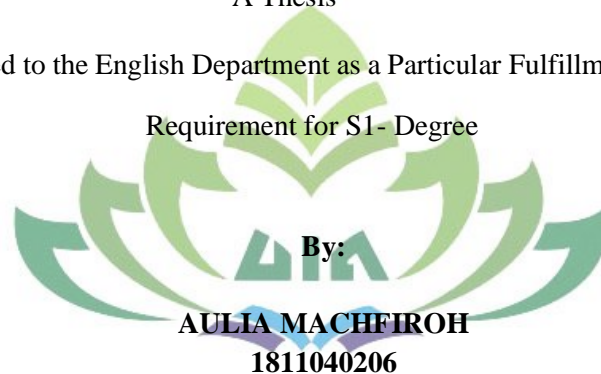


**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING
COLLOCATION ON ESSAY BY STUDENTS OF FOURTH
SEMESTER IN ENGLISH EDUCATION PROGRAM AT RADEN
INTAN STATE ISLAMIC UNIVERSITY IN THE ACADEMIC YEAR
OF 2021/2022**



A Thesis

Submitted to the English Department as a Particular Fulfillment of
Requirement for S1- Degree



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ABSTRACT

The aim of the research was to found out the problems encountered by the students in producing collocation on essay from four factors; idiom, intralingual or interlingual, mother tongue and speakers exprience.The second aim was to found out the types of collocation students frequently commit error.

Descriptive method was used to analyze the difficulties faced by the students in producing collocation. The subject of this research was students of Fourth Semester in English Education Program at Raden Intan State Islamic University in the academic year of 2021/2022 that consist of 5 students in academic year of 2021/2022. The data were gathered by questionnaire, task and interview.

The researcher found out the problems encountered by the students in producing collocation, there were students always use their mother tongue to match the translation, and there was a lack of time to speak English due to a lack of references about idioms, confusion distinguishing between several prepositions because they have the same meaning, students always use their mother tongue to match the translation. Then, the researcher found out the types of collocation that students frequently commit error there were noun + preposition, and adjective + noun were major error committed by one of lecturer students class of Fourth Semester in English Education Program at Raden Intan State Islamic University in the Academic year of 2021/2022.

Keywords: *Difficulties in collocation, writing collocation, types of collocation, essay writing descriptive research*





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Bandar Lampung,

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Declared by



MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ٥ إِنَّ مَعَ الْعُسْرِ يُسْرًا ٦ فَإِذَا فَرَغْتَ فَانصَبْ ٧ وَالْإِلَىٰ رَبِّكَ فَارْغَبْ ٨

Verily, along with every hardship is relief. Verily, along with every hardship is relief. So when you have finished (your occupation), devote yourself to Allah's worship. And to your Lord (Alone) turn (All your) intentions and hopes. (Q.S. Al- Insyirah: 5-8).¹



¹ Muhammad Muhsin Khan Muhammad Taqi-ud-Din Al-Hilali, *No Title* (King Fahd Complex for the Printing of the Holy Qur'an), 841.

DEDICATION

This graduating paper is dedicated to:

1. First of all, thanks to Allah SWT my lord almighty who has guided me to face everything in this extraordinary world.
2. My beloved parents, Mr. Ismail Mardon,ST and Mrs. Irdina for showing faith in me, pray for my succes also who always there for me whenever and everywhere. Thank you for all the motivation and support.
3. My beloved Almamater Raden Intan State Islamic University of Lampung, which has made me grown up and has contributed much for my self-development.



CURRICULUM VITAE

Aulia Machfiroh was born on January 13th, 2000 in Kedondong, Pesawaran. She famously called by her friends, Aulia or Aul. Aulia is the first daughter of Alm Mr. Efendi Daina and Mrs. Irdiana. She is the only child from this family.

In academic background, Dinda accomplished her formal education at SD Muhammadiyah Gisting 2006 and she graduated in 2012. In the same year, she continued her study in SMPN 01 Gisting and finished in 2015. Then she continued to SMAN 1 Talang Padang and graduated in 2018. After graduated from Senior High School, Aulia continued her study at at English Education Study Program of UIN Raden Intan Lampung in 2018.

In 2018, Aulia become vice specialist staff of Entrepreneur of ESA (English Students Association) Raden Intan State Islamic University of Lampung, and in 2020 she was selected to vice president of ESA 2020/2021. Aulia also joined the organization, Indonesian Islamic Student Movement, of teacher training faculty, of Raden Intan State Islamic University of Lampung since 2019.

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Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar Lampung,
The Writer

2022

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CHAPTER 1

INTRODUCTION

A. Title Confirmation

In this research, the researcher took the title **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING COLLOCATION ON ESSAY BY STUDENTS OF FOURTH SEMESTER IN ENGLISH EDUCATION PROGRAM AT RADEN INTAN STATE ISLAMIC UNIVERSITY IN THE ACADEMIC YEAR OF 2021/2022**. Meanwhile, to avoid misunderstandings during research it is necessary to describe terms in the title. So, here are explanations of the terms in the title:

According to Nasution, analyzing is a difficult task that necessitates a lot of effort. Analysis necessitates both creative and intellectual abilities. There is no one method that can be used to conduct the analysis, so each researcher must find a method that he believes is appropriate for the nature of his research. Different researchers can classify the same material differently.¹ On this terms of the title researcher will analyze students' difficulties of collocation and find the appropriate method and material.

