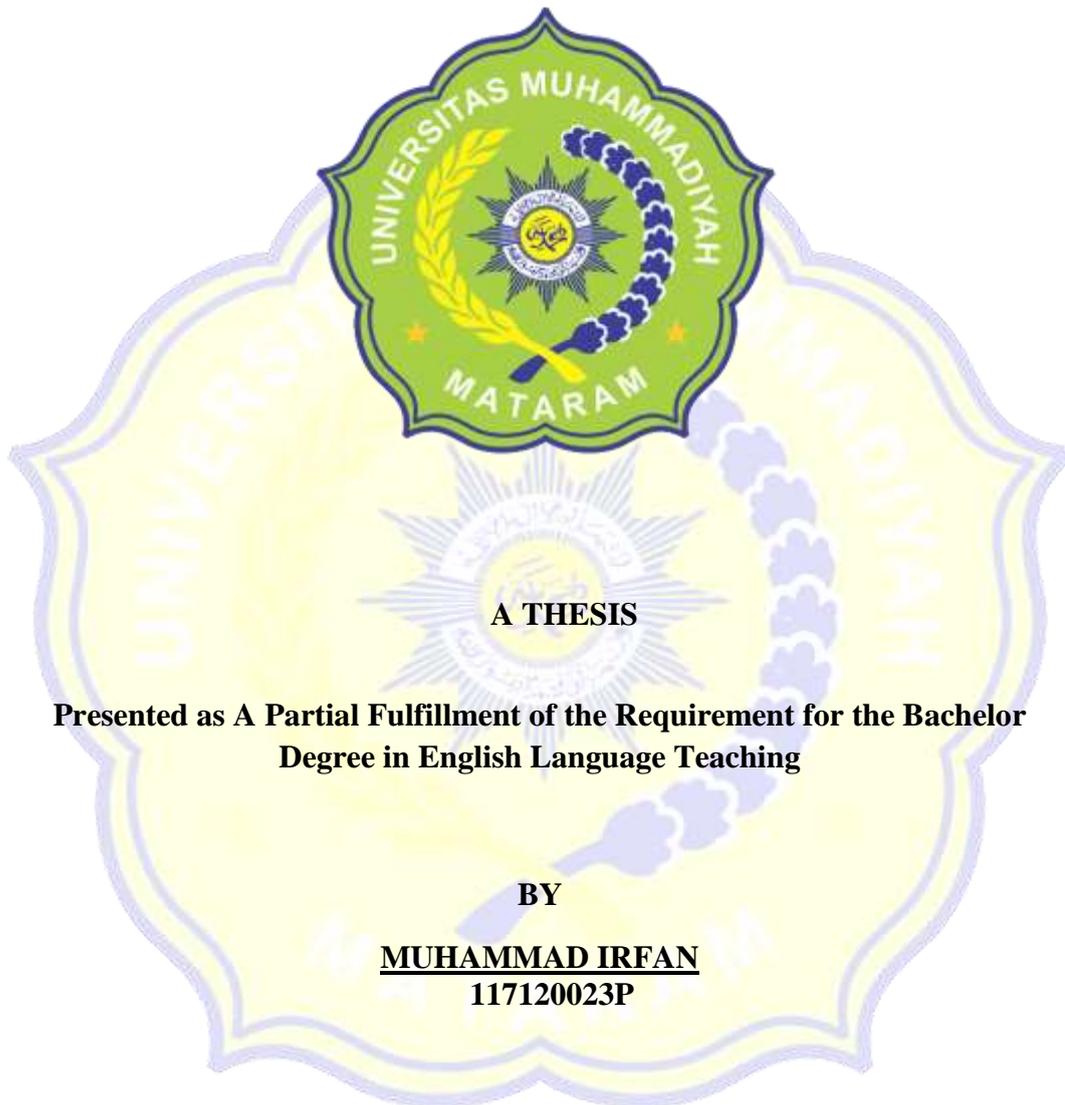


**AN ANALYSIS OF ENGLISH DEPARTMENT STUDENTS COLLOCATION
ABILITY AT MUHAMMADIYAH UNIVERSITY OF MATARAM**



**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2020/2021**

APPROVAL SHEET

AN ANALISYS OF ENGLISH DEPARTMENT STUDENTS COLLOCATION
ABILITY AT MUHAMMADIYAH UNIVERSITY OF MATARAM

A Thesis by : Muhammad Irfan

Student's Number : 117120023P

Approved on : February, 2021



ACCEPTANCE

AN ANALYSIS OF ENGLISH DEPARTMENT STUDENTS COLLOCATION ABILITY AT MUHAMMADIYAH UNIVERSITY OF MATARAM

A Thesis by : MUHAMMAD IRFAN
Student Number : 117120023P
Approved On : February, 2021

This is certify that the thesis has been approved by the Board of Examiners as the requirement for the Bachelor Degree Of Education English Language Teaching

By
The Board of Examiners Committee

Muhammad Hudri, M.Pd
NIDN. 0810058301

Ilham, M.Pd. BI
NIDN. 0821048601

H. Irwandi, M.Pd
NIDN. 0816038701

(.....)
(.....)
(.....)

Muhammadiyah University of Mataram
Faculty of Teacher Training and Education

Dean

Dr. Hj. Maemunah, S.Pd., MH
NIDN. 0802056801

DECLARATION

The autographed below, the researcher as student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name : Muhamaad Irfan

NIM : 117120023P

Address : Jl. Lintas Lakey. Kec. Hu'u. Kab. Dompu. Desa Rasabou

The researcher certifies that the thesis entitled "An Analysis of English Department Students Collocation Ability at Muhammadiyah University of Mataram" presented as a fulfillment for the requirement in bachelor degree is my own work. Except where otherwise acknowledge and this thesis has not been submitted for the other higher degree Institution or University.

Mataram,..... Februari 2021

The Researcher,



Muhammad Irfan
117120023P



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Jl. K.H.Ahmad Dahlan No. 1 Mataram Nusa Tenggara Barat

Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906

Website : <http://www.lib.ummat.ac.id> E-mail : perpustakaan@ummat.ac.id

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Nama : Muhammad Irfan
NIM : 117120023P
Tempat/Tgl Lahir : Dampit, 27 November 1993
Program Studi : Pendidikan Bahasa Inggris
Fakultas : FKIP
No. Hp : 0822 4714 6428
Email : samsidar390@gmail.com

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Muhammad Irfan
 NIM. 117120023 P

Mengetahui,
 Kepala UPT Perpustakaan UMMAT



Iskaningsih S.S., M.A.
 NIDN. 0802048904

MOTTO

**Strengthen prayer and effort. Prayer is not substituted for effort but
strengthens the effort.**

**“The prayer to God in a state of certainty that it will be granted, and know
that God does not answer the prayer from a negligent heart”.**

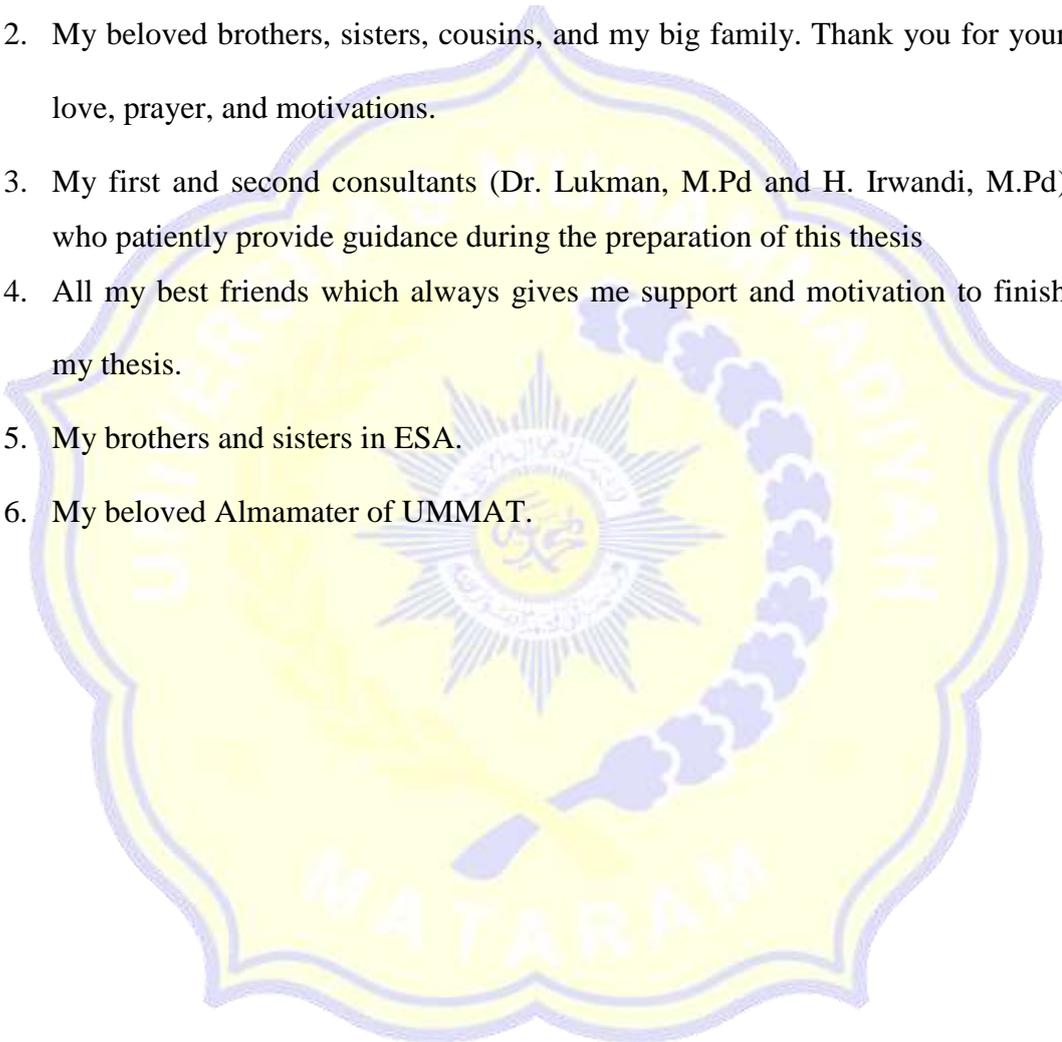
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DEDICATION

This thesis is dedicated to:

1. My beloved one and only Moom (Kartu), who gives prayer, love, support, and educated me without any reward. May Allah will give you heaven.
2. My beloved brothers, sisters, cousins, and my big family. Thank you for your love, prayer, and motivations.
3. My first and second consultants (Dr. Lukman, M.Pd and H. Irwandi, M.Pd) who patiently provide guidance during the preparation of this thesis
4. All my best friends which always gives me support and motivation to finish my thesis.
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6. My beloved Almamater of UMMAT.