Students' struggles with word/sound associations hampered their capacity to encode and decode word/sound pairs and indicated a breakdown in foreign learner learning's early phases.² Henry as cited in Ganschow, Krug, Shafer, et al. in Wold stated that highlighted the significance of phonological and orthographic knowledge in learning FLs and discovered that students find it challenging to learn a FL when they find it difficult to quickly learn word/sound paired relationships.³

Based on Sinclair, the occurrence of two or more words within a short space of each other in a text is called collocation, the usual quantity of proximity is a maximum of four words intervening. Collocations can be important in the lexical structure of the language because of being frequently repeated or can be dramatic and interesting because unexpected.⁴

According to Alice and Oshima, essay writing is a short piece of writing which is quite often written from an author's personal point of view. Essays can consist of a number of elements, including: literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author.⁵

English education program is a program study in teaching and learning faculty of raden intan state islamic university which has been in operation since 2006 until now. In this case, the researcher will collect samples of fourth semester English education department students because the sample has indeed recently learned about collocation in the previous semester.

From these explanations it can be concluded that the title of the thesis about An Analysis Student's Difficulties in Using Collocation on Essay by Students of Fourth Semester in English Education Program is to analyze what types collocation and what the difficulties are faced on essay

¹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, edisi 27, (Bandung: Alfabeta, 2018), 334.

² James B. Wold, "Difficulties in Learning English as A Second or Foreign Language", (Thesis, Colorado: Regis University, 2006): 16.

³ *Ibid.*

⁴ Agus Makmur, "The analysis of collocation in the novel "The Lost Symbol" By and Brown", (Thesis, Cirebon: Nurjati State Institute, 2015): 3.

⁵ Oshima and Hogue, *Writing Academic English*, 4th edition, (USA: Longman, 1999), 56.

writing by the fourth semester college student. The research aim is to know how students can learn and develop essay writing style, particularly collocation.

B. Background of the Problem

Language is one of the factors that can influence a person's understanding of something. In English, to get comprehension must meet the language culture that develops in the area of the original language. Therefore, an (EFL) English Foreign Learner needs a deeper understanding to study the linguistic structure that develops.

English teachers have put more attention when giving material about sentences to reflect good sentences of their students. A good sentence demonstrates that the teacher's teaching on writing skills was successfully implemented. English has four skills, according to Sharma and Rachna Puri, language is essential for expression and complex expertise that is built on four key skills, they are listening, speaking, reading, and writing.⁶

Writing is a demonstrative classroom method process. It prepares a student to express ideas with cohesion and coherence and to gradually learn to calculate his refinement. This assists the writer in improving their command of lexicon and form, as well as brushing up on other language skills. The foundation of writing an article is the creation of sentences.⁷ The better the writer's writing with variability, with all the variations, the better the writing will be. The harmony of word-for-word relationships that appear in accordance with English writing can be learned through collocation. But unfortunately most students still get confused when they are dealing with collocation. They thought that all elements of English speaking, writing and listening have to be focused on the words that suit each other. In fact, collocation is needed to help writing styles of the writer so that the language used is more effective and efficient. In the aspect of language it called the concept of collocation.

Knowledge of collocations is important for EFL (English Foreign Learners), especially for college-bound advanced learners, and that predictable collocations should be taught to them. Having good ability in using collocation can improve students in English speaking and writing. Furthermore, according to Bee's article, students who have good sentences on their collocation can help other students find errors in their sentences; better collocation demonstrates a higher level of English use; use collocation to make your English sound like a native speaker.⁸

English language learners frequently come across writings that contain collocation without our knowledge or that are purposefully used to add style to English writing. However, EFL frequently overlook the fact that collocation has its own structure to establish, resulting in a cascade of errors that are unaware of. Because EFL does not use the language of its own country, it is natural for it to make mistakes when writing in a foreign language; therefore, the purpose of writing is the reason why it must use English and add style when writing in a foreign language. If our foreign language is deemed capable of writing, the work will undoubtedly be judged more favorably by others, resulting in an increase in the number of readers. That's why I want to discuss collocation on this research.

Moreover, the nature of collocation itself has been tried to be defined by some experts. Some say that collocations are lexical phenomena with linguistic and lexicographic significance, as well as

⁶ Chitra Sharma and Shaifali Rachna Puri, "The Importance of Four Basic Skills in Learning English", *The Genesis*, vol. 7, no. 4, (2020): 34, DOI: <http://doi.org/10.47211/tg.2020.v07i04.007>

⁷ *Ibid.*

⁸ Bella Gayatri, "An Analysis of Collocation in Hillary Clinton's Speech", (Thesis, Medan: University of Sumatera Utara, 2018), 2.

utility in statistical natural paradigms.⁹ This statement is proposed by McKeown and Radev. They also added that collocations are word pairs or phrases that are frequently used in speech but do not follow any general syntactic or semantic rules.¹⁰ Then there is also given the definition of collocation that focuses on its appearance. Guven, Atakan Kubilay, and Yasemin Kubilay they said that collocations are distinguished from other types of unions and are listed in the order in which they appear in the text.¹¹ Also an easy definition of collocation is given by Dardane Bojaxhi said that collocations are viewed as word combinations (connections) formed in syntactic and semantic harmony.¹² From the ideas above it can be inferred that collocation is a word pair or group of words that appear and when it combined sounds natural.

The problem is that non-native speakers like us often translate words from our mother tongue into English that sound unnatural (weird, stiff, or never exist in English). As we know the structure of the language in Indonesian is different from English, for example, in a sentence *membuat kesalahan* when translated into English it should be "do the mistake" but in English there is something called the concept of collocation so one should follow the rules of translation from Indonesian into English *membuat kesalahan* "do the mistake" is changed to "make a mistake". Public opinion often thinks that the translation of the word *membuat* as "do/did/done". Even though "a mistake" is always paired with "make/made". So do not say "I *did* mistake in dictation" but say "I *made* a mistake in dictation". Another error that often occurs when the translation of *membutuhkan waktu* word *membutuhkan* translates as "need". Even though the time needed in English "take/took/taken" is used. So do not say "I will *need* an hour to do that" but say "It will *take* an hour to do that". This also often happens to students majoring in English education who should already understand and be able to match word for word in English. The researcher's own experience when the process of teaching and learning activities in the classroom, students when making presentations often use the word "attention". For those who do not know the collocation of "attention" which if translated means *perhatian*, then interpreted *memberi perhatian* to translate *memberi* is "give/gave/given". Also definitely the word "pay" as *membayar*. So if the words are translated interpretly, it becomes an error. Do not say "We must *give* more attention to him" but say "We must *pay* more attention to him".

As discussed above, some words in English have word pairs that cannot be contested anymore. The word is composed of a predetermined part of speech as well. It turns out that someone arranged the words so that they become word pairs that sound natural. In the sentence "pay attention" that compose the sentence is a verb and a noun. Verb + noun is a combination that results from the type of lexical collocation. Their transfer should be the commonest equivalent in target language. Thus principally, fixed phrases of all types come under the general umbrella of collocation. Based on Benson, there were several types of collocation. Collocation is commonly divided into lexical collocation and grammatical collocation.¹³ It will be discussed further in this study.

The collocation will be evaluated using essays written by Raden Intan State Islamic University English Education Program students. The essay was chosen because college students should already be capable of making collocations. However, advanced learners continue to make mistakes that should not exist. It is natural for errors to occur because, as an EFL who does not speak English, the English produced by EFL does not sound natural. As stated previously, better collocation

⁹ Kathleen R. McKeown and Dragomir R. Radev, "Collocations", *Handbook of Natural Language Processing*, vol. 1, no. 23, (2000): 2.

¹⁰ *Ibid.*

¹¹ Guven, Ibrahim Atakan Kubilay, and Yasemin Kubilay, "The Study of "Oath, War and Loot" Concepts in Seyitbek Epos Regarding Collocation with Computational Linguistics Methods", (2021): 3.

¹² Dardane Bojaxhi, "Theoretical Overview of the Structure and Development of Collocations", *Turkophone*, vol. 8, no. 1, (2021): 1.

¹³ Benson, Morton, et.al, *The BBI Combinatory Dictionary of English: Your Guide to Collocations and Grammar (Third Edition)*, (Amsterdam/Philadelphia: Jhon Benjamin Publishing Company, 2010), xix-xxx.

demonstrates a higher level of English use and makes English sound like a native speaker. Good writing results will be valued more and will pique the interest of readers from all over the world, not just their own country. As a result, this study will discuss what makes it difficult for college students in the English Education Program to produce collocations and what types of collocations do students frequently commit errors.

C. Focus and Subfocus of the research

Based on the problem, it is necessary to focus on the problem discussed in the research.

1. Research Focus

As stated in the background of the problem above, the researcher focuses on analyzing the students' difficulties in using collocation on essay by the one of lecturer class of fourth-semester students of the English Education Department at Islamic State University of Raden Intan Lampung in the academic year of 2021/2022 who takes essay writing.

2. Research sub-focus

To know the types of collocation which makes it difficult for students.

D. Formulation of the Problem

The problem that the writer found is students less attention to their writing usage of English. Even though this research will be conducted on advanced learners in this case college students, they have not used collocation as their style of writing. They are still affected by their mother tongue instead. The problem of the research can be formulated as follows: "What are the difficulties to produce collocation?" and "What types of collocations do students frequently commit errors?"

E. Objective of the Research

In line with the problem formulation above, so the objectives of this research are as follows: "To find out the difficulties faced by students' in identifying collocation on essay" and "To know what types of collocations do students frequently commit errors".

F. Significance of the Research

The findings of this research are expected to give contribution theoretically and practically.

1. Theoretically

This research will contribute as an additional knowledge to the other researcher who will analyze collocation. This research also used to complete the previous research theories of collocation.