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5. H. Irwandi, M.Pd as my second consultant who has given the correction, encouragement, knowledge and time for researcher.
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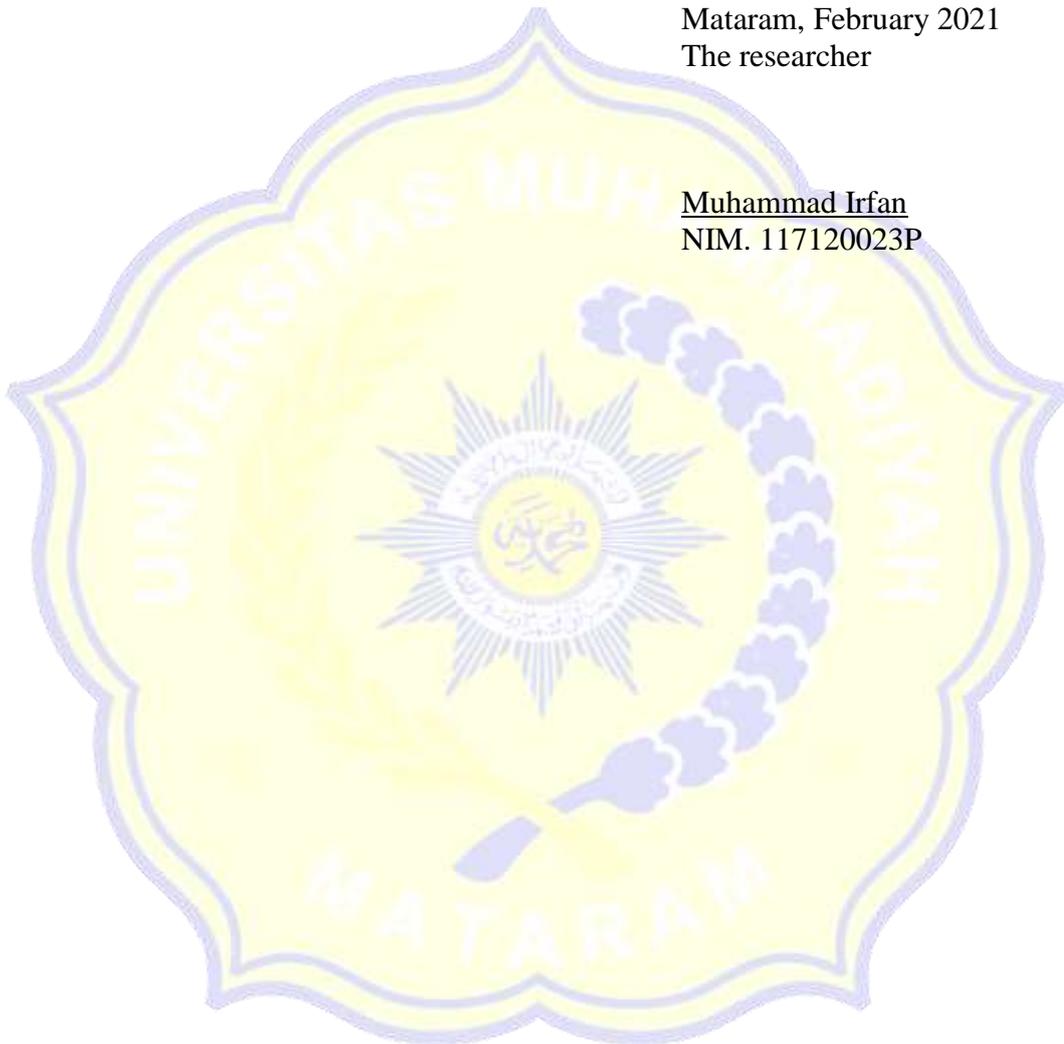
All of the students English Department Muhammadiyah University of Mataram who has help me to finish my Thesis.

Finally, the researcher realizes that this thesis is still far from being perfect because of the limitation of the knowledge and ability of the researcher.

Therefore, the researcher asks for suggestions and criticisms that are constructive for perfection and hopefully useful for us.

Mataram, February 2021
The researcher

Muhammad Irfan
NIM. 117120023P



ABSTRAK

Tujuan dari penelitian ini adalah untuk mempelajari kemampuan bahasa Inggris Mahasiswa Universitas Muhammadiyah Mataram tentang Kolokasi Bahasa Inggris. Tes kolokasi yang terdiri dari 50 item, berdasarkan tujuh pola strategi Lewis (2000), digunakan sebagai formulir Google. Hasil penelitian menunjukkan bahwa kemampuan siswa tergolong rendah dengan nilai siswa maksimal (82), nilai siswa minimal (18) dan nilai rata-rata (47). Temuan menunjukkan bahwa pola siswa dalam kolokasi kata benda + kata benda adalah (14%), diikuti oleh kata sifat + kata benda (16%), kata kerja + kata benda (14%), kata sifat + kata depan (14%), kata depan + verb (4%), verb + adverb (16%), dan adverb + adjective (14%), dan tingkat kolokasi tertinggi pada pola ketujuh adalah adjective + noun dan verb + adverb dengan nilai (16%).

Analisis kolokasi siswa dilakukan dan penjelasan yang masuk akal untuk percobaan. Ditemukan bahwa sumber pola kolokasi, misalnya, pengetahuan siswa yang terbatas tentang kolokasi (Nation, 1992; Howarth, 1998), penerapan strategi siswa untuk mentransfer kolokasi L1 ke L2 (Farghal dan Obiedat, 1995), efek menarik pola teks sumber (Baker, 1992), penerapan strategi sinonim siswa (Farghal dan Obiedat, 1995) dan pengetahuan terbatas siswa tentang kolokasi khusus budaya (Baker, 1992).

Kata kunci: Kemampuan kolokasi, pola kolokasi.

ABSTRACT

Muhammad Irfan, 2021. A Thesis “**An Analysis of English Department Students Collocation Ability at Muhammadiyah University of Mataram**”. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The objectives of this research were to study the ability of English Students at Muhammadiyah University of Mataram about English collocations. A collocation test comprising 50 items, based on seven patterns of Lewis (2000) strategy, was used as a Google form. The results revealed that the students' ability was low with maximum students Score (82), minimum students score (18) and mean (47). The findings revealed the students' patterns in noun + noun collocation is (14%), followed by adjective + noun (16%), verb + noun (14%), adjective + preposition (14%), preposition + verb (4%), verb + adverb (16%), and adverb + adjective (14%), and the highest level of Collocation on seventh patterns are adjective + noun and verb + adverb with (16%) value.

An analysis of the students' collocation was conducted and plausible explanations for the attempted. It was found that the sources of the collocation patterns were, for example, the students' limited knowledge of collocations (Nation, 1992; Howarth, 1998), the students' application of the strategy of transferring L1 to L2 collocations (Farghal and Obiedat, 1995), the engrossing effect of the source text patterning (Baker, 1992), the students' application of the strategy of synonymy (Farghal and Obiedat, 1995) and the students' limited knowledge of cultural-specific collocations (Baker, 1992).

Keywords: Collocation Ability, collocation patterns.