2. Practically

- a. English learners as foreign language learners (EFL), this research can enrich English learner's knowledge about collocation types and in writing skill actually in essay form as the media.
- b. English teachers, the findings are expected to give information about collocation, so that English teachers can use it to teach their students in analyzing literary works. The teacher not only concern grammatically form in teaching English, but also concern in the context.
- c. Other researchers, this research can give general knowledge of how to analyze the students' difficulties collocation on essay. This research also can be used as a reference for the next researcher.
- d. The reader, the relation to the field of literature, the researcher expects this study can increase the reader's knowledge about collocation. The readers can learn the way how to understand about the students' difficulties on collocation based on the context in written form actually in essay.

- e. For university, this research can be utilized as a source of information for Raden Intan State Islamic University students who want to conduct more in-depth research on collocation.

G. Relevance Researches

There are a number of researchers who conducted similar research some of them are as follows:

Van Lanh Le, Thi Bao Dung Dang, and Dao Nguyen in his thesis entitled “Difficulties in Understanding and Applying Collocations in Writing of English-Majored Juniors at A University in the Mekong Delta, Vietnam” states her study aims to find out some difficulties in learning collocations. The Result of the study is learners’ difficulties consisting in vocabulary, recognizing collocation in the specific contexts, guessing meaning, and putting collocations in the appropriate situations.

Endang Lestariana in her journal entitled “An Analysis of Translating Collocation Problem on Undergraduate Thesis Abstract of The English Education Study Program” state their research aims to investigate the students’ translating collocation problem. The result of this research is the Indonesian collocation was translated into English collocation on undergraduate thesis abstract consisted of the incorrect collocation 74.45% and correct collocation 25.55%. There were two types of incorrect collocation namely lexical collocation 89.01% and grammatical collocation 10.99%. Moreover, problems that were faced by the student in translating collocation were caused by approximation, ignorance of the rule restriction, overgeneralization, interlingual transfer, false concept of hypothesized, the use of synonym, word coinage and the meaning of lexical item.

Hamdi, Amri Isyam, Fitrawati in their journal entitled “An Analysis of the use collocation in students writing” state their research to describe the use of collocation in essay writing in three to five-paragraph. The result of this research is the use of verbs + noun and adjective + noun collocation writing essays three to five-paragraph was not a major problem for students. The use of adjective+noun collocations in writing was classified as excellent. The use of verb + noun was classified as good.

After reading and understanding the related research, the researcher found that the problems still remain for students. There are some similarities and differences between the research that has been done and the research that is being carried out. It motivates the researcher to conduct similar research by updating previous studies. The researcher will focus on the types of grammatical collocation and the difficulty of producing the collocation on their essay. The researcher focuses on students’ ability to produce collocation of the fourth semester English Education Students at Raden Intan State Islamic University Lampung because no research discusses collocation on essays in the English Education Department of Raden Intan State Islamic University.

H. Research Methodology

1. Research Design

According to Cresswell, a research design is a plan and procedure for conducting research that includes a review of opinions for data collection and analysis methods.¹⁴ Quantitative and qualitative research designs are some of the research designs. Qualitative research aims to gain a general understanding of social reality from the participants' perspective. This research presented qualitative research as Hancock explained that qualitative research is concerned with developing

¹⁴John W. Cresswell. *Research Design*. (Los Angeles: SAGE, 2009), 3.

explanations of social phenomena. It described social phenomena as they occur naturally.¹⁵ As can be seen, qualitative research will describe the phenomenon that occurs naturally and present it based on the data.

In this research, the researcher used a descriptive qualitative research design. This method used because the data produced and took in the form of words rather than numbers. It means that the qualitative method is analyzing descriptive data that are used as documentation in this research, by using this qualitative method, the writer felt easy to analyze the object. It was used to describe a student's ability to recognize collocation words while writing an essay. This research is designed to analyze the collocation on the objective of the study.

It means that, descriptive research does not only involve data collection, but descriptive research also involves classifying, analyzing, comparing, and measuring data in research. Based on the explanation above, the researcher concludes that the descriptive method is a type of research that describes a situation, or phenomenon that is currently happening in the field.

2. Research Instrument

Instrument is very important in the research. The researcher is a key-data collection instrument in qualitative research. In qualitative research, the research instrument or tool is the researcher himself.¹⁶ Because the researcher is the instrument itself. Data collection is done by triangulation. According to Sugiyono, triangulation data collection techniques are defined as data collection techniques that combine various data collection techniques and existing data sources.¹⁷

In this research, the researcher used three instruments, namely: task, questionnaire and interview. There are some kinds of technique of collecting data, such as interview, observation, questionnaire, documentation and task.¹⁸ Task may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means seeing the student's performance the language.¹⁹ The writer will take the data of this study by using a task to support the source of data. The task is essay writing task. The main tasks questions were essay writing task that related to the students study program. They are used to know the aspects of writing and measure the result of students' collocation mastery that makes them had problem in learning collocation.