TABLE OF CONTENTS

TITLE PAGE	i
ACCEPTANCE	ii
APPROVAL SHEET	iii
STATEMENT OF AUTHORITY	iv
PLAGIARISM SHEET	v
PUBLICATION SHEET	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
ABSTRAK	xi
ABSTRACT	xii
TABLE OF CONTENTS	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Research Question.....	3
1.3 Purpose of the Study	4
1.4 Scope of the Study	4
1.5 Significance of the Study	4
1.6 Definition of the Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Definitions of Collocation.....	7
2.2 Characteristics and Classification of Collocations.....	9
2.2.1 Characteristics of Collocations	9
2.2.2 Classifications of Collocations.....	10
2.3 Teaching of Collocations	14
2.3.1 How to Teach Collocations.....	14

2.3.2	Encouraging Students to be aware of Collocation	18
2.3.3	Learners' Problems about Collocation.....	20
2.4	Review of Previous Studies	21
CHAPTER III RESEACH METHOD		24
3.1	Research Design.....	24
3.2	Population and Sample.....	24
3.3	Technique and Data Collection.....	25
3.4	Data Analysis	25
CHAPTER IV FINDINGS and DISCUSSION		27
4.1	The Informants' Ability in English Collocations.....	27
4.2	Analysis of Collocation and Plausible Explanations for the students about English Collocation.....	31
4.2.1	Noun + Noun Collocation	31
4.2.2	Adjective + Noun Collocation	35
4.2.3	Verb + Noun Collocation.....	37
4.2.4	Adjective + Preposition Collocation.....	40
4.2.5	Preposition + verb Collocation	41
4.2.6	Verb + Adverb Collocation.....	43
4.2.7	Adverb + Adjective Collocation	45
CHAPTER V CONCLUSION AND DISCUSSION		49
5.1	Conclusion	49
5.2	Discussion	50
BIBLIOGRAPHY		
APPENDIC		

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the research question, purpose of the study, the significance of the study, the scope of the study, the hypothesis of the study, and the definition of key terms

1.1. Background Of the Study

The significance of vocabulary learning has long been acknowledged, even if vocabulary is discussed independently from grammar and skills on sometimes (Deveci, 2004). Because "a language consists of grammaticalized lexis, not lexicalized grammar," vocabulary should be at the forefront of language learning (Lewis, 1993). It is commonly acknowledged that effective word choice might be more essential than grammatical structure in some cases (Hammer, 1991). If we don't have a large vocabulary, we won't be able to communicate properly (Hanks, 1987).

Collocations have proven to be a crucial component in the growth of L2 vocabulary. Nonetheless, vocabulary training has traditionally centered on learning the definitions and applications of a single word (Pongparoj and Mallilamas, 2005). Collocation understanding develops in parallel with vocabulary knowledge for learners (Bahns and Eldaw, 1993). For example, the term "understanding," which implies "knowledge of a subject, situation, or other thing," can be interchanged with words like "enhances comprehension," "improves comprehension," "full understanding," "excellent understanding," "deep understanding," and so on.

A person's language knowledge includes collocation patterns, and a native speaker's language knowledge includes an awareness of collocation patterns. To put it another way, knowing collocations is essential for language learning (Hanks, 1987). Collocation is the occurrence of words that come together more frequently than expected. Collocations are word combinations that occur spontaneously in native speakers' speech (Lewis, 2000). Because English collocations have specific characteristics that cause serious problems for both EFL/ESL learners and translators, (Dzierzanowska cited in Martynska, 1988) suggests that collocations should be emphasized in classroom teaching and that teachers should work hard to raise student awareness of collocations.

According to Hill (2000), when teaching collocation, EFL/ESL teachers should make pupils aware of collocations and urge them to remember them. They should assist students in noticing collocations. Writing and speaking skills, according to Hill, allow learners to practice collocations. As a result, learners were able to pick up the language more rapidly.

One of the most challenging difficulties for pupils is collocation. Collocation is a term that few people are aware of. Instead, they place a greater emphasis on grammar, and the grammar-translation method has played an important role in English instruction. In communications, mother-tongue interference is a major issue. Now we'll take a look at the lexical method. Lewis (1993) used the term "lexical approach" to express his belief that vocabulary should be the most essential component of English

instruction. The lexical method is based on the concept that “an important element of language learning is the ability to create lexical phrases as chunks, and that these chunks provide the raw data through which learners detect traditional grammatical patterns” (Lewis, 1993, p.1).

Collocations should be familiar to EFL/ESL university students when they first learned the English language in primary school. Collocations may have emerged spontaneously as a result of meeting a range of simple chunks like "to take a bath" and "to exercise," as well as more challenging chunks like "to go for good" or "to pass away." As a result, research into the ability of English students to employ collocations is fascinating. It's also a roundabout technique of encouraging pupils to notice that English collocations exist. If students wish to master the language or become native speakers, they must be able to use collocations effectively. If they weren't, they'd be aliens (James, 1998).

The researcher was curious in the amount of collocational skill of English students at Muhammadiyah University of Mataram.

1.2. Research Question

The research questions are formulated as follows:

1. How is the ability of English students at Muhammadiyah University of Mataram in using English collocation?
2. How are the patterns of collocation used by the students?

2. Practical

a. Students

The result of this study can be used as an example and input for students in English Department of Muhammadiyah University of Mataram. The result of this research was give significant contribution eir learning for students about English collocation which was benefit th .and practice for those to increase their ability

b. Teachers

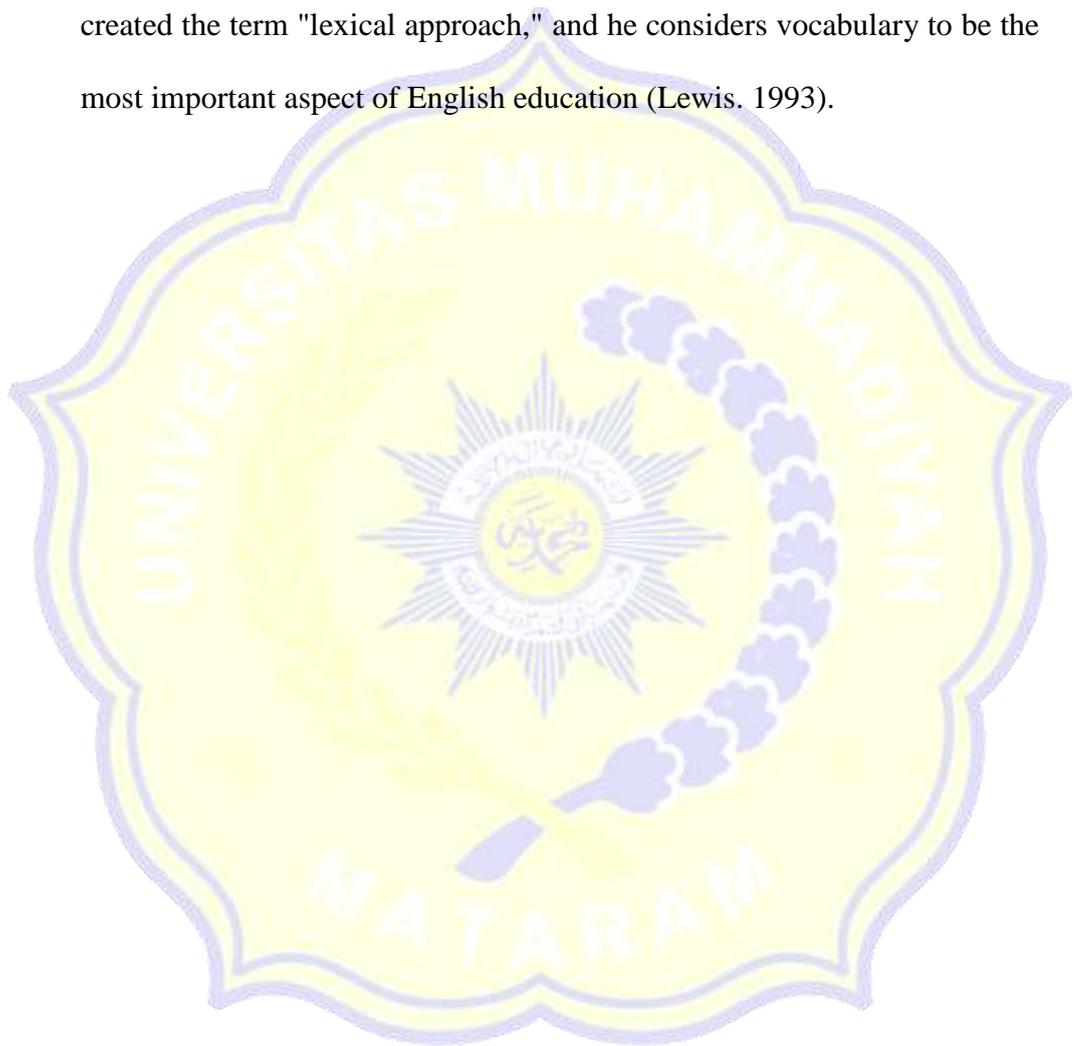
This study hopefully can be beneficial for lecturers, especially for those who teach vocabulary. The result of the study can provide the problem and solution on teaching vocabulary activities so that the objectives of the English teaching program especially vocabulary goals Can Be achieved. The study was direct teachers' attention to focus on collocation, and it was present useful ways for teachers to implicate a better understanding of the nature of English collocation.

1.6. Definition of the Key Terms

To avoid misunderstanding of the readers, the researcher defines some term related to this research, they are:

1. Learners' understanding of collocations grows in tandem with their vocabulary knowledge (Bahns and Eldaw, 1993). The occurrence of words that appear together more frequently than predicted is known as collocation. Collocations are naturally occurring word pairings used by native speakers (Lewis, 2000).

2. One of the most challenging difficulties for pupils is collocation ability. Collocation is a term that few people are aware of. Instead, they emphasize grammar, and the grammar-translation technique has played a significant role in English education. Mother-tongue interference is a key problem in communications. We'll look at the lexical approach next. He created the term "lexical approach," and he considers vocabulary to be the most important aspect of English education (Lewis, 1993).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents definitions of Collocation, Characteristic and Classification of Collocation, Teaching of Collocation, and Previous Studies

2.1 Collocation

Most linguists take a similar approach to the notion of collocation, with an emphasis on word co-occurrence. The term collocation comes from the Latin verb *collocare*, which meaning to arrange or place in order (Martynska, 2004). Collocation is defined by Firth (1957) as a syntagmatic concept. One of the definitions of night, for example, is that it is associated with dark, and dark, of course, collocates night. Collocation is defined by Sinclair (1991) as a regular combination of elements that occurs more frequently than their individual frequencies.

Collocations are defined by Celce (quoted by Martynska, 2004) as the co-occurrence of lexical elements that differ in frequency or acceptability. Habitual items, such as *recount a tale*, are referred to as habitual, whereas undesirable items, such as *powerful tea* instead of *strong drink*, are referred to as unacceptable.

Collocations are defined by Baker (1992) as the tendency for specific words to appear together often in a particular language. Lewis (1994) defines collocation as a subclass of multi-word objects composed of separate words that often appear together. A collocation, according to Hill (2000), is a

predictable combination of content terms, such as foot the bill and weather prediction.

Collocation, according to Woolard (2000), is "the co-occurrence of words that are statistically far more likely to appear together than random chance implies" (p.29). Furthermore, according to Nation (2001), collocation refers to a collection of words that come together, either because they frequently appear together, such as take a risk, or because the meaning of the group is not evident from the meaning of the parts, such as by the way or to take someone in (p.317).

Collocation is a method of mixing words in a language to generate natural-sounding speech and writing, according to the Oxford Collocations Dictionary (2002). In English, incorrect pairings like severe wind or heavy rain do not sound natural.

Finally, according to Benson and Ilson (quoted in Wei, 1999), collocations are arbitrary and unpredictable. Non-native speakers are unable to cope with them and must be accompanied. They have no way of knowing that when someone says in English, "I made an estimate," they are committing treason (but not commit treachery). In English, the words commit fraud and perpetrate fraud are interchangeable. Only the collocation commit suicide is possible; it is not feasible to say perpetuate suicide. One says to bake a cake, whereas the other says to cook pancakes (not bake pancakes) (p.258)

To summarize, Collocation is the occurrence of words or phrases that are typically found together.

2.2 Collocations Characteristics and Classification

2.2.1 Collocations Characteristics

Boonyasaquan (2005, p.11-13) collocations characteristics as follows:

1. Collocations are 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*.
2. Collocations consist of components that cannot be replaced by a synonym or word of similar meaning. For example:

John makes a cake; but not
John makes a pancake.

3. Collocations are binomials 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*.
4. Some collocations are predictable; for example, if a person hears a collocation *apply... and shrug... s/he automatically expects that for and shoulder was following respectively*.

Beekman and Callow (cited in Baker, 1992) indicate that the two main factors influencing the collocation range of an item are as follows:

1. A level of specificity: this means “the more general a word is, the broader its collocation range; the more specific it is and the more restricted its collocation range” (p.50). For example, the verb *bury* is likely to have much broader collocation 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, feeling and memories (p.50).

2. The number of senses an item has: this means most words have several senses and they tend to attract a different set of collocates for each sense (Baker, 1992). For example, in its sense of manage, the verb run collocates with words like company, institution, and business. Meanwhile, its sense of operate or provide, it collocates with words like service and course (Baker, 1992, p.50).