The questionnaire used to get the data by submitting a written question to the respondent. The researcher found the data based on several theories to get the data about the factors that influence students in learning speaking skills. Then, the researcher distributed questionnaires to students online and asked students to answer several questions from the researcher. The researcher used an offline questionnaire because the fourth-semester students of the English Education Department at Islamic State University of Raden Intan Lampung. Next, in the questionnaire on difficulties in writing collocation on essay, the researcher took the theory from several expert, they are Yang and Hendrick in Boonyasaquan, Carl James, Li-sw Huang, Muhammad Badea Hamed, Ronald Carter about difficulties in producing collocation.

The interview used to get the data by asked some question to the interviewee about students difficulties in producing collocation. The researcher took the theory from several expert, they are Yang and Hendrick in Boonyasaquan, Carl James, Li-sw Huang, Muhammad Badea Hamed, Ronald Carter about difficulties in producing collocation.

¹⁵ Beverley Hancock, *An Introduction to Qualitative Research* (Britain: Trent Focus, 1998), 2.

¹⁶ Sugiyono, *Metode Penelitian Pendidikan...*, 305.

¹⁷ *Ibid.*, 330.

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), 193.

¹⁹ J.B. Heaton. *Language Tasking*. (San Francisco: Longman, 1987), 1.

3. Research Subject

In this research, the subject were the fourth-semester student of the English Education Department at Islamic State University of Raden Intan Lampung in academic year of 2021/2022, who takes essay writing subject. There are seven classes, which consisting 138 students, who takes essay writing as a subject of the research. The reason is that the students in the academic year of 2021/2022 learned writing subjects from the first semester until the third semester, and in the fourth semester, it is their last essay writing before they are going to take academic writing subject. In this research, the researcher used the purposive sampling technique. According to Arikunto, purposive sampling is used due to time constraints and findings.²⁰ Purposive sampling is the sampling procedure most often used in qualitative research. Purposive sampling is when the researcher identifies key informants: persons with specific knowledge about the investigated topic.²¹

The researcher took classes from one of lecturer which consisted four classes of the fourth-semester students of the English Education Department at Islamic State University of Raden Intan Lampung in the academic year of 2021/2022, because researchers have easier access to data in these classes, whereas researchers do not have access to conduct research in other classes. Therefore, their writing problems can be analyzed. Thus, the data obtained several students in each class.

Arikunto said that if the populations are less than 100 people, we should take all of the population as a sample, but if the populations are more than 100 people, it will taken from population 10%-15% or 20%-25% or more used as the sample.²² As a result, the researcher will take a 20%-25% sample from 138 students. The researcher took several students based on those who do not passed the essay writing subject in the fourth semester and got the lowest score. Thus, the lowest score that the researcher needs as a research subjectif that the class of students who got a final score mostly of D (quality score 1,00) and E (quality score 0,00). The researcher's consideration of taking a 20%-25% sample from 138 students is to limit the sample to this research. Thus, the consideration of taking students who got a final score of D and E are the students have studied writing subject from the first semester to the third semester. Therefore, the students' writing skills can be analyzed to determine the factors that influence them to learn writing skills and the supporting and inhibiting factors.

4. Data Collecting Technique

The data collecting technique is one important step of research and the first main step in research. Data collection is the process of identifying and collecting information carried out by researchers, in accordance with research objectives.²³ Collecting data is the main activity in every research. It means that the first step in analyzing students difficulties is identifying and collecting information. In collecting data, the researcher used the following technique: To get the relevant data, the study used some techniques of data collection, they were: task, questionnaire and interview as follows:

²⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu...*, 183.

²¹ Marguerite G. Ladico, *Methods in Educational Research: From Theory to Practice* (San Fransisco: Jassey- Bass, 2006), 140.

²² Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik...*, 112.

²³ M.E Winarno, *Metodologi Penelitian dalam Pendidikan Jasmani*, (Malang: IKIP Malang, 2013), 143.

a. Task

According to Arikunto Task is a set of questions or exercises, and other instrument that is used to measure skill, knowledge, intelligence, ability or talent of individual or group.²⁴ Task may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means seeing the student's performance the language.²⁵ The writer took the data of this study by using a task to support the source of data. The task is essay writing task. The main tasks questions were essay writing task that related to the students study program. They are used to know the aspects of writing and measure the result of students' collocation mastery that makes them had problem in learning collocation. The researcher come to the class and give piece of paper for students and asked students to make an essay that including at least 3 kinds of collocation for about 30 minutes.

Name:

NPM:

Time allocation: 30 minutes

Instruction: Make at least 3 paragraphs that include collocation on it (In one paragraph consist of at least 3 kinds of collocation).

b. Questionnaires

In this research, the researcher used questionnaires to collect data of students' difficulties in writing on essay and the questionnaire about the students' difficulties in using collocation. The questionnaire about the students' difficulties in writing collocation adapted from several expert they are Carter, Yang and Hendrick, Carl James, Li-sw Huang, Muhammad Badea Hamed. The researcher used a questionnaire because the questionnaire can reach many respondents, then the researcher collects information from them through the questions asked by the researcher which are then answered by the respondent and analyzed by the researcher. A questionnaire is simply a list of mimeographed or printed questions that are completed by or for a respondent to give his opinion.²⁶ In this research, researcher used multiple choices as the format of the questions. The questionnaire that researcher used is adapted from several expert consist of 10 questionnaire which divided into 4 groups of problems: idiom, collocation's components, intralingual and interlingual, native language interference, less experience. Questionnaire is assigned to up to five students as a sample.

- 1) Idiom consist of 2 questions about idiom that might be encountered by students related to students perceptions concerning the difficulties in producing collocation and ability to succeed in writing.
 - a) The first question was asking the students about students perceptions when they understand the meaning of an idiom.
 - b) The second question was asking the students opinion about can students were able to differentiate which idiom right beetwen two idiom was showed .
- 2) Intralingual or interlingual consist of 3 questions about difficulties that might be encountered by students related to fixed phrase in a word.
 - a) The first question was asking the students difficulties in inserting a correct

²⁴ Arikunto, *Prosedur Penelitian: Suatu Pendekatan...*, 193.

²⁵ J.B. Heaton. *Language Tasking...*, 1.

²⁶ S Roopa, MS Rani, Questionnaire Designing for a Survey, *The Journal of Indian Orthodontic Society*, vol. 46, no. 4, (2017): 273.

- preposition into a phrase.
- b) The second question was asking the students difficulties in translating L2 to L1 in a correct reposition into a phrase.
 - c) The third question was asking about the students difficulties in guessing which is right beetwen two phrases that included preposition.
- 3) Mother tongue consist of 2 questios about difficulties that might be encountered by students related to native language inteferance in writing.
- a) The first question was asking the students difficulties in translating phrase which used different word to the L2.
 - b) The second question was asking about students difficulties in using the correct word to translate phrase in L2.
- 4) Less experience consist of 3 questions about difficulties that might be encountered by students related to the intuitive the speaker in making correct collocation.
- a) The first question was asking the students difficulties in using beetwen two verb in a phrase.
 - b) The second question was asking the students difficulties in using beewen two phrase that commonly utilized in students daily activity,.
 - c) The third question was asking the students difficulties in making phrase in creating a particular type of collocation phrase.

Table 1.1
Questionnaire guideline of students' difficulties in producing collocation.
Questionnaire guideline of students

No	Aspect	Indicators	Number of Question
1.	Idiom	Students usually do not understand terms or idioms in English because they do not exist in their first language. Idiom is a string of words whose meaning cannot be interpreted literally but represents an implied expression. For example <i>it is raining cats and dog</i> (hujan lebat). Furthermore, idioms cannot be replaced with synonyms, such as <i>hit</i> the books (learn) with <i>punch</i> the book.	1,2
2.	Intralingual problems	Students have a lower ability to translate from L1 (Bahasa) to L2 (English) because the students remove or put inappropriate words in the form of sentences. For example (tunggu saya) instead of <i>wait for me</i> , they might incorrectly use <i>wait me</i> .	3,4,5

3.	Mother tongue	The students are still affected with their mother tongue. Mother tongue is the first language learned by a person. For example (marah kepada) instead of <i>angry with</i> they might use wrong preposition <i>angry to</i> .	6,7
4.	Less experience	Students are assessed to have less practical experience, which affects their ability to use collocation-based word combinations. For example, Students frequently use the phrase "make my homework" instead of "do my homework."	8,9,10

c. Interview

In this research, the researcher used interview to collect data of students' difficulties in using collocation on essay. Interview is usually called as interviews or tongue questionnaires that dialogue conducted by the interviewer to obtain the information from the interview.²⁷ According to Esterberg in Sugiyono's book with the title *-Metode Penelitian Pendidikan* divided interview into three types :

1) Structured Interview

A structured interview was used as a data collection technique if the researcher knows what information wants to get. In conducting interview, the researcher has prepared interviews in the form of written questions.

2) Semistructured Interview

Semistructured interview are interviews to find problems more openly, where respondents are asked for their opinions and ideas.

3) Unstructured Interview

Unstructured interviews are free interviews which do not used interview guidelines that are arranged systematically.²⁸

In this research, the researcher used structured interview to obtain information from several students about the difficulties faced by students in producing collocation. With this structured interview, the researcher can prepare questions and ask the same questions, then the researcher used writing notes. The researcher adapted interview from Benson.

²⁷ M.E Winarno, *Metodologi Penelitian Dalam Pendidikan Jasmani* (Semarang: IKIP Malang, 2013): 143.

²⁸ Sugiyono, *Metode Penelitian Pendidikan...*, 319.