To recap, collocations usually have specific characteristics. Their frequent co-occurrences are observed and their collocates cannot to be altered.

2.2.2 Collocations Classifications

Collocations are classified similarly by linguists. There are two sorts of collocations, according to Mahmoud (2005): open and limited collocations.

1. Nodes that can cluster with a broad variety of other words, such as a red car, a tiny vehicle, an expensive automobile, and so on, are known as open collocations.
2. Restricted collocations are fixed or idiomatic clusters, such as kick the bucket, rain cats and dogs, and so on.

Similarly, Huang (2001) focuses solely on lexical collocations and follows Howarth's (1998) classification:

1. Free combinations: this type of collocation refers to a group of words whose meaning is derived from each element's literal meaning, such as blast a trumpet and blow a whistle.
2. Restricted collocations: these are employed in a more particular context and have a limited amount of collocates, such as blow a fuse.
3. Figurative idioms: this category refers to a metaphorical meaning that may be deduced from its literal interpretation in some way, such as blow your own horn.
4. Pure idioms: this category contains a single meaning that is completely independent of the meanings of its constituents, for example, blow the gaff, which means to expose a secret.

Hill (2000) categorizes collocations in the same way:

1. Fixed collocations: These are collocations that cannot be substituted by other terms, such as to foot the bill, to foot the invoice, or to foot the coffee, which is plainly incorrect.
2. Strong collocations: These collocations are powerful or extremely powerful, but they are not unique. Strong collocations usually have a limited number of collocates. Moved to tears or reduced to tears, for example.
3. Weak collocations: These collocations are made up of a number of word co-occurrences that are easily guessed, such as a white shirt, a red shirt, a green shirt, a long shirt, a tiny shirt, and so on.

4. Collocations of medium strength: These collocations have the same meaning that Lewis suggests (2000). They can occasionally be poor collocations like have a chat and make a mistake. Learners usually already know each individual word, such as hold and converse, but they can use them as a single item or as part of a collocation.

Meanwhile, Lewis (2000) divides collocations into the following categories:

1. Collocations with a small number of collocates are referred to as strong collocations. The majority of collocates are fixed, such as rotten butter or rancid oil.
2. Weak collocations: These are collocations with a broad range of collocates, such as long or short, cheap or costly, good or terrible.
3. Collocations of medium strength: they are words that always go together more frequently than weak collocations. Hold a meeting, do research, and so on are some instances.

Furthermore, Benson and Ilson (1986) split collocations into two types: grammatical collocations and lexical collocations. Content words: a noun, an adjective, or a verb plus a preposition or infinitive make up grammatical collocations. Lexical collocations, on the other hand, do not contain prepositions or infinitives. They are exclusively made up of content words.

Examples:

Grammatical collocations

<u>Pattern</u>	<u>Examples</u>
noun + preposition	blockade against
preposition + noun	by accident
verb + preposition	turn off
adjective + preposition	fond of

Lexical collocations

<u>Pattern</u>	<u>Examples</u>
noun + noun	traffic accident
verb + adverb	smile broadly
verb + noun	do homework
adjective + noun	difficult decision
adverb + adjective	sound asleep

Finally, Sinclair (1991) categorizes collocation into two groups:

1. Upward collocations: these are words that regularly collocate with other words that are more commonly used in English than they are, and the majority of them are prepositions, adverbs, conjunctions, and pronouns. For example, the term "back" is usually used in conjunction with other words such as "at," "down," "from," "into," "on," and so on.
2. Downward collocations are words that occur less frequently when combined with other words than when used alone and provide a semantic examination of a term. Arrive and bring, for example, are less commonly used in conjunction with other words than back.

Finally, there are a few different approaches to categorize collocations. The most common classes discovered are lexical and grammatical collocations, followed by unique, strong, and weak collocations.

2.3 Collocations Instruction

2.3.1 Collocations: How to Teach Them

Wei (1999) offers the following observations on how to teach collocations:

1. There are a huge number of collocations. There are tens of thousands of collocations, according to estimates. More than 100,000 collocations are included in Collins COBUILD English terms in use, for example. In the BBI Combinatory Dictionary of English, there are about 70,000 collocations classified under roughly 14,000 entries (Bahns, 1998). Collocations are obviously overly numerous, and there is no need for learners to memorize them all. Students' awareness of how words operate in conjunction with one another should be emphasized so that they can continue to develop their collocational competence after they leave the ESL class. A clear and unambiguous introduction is required to offer direction in the development of learners' awareness.
2. When teaching advanced ESL students collocations, the instructor should utilize the frequency guide to choose certain words that are commonly used by students. It may be required to pick the meanings after selecting the terms. For example, the term manage, which means

"to succeed in," appears more frequently than the verb "to be in charge of." The two meanings have separate collocations: the first is most commonly seen in the structure manage to do something, such as manage to finish the project on time. The latter is generally used in conjunction with a word that relates to a business, such as a store, a corporation, or a restaurant.

3. Select approaches, activities, and exercises that may be utilized to teach collocation successfully. Collocations can be taught in a variety of methods. The most beneficial are those that are interactive and provide learners with a challenge. The following are some of the activities and approaches that the teacher has found to be effective:
 - a. Peer correction is a student-centered method of providing immediate feedback and reinforcement. It facilitates the acquisition of collocations since students are in charge of exercises or exams and have several opportunities to reinforce what they have learned.
 - b. The instructor instructs pupils to construct sentences and has them record them in a notebook. Students begin by attempting the following procedures while composing sentences:
 1. Instructs students to read the collocations and instances of the words chosen by the teacher.
 2. Without looking at the sample, make a phrase using each word.
 3. Write their phrases on the board for the instructors and other students to remark on.

The exercises listed above are intended to increase students' understanding of collocation and its concepts. The student benefited in their ongoing vocabulary acquisition process.

Teachers should also pay attention to pronunciation, intonation, emphasis, and grammar when teaching collocation, according to Hill (2000). He provides the following list of things to consider while teaching collocations:

1. Make learners aware of the concept of collocation. Collocations must be learned in order to learn English, and detecting collocations is a crucial element in the learning process.
2. Collocations should be introduced as separate words by the teacher. When students go to higher levels and discover less frequent vocabulary, they must be made aware that some words are only used in a limited number of collocations. Learners must also be able to utilize new vocabulary items, which necessitates a thorough understanding of their collocation field and the contexts in which they are used.
3. Students should have a well-organized vocabulary notebook in which to record and preserve collocations. Students may arrange their notebook in a variety of ways, including grammatically, by common key words, by themes, and so on. Certain collocations can also be recorded under categories such as have, taken, do, or made.

When teaching collocations, teachers cannot overlook the importance of reading and listening abilities in helping students detect collocations. They can also practice collocations by using their writing and speaking talents.

Similarly, (Boonyasaquan 2005) made the following recommendations for collocation teaching:

1. Learners should be confident in their ability to employ collocations in their conversation. It is normal for EFL/ESL students to strive to communicate as fluently as a native speaker.
2. When students are learning English, encourage them to observe and be aware of collocations on a frequent basis. Teaching collocations may be broken down into four phases, according to Ying and Hendricks (2004). To begin, teach pupils what collocations are. Second, introduce resources for target collocations to enhance collocation awareness. Third, teach students how to notice and record collocations, as well as how to use the collocations they've learned in assignments. Finally, assess and provide feedback on students' work.
3. Decide which collocations you want to teach. Do not confuse students with complex idioms or independent collocations.
4. Encourage students to infer the meaning of an unfamiliar term based on context, and encourage them to seek up difficult words in dictionaries and pay attention to the examples offered.

5. In class, repeat and recycle the collocations to assist pupils remember them.
6. Have students correct each other's work.
7. Work in groups to share information and ask others to clarify unfamiliar terminology.
8. Provide a range of exercises for learners to reinforce learned collocations.
9. Advanced students should use linguistic corpora available on the internet.

When teaching new vocabulary, teachers should introduce a new word together with its frequent co-occurrences or collocates.

2.3.2 Encouraging Students to Be Collocation Aware

Language acquisition necessitates a thorough understanding of collocations. “Raising pupils' awareness of and improving their capacity to chunk language successfully” is a key component of language education (Lewis, 1993).

It is critical to teach pupils about collocations. On top of a slew of other issues, EFL/ESL students face mother-tongue interference when studying English as a foreign/second language. As a result, teachers should be aware of how to introduce collocations to their students. The following techniques have been offered by Conzett (quoted in Boonyasaquan, 2005):

1. Teach learners the definition of collocations if their competence isn't too limited.

2. If the relevance of collocation is not stressed in the ESL textbook, teachers should adapt the text by include collocation-related topics and exercises in their classroom activities.
3. Incorporate collocation into a relevant context while teaching it.
4. Ask follow-up questions to reinforce the collocations learnt and have them repeated to help learners remember them.
5. Vocabulary textbooks should be chosen by teachers so students can observe a variety of lexical elements that are connected to a single concept.
6. When students are reading, teachers should encourage them to look for collocations and have them compile a list of lexical terms and their collocates.
7. Teachers may present some related collocations to the topic in writing class and invite students to apply them in their writing.
8. Teachers should urge students to double-check their work for correctness and to utilize a collocation dictionary.

Deveci (2004) also believes that exercises might help students become more aware of collocations. The following are some of his recommendations:

1. Instruct students to highlight key passages in a text. Because more complicated chunks might confuse them, it's good to provide them a variety of chunks to seek for.

2. Small excerpts from published concordances can be utilized to investigate a word's probable surroundings. Ready-made concordances, on the other hand, are better suited to higher levels since they lack adequate context for lower-level learners to grasp the meaning without assistance.
3. After reading a book, learners might be given a collection of incomplete sentences from the text.
4. Learners discover pairs of collocations organized randomly after detecting collocations in a text.
5. In order to focus learners' attention to collocations, encourage them to seek for specific collocations in a dictionary.
6. Give students phrases in their original language and English equivalents, and ask them to match the phrases. This project was designed to show students how collocation concepts in English are not always generated in the same manner.

In conclusion, there are a variety of fascinating ways to teach collocation. It is the job of instructors to determine which approaches are most suited for their students. The main goal is to increase learners' knowledge of the significance of collocation.

2.3.3 Collocation Problems for Learners

Collocation problems, according to Deveci (2004), include:

1. Learners may experience intralingua issues. Instead of completing homework, individuals may inadvertently use the term "creating homework."

2. Learners' mother tongue language may have a negative transfer effect. Some Thai learners, for example, prefer to say close the light rather than turn it off.
3. Learners may search for generic collocation principles that do not apply to all collocations. They may, for example, overgeneralize collocation principles, such as the use of prepositions in phrasal verbs. They could believe that taking off your coat is the inverse of putting on your coat.
4. When students learn words through definitions, they have a lower likelihood of retaining them or utilizing acceptable collocations.
5. A learner may be unable to understand an idiom. Some English idioms, such as pouring cats and dogs, are incomprehensible to Thai English learners since the phrase does not exist in their culture.
6. When students read texts, collocations may go unnoticed as significant terms, obstructing their understanding of the material.

To summarize, ESL/EFL students struggle to produce accurate collocations for a variety of reasons. The greatest option is to take all language lessons seriously and teach and develop the students.

2.4 Previous Studies

Wei (1999) investigated how words are paired with one another. In his research, he discussed the many forms of collocation, common collocation errors made by ESL students, and instructional applications.

Huang (2001) looked at the understanding of English collocations among Taiwanese EFL students as well as the collocation mistakes they made.

The results showed that free combinations were the easiest to master, whereas pure idioms were the most difficult. On limited collocations and figurative idioms, they did approximately equally well. Negative L1 transfer was found to be a contributing factor in EFL learners' collocation mistakes.