Table 1.2
Interview guideline of students' difficulties in producing collocation.
Interview guideline of students

No	Aspect	Indicators	No. Item
1.	Idiom	Students usually do not understand terms or idioms in English because they do not exist in their first language. Idiom is a string of words whose meaning cannot be interpreted literally but represents an implied expression. For example <i>it is raining cats and dog</i> (hujan lebat). Furthermore, idioms cannot be replaced with synonyms, such as <i>hit</i> the books (learn) with <i>punch</i> the book.	1,2
2.	Intralingual problems	Students have a lower ability to translate from L1 (Bahasa) to L2 (English) because the students remove or put inappropriate words in the form of sentences. For example (tunggu saya) instead of <i>wait for me</i> , they might incorrectly use <i>wait me</i> .	3,4
3.	Mother tongue	The students are still affected with their mother tongue. Mother tongue is the first language learned by a person. For example (marah kepada) instead of <i>angry with</i> they might use wrong preposition <i>angry to</i> .	5
4.	Less experience	Students are assessed to have less practical experience, which affects their ability to use collocation-based word combinations. For example, Students frequently use the phrase "make my homework" instead of "do my homework."	6

5. Trustworthiness of the Data

According to Lincoln and Guba, the trustworthiness of a research study is critical in determining its worth.²⁹ Lincoln and Guba explain that trustworthiness involves establishing:

a. Credibility

Credibility is similar to internal validity in positivist research, confidence in the 'truth' of the findings.

b. Transferability

Transferability shows that the findings have applicability in other contexts. Transferability is in preference to external validity/generalizability in the positivist paradigm.

c. Dependability

Is in preference to reliability in positivist approach, show the findings are consistent and could be repeated.

d. Confirmability

Confirmability is in preference to objectivity. Confirmability can be seen as a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest.³⁰

The trustworthiness of the data analysis result is necessary to reduce the researcher's biases and prejudices. In this study, the researcher will use triangulation to check the trustworthiness of the data analysis. Triangulation is the process of strengthening the findings by cross-checking information. Miles and Huberman explain that triangulation identifies several types, including (1) triangulation of data source, (2) investigator triangulation, (3) theory triangulation, and (4) methodological triangulation.³¹ In this research, the researcher used investigator triangulation.

In investigator triangulation method as data validation by utilizing several subjects (such as lecturers who are expert in the field of essay writing and collocation, teachers, and colleagues) to ask for opinions and validate the validity of the results of the research data. Then after the researcher knew the perspective of each subject on the research data, the researcher drew conclusions that produced valid data results. The data validation sheet was used as a data validation tool for the validator in this study, the subject who checked after the analysis was carried out by the researcher and validated the results of the analysis in this study was Mrs. Nurul Puspita, M.Pd namely as the validator who is an expert in the field of collocation and essay writing. Besides used an expert to validate the data, the researcher used a dictionary of collocation. This dictionary consists of offline and online version, the offline is a pdf dictionary namely Oxford Collocation and the online is the dictionary application namely Oxford Collocation and Thesaurus Collocation which is available in playstore from mobile phone.

6. Research Procedure

The procedure of the research as follows:

- a. Found the students' sample. The students' sample is fourth-semester students in English Education Program at State Islamic Raden Intan University in the academic year of 2021/2022, then asked to the lecturer who taught the essay writing subject.
- b. After asked to the lecturer in the class who taught essay writing, the researcher then asked the students to fill out the sheet of a task.
- c. After gave the task, the researcher conducted questionnaire and interview about students' difficulties on producing collocation.

²⁹Satyendra, "Establishing Reliability and Validity in Qualitative Inquiry: A Critical Examination" Establishing-Reliability-and-Validity-in-Qualitative-Inquiry-A-Critical-Examination, Vol. 12 No. 1 (2014): 5746.

³⁰ *Ibid*, 5747.

³¹ Miles and Huberman, *Qualitative Data Analysis (second edition)*, (Sage Publications: New Delhi, 1994), 267.

- d. Analyzed the notes of task, questionnaire and interview then making the report of the research.

7. Data Analysis

Method of analysing data is an effort made to classify, categorize of data and for grouping/ synchronize the data must be based on what the objectives of the study. Sugiyono stated data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing, compiling into patterns, and deciding which ones are important and which are not.³² Miles and Huberman stated that activities in qualitative data are data reduction, data display and conclusion drawing / verification.³³ In this study, the researcher used three main phases in analyzing the data from Miles and Huberman in Sugiyono's book, namely: data condensation, data display, and conclusion drawing or verification.³⁴

a. Data Condensation

Data condensation is the process of focusing, selecting, simplifying data in documents, field notes, interviews, and others. Researcher selected task to simplifying data in documents in class, next questionnaire given to students, then the interview data.

b. Data Display

The next step is to display the data in a more organized manner, by presenting data in the form of tables, graphs, matrices, diagrams, or narratives. Through this form of presentation, it is hope that it will make it easier to understand the data that is already available. Researcher will use table to display the data.

c. Conclusion Drawing or Verification.

The last stage is drawing conclusions and verification, after passing the data condensation and data display stages. In this step, the researcher note the conclusions and verifies the task, questionnaire and interview answers to the research questionnaires that the researcher has conduct for students. After that, the researcher concludes about the students' difficulties in producing collocation on essay.

8. Population and Sample

a) Population

The population of this research is the students of fourth semester English Education program at Raden Intan State Islamic University in the academic year 2020/2021. It consists of 4 classes with the totals 138 students.

³² Sugiyono, *Metode Penelitian Pendidikan...*, 335.

³³ *Ibid.*, 337.

³⁴ *Ibid.*, 321.