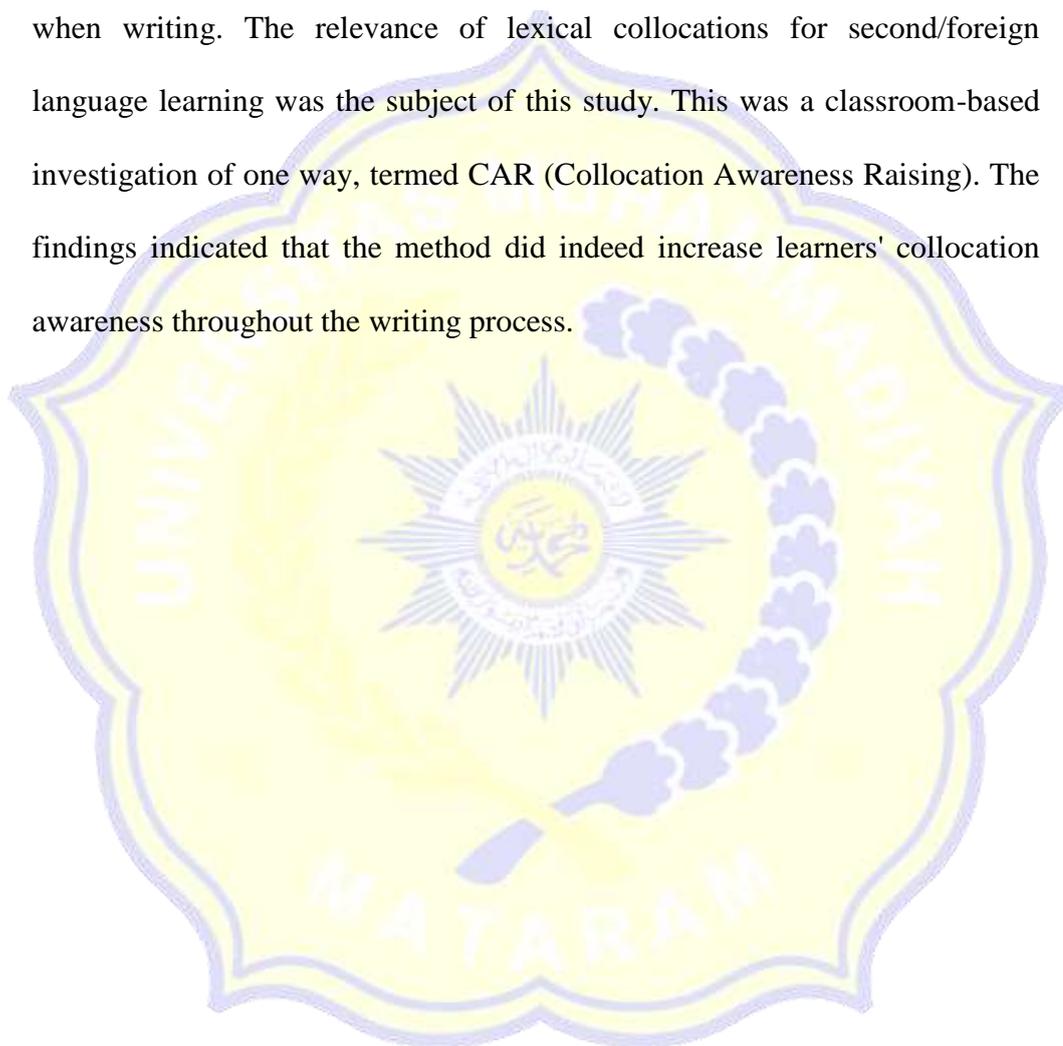
Nesselhauf (2003) investigated advanced English learners' usage of collocations and the consequences for instruction. This study reported on an exploratory study that looked at how advanced German-speaking English learners used verb-noun collocations in free written output. The ramifications of these findings for education, particularly the importance of L1-L2 distinctions, were explored.

Concordances in the EFL classroom: cognitive methods and collocation difficulties were examined by Sun and Wang (2003). Using a concordance, the researchers looked at the relative efficiency of inductive and deductive techniques to learning collocations. The results revealed that the inductive group outperformed the others by a substantial margin. In terms of collocation learning, the inductive group outperformed the deductive group. In the context of concordance learning, it was also discovered that simple collocations tended to be more appropriate.

Martynska (2004) also looked at the level of collocational competence among intermediate English language learners. The study demonstrated the extent to which students were aware of English collocations, as well as their various linguistic attitudes regarding the phenomena of collocation and its classification.

Deveci (2004) looked at the importance of collocations as well as how to teach them. This research looked at activities that were used to improve students' awareness of collocations as well as activities that were used to practice collocations.

Finally, Yang and Hendricks (2004) looked at collocation awareness when writing. The relevance of lexical collocations for second/foreign language learning was the subject of this study. This was a classroom-based investigation of one way, termed CAR (Collocation Awareness Raising). The findings indicated that the method did indeed increase learners' collocation awareness throughout the writing process.



CHAPTER III

RESEACH METHOD

This chapter gives information about research design, population and sample, technique and data collection, data analysis.

3.1 Research Design

The multiple choice exam format and study approach were utilized to assess the students' capacity to employ English collocations. According to Lewis (2000)'s approach, there were seven patterns of collocation in this study:

- | | | |
|----------------------------|------|----------------------|
| 1. adjective + noun | e.g. | a difficult decision |
| 2. verb + noun | e.g. | submit a report |
| 3. noun + noun | e.g. | a radio station |
| 4. verb + adverb | e.g. | apologize humbly |
| 5. adverb + adjective | e.g. | sound asleep |
| 6. adjective + preposition | e.g. | fond of |
| 7. verb + preposition | e.g. | turn off |

3.2 Population and Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2011: 81). Thus the sample is part of the population whose characteristics are to be investigated, and can represent the entire population so that the number is less than the population. Calculating the sample size using the Slovin technique according to Sugiyono, (2011: 87). This research uses the Slovin formula because in sampling, the number must

be representative so that the research results can be generalized and the calculation does not require a sample number table. So the sample range that can be taken from the Solvin technique is between 10% of the study population.

The population and sample of this study is English students at Muhammadiyah University of Mataram. From The total number of English students the researchers was take 60 students as samples consist of semesters.

3.3 Technique and Data Collection

1. The informants took the test at Muhammadiyah University of Mataram.
2. The researcher using test for instrument.
3. The type of the test is objective test and model test is multiple choices
4. The total of the test is 50.
5. The test had a one-hour time limit.
6. The instrument for the test is Google form.
7. The students' answers were graded, and the data gathered was evaluated to determine the test's ultimate outcome.

3.4 Data Analysis

- a. The data were analyzed and calculated in terms of percentage, applying the following formula:

$$\frac{S \times 100}{N}$$

S = Score of the Correct Answer

N = Total Number of the Test

- b. The data from multiple choices test were seen from which results and

patterns were the most wrong and correct one

- c. After the process of analysis the data from English students test finished, the researcher was make a conclusion from the result of the research.