Table 1.3
The Number of the Population at the Fourth Semester in English Education Program at State Islamic University Raden Intan Lampung

No	Class	Male	Female	Age	Total
1	A	13	15	19-20	38
2	B	8	26	19-20	34
3	C	6	23	19-20	29
4	D	8	29	19-20	37
Total				19-20	138

Source: The Data of the fourth Semester in English Education Program at State Islamic Raden Intan University in 2021/2022

b) Sample and Sampling Technique

According to Sugiyono, the sample is representative of the population's size and characteristics.³⁵ The sampling used purposive sampling where she selects the data based on the purpose of the study. Sugiyono stated that Purposive sampling is a data-sampling technique that takes certain factors into account. This consideration, for example, could be the person who is thought to know the most about what we expect, or it could be the ruler, making it easier for researchers to investigate the object/social situation under investigation.³⁶ The researcher used this purposive sampling technique is also known as judgmental, selective, or subject sampling technique where the units are investigated based on the judgment of the researcher. The researcher took several students based on those who do not passed the essay writing subject in the class from one of lecturer of fourth semester because researchers had permission access to data in these classes, whereas researcher did not have access to conduct research in other classes that got the lowest score. Thus, the lowest score that the researcher needs as a research subjectif that the class of students who got a final score mostly of D (quality score 1,00) and E (quality score 0,00) . The consideration of taking students who got a final score of D and E are the students have studied writing subject from the first semester to the third semester. Therefore, the students' writing skills can be analyzed to determine the factors that influence them to learn collocation and the supporting and inhibiting factors.

I. Systematic of the Research

To make it easy to understand, this study uses a systematic discussion as follows:

Chapter I Introduction

This chapter contains title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevance studies, research method, and systematic of the research.

³⁵Sugiyono, *Metode Penelitian Pendidikan...*,118.

³⁶*Ibid.*, 300.

Chapter II Reviewed of Related Literature

Describes the theories that support the research to be carried out by researchers and previous research related to the problem being studied, namely about the types of collocation that are used on essays and difficulties to produce collocation.

Chapter III Description of the Research Object

This chapter about general description of the object and facts and data display.



CHAPTER V

CONCLUSION AND SUGGESTION

Following the collection of data and analysis of the research findings, the researcher drew some conclusions and suggestion regarding student difficulties in producing collocation and what types of collocation students frequently commit error of fourth semester students in English Education Program at Raden Intan State Islamic University in the academic year of 2021/2022.

a. **Conclusion**

The research's purposes were to find out what students difficulties in producing collocation and what types of collocation students frequently commit error. Based on the data analyzes in chapter IV, it can be concluded that:

There were four difficulties in using collocation on essay that were found in analyzing students' difficulties, they were: students always use their mother tongue to match the translation, and there was a lack of time to speak English due to a lack of references about idioms, confusion distinguishing between several prepositions because they have the same meaning, students always use their mother tongue to match the translation.

There were 2 types of collocation that students' frequently commit error that were found on their essay, they were: noun + preposition and adjective + noun.

All of the condition influence students' difficulties in using collocation on essay by students can be grouped into 4 categories according to Yang and Hendrick in Boonyasaquan, Carl James, Li-sw Huang, Muhammad Badaea Hamed, Ronald Carter about difficulties in producing collocation. They were: Idiom, interlingual or intralingual, mother tongue and speaker experience. It is correct that the condition influence students difficulties in using collocation not only from the writers themselves but also from the idiom, intralingual and interlingual, mother tongue, and experience of the speaker.

b. **Sugesstion**

According to the findings of the research in Chapter IV, producing and using collocation was difficult for students who were learning a foreign language. Furthermore, students encounter a variety of problems and difficulties when writing collocation; they must study diligently in order to become better writers. Because writing is an important skill that provides input for learners not only in language learning but also in daily communication. As a result, the researcher made the following suggestions:

1) Students as Writer

Students must engage in more active writing training, particularly in writing collocation, in order to overcome their difficulties in producing collocation and become accustomed to writing collocation in some literature. They also need to expand their English vocabulary, which they can do by listening to English songs, watching TV, YouTube, reading articles, or engaging in other media. This will automatically help them to expand their vocabulary. Students can also ask the teacher questions about anything they do not understand. After the lesson, students can ask for the correct answers to the exercises they completed while writing casts. Next, do not fogret to use the writing strategy, which is essential if you want to succeed at writing collocation. Maintain a positive attitude regarding your writing comprehension test.

2) Lecturer

It is worth noting that the researcher anticipates that semantic theory and Practice should be allowed sufficient time to learn and practice. In the learning process, the lecturer should be careful to distinguish between collocations with idiom and others. The lecturer should come to teach the collocation, which is more complicated than an idiom or an expression. More than that, the researcher anticipates that it will be useful in order to employ more methods or strategies, particularly in teaching collocation in the semantics study. It is hoped that it will assist lecturers in carrying out their responsibilities in the teaching and learning process.

3) Reader

The author advises readers who want to analyze collocation to be more cautious because it is not as simple as we think. Each type of collocation has its own set of rules. We can think and determine that a sentence contains collocation because we look at it from one of the characters of collocation types, but it cannot be classified as collocation yet. We must also pay close attention to the word classes that play a role in analyzing collocation.



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