

**AN ANALYSIS OF STUDENTS ABILITY IN USING ENGLISH LEXICAL
COLLOCATION**

**(A Descriptive Study at 8th Semester of TBI IAIN BENGKULU in Academic
Year 2018/2019)**

THESIS

**Submitted as A Partial Requirements for the Degree of Sarjana Pendidikan
(S.Pd) in English Department of IAIN Bengkulu**



**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TADRIS
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU
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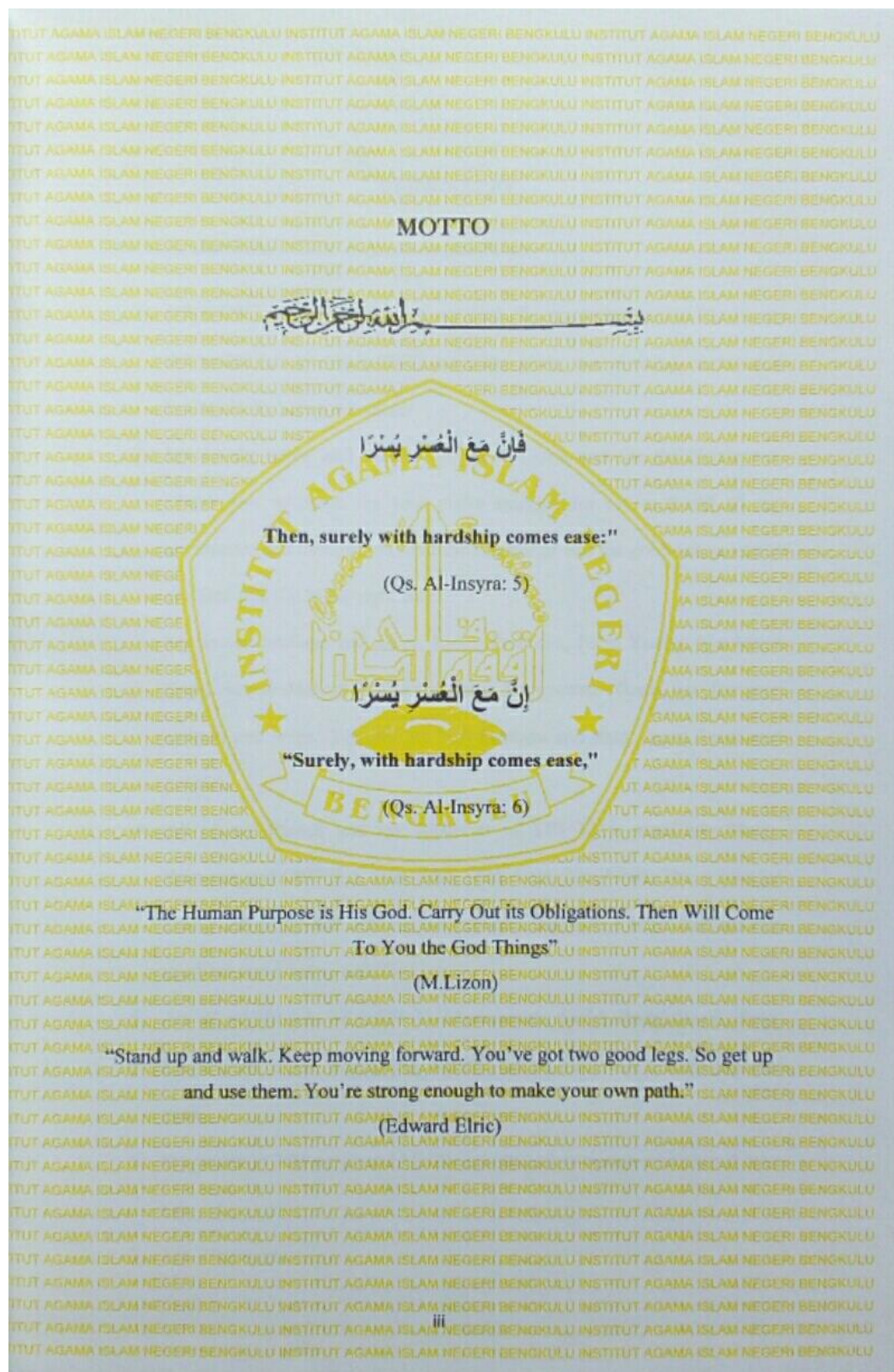
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DEDICATION

The researcher would like to dedicate this thesis to:

1. Allah SWT, as the only one of my God, the researcher would like to say

Alhamdulillah to Allah SWT, who has given me blessing, mercy and healthy in finishing this thesis

2. My lovely father and mother, Bapak M.Lizon and Ibu. Sri Handayani.

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I hereby sincerely state that the thesis entitled "An Analysis Students' Ability in Using English Lexical Collocation (A Descriptive Study at 8th Semester Students of TBI IAIN BENGKULU In Academic year 2018/2019) "is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

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ABSTRACT

Pertiwi, Dayang. 2019. "An Analysis Students' Ability in Using English Lexical Collocation (A Descriptive Study at 8th Semester Students of TBI IAIN BENGKULU in Academic Year 2028/2019)

Advisors: 1. Risnawati, M.Pd 2. Detti Lismayanti, M.Hum

Key Words: *English lexical collocation, Students Ability*

The research aims to know the ability of eight-semester students of the English education study program of IAIN Bengkulu in using Lexical Collocation and the factors which causes the errors in using the Lexical Collocation. This research applied descriptive Quantitative method. The population of this research was the eight semesters, which consists of 30 students from A class of English education study program of IAIN Bengkulu academic year 2018/2019. The data were collected by administered the lexical collocation test. The result of the research showed that the eight-semester students of the English education study program of IAIN Bengkulu are not familiar with Lexical Collocation. The students' insufficient knowledge in using Lexical Collocation was because of the effect of their mother tongue, lack of knowledge in Lexical Collocation and lack of vocabulary. The result of the ability of the students in using Lexical Collocation still in the low category.

ABSTRAK

Pertiwi, Dayang. 2019. Analisis Kemampuan Mahasiswa Menggunakan leksikal Collocation Bahasa Inggris (Studi Deskriptif pada mahasiswa semester delapan TBI IAIN BENGKULU di Tahun Akademik 2018/2019)

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Kata Kunci : *kolokasi leksikal bahasa Inggris, Kemampuan Siswa*

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa semester delapan program studi Bahasa Inggris IAIN Bengkulu dalam menggunakan Lexical Collocation dan faktor-faktor yang menyebabkan kesalahan dalam menggunakan Lexical Collocation. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian ini adalah siswa semester delapan yang terdiri dari 30 siswa dari kelas A, program studi Bahasa Inggris IAIN Bengkulu tahun akademik 2018/2019. Data dikumpulkan dengan menggunakan tes Lexical Collocation. Hasil penelitian menunjukkan bahwa mahasiswa semester delapan program studi pendidikan Bahasa Inggris IAIN Bengkulu tidak mengenal Lexical Collocation. Ketidacukupan pengetahuan siswa dalam menggunakan Lexical Collocation adalah karena pengaruh bahasa ibu mereka, kurangnya pengetahuan tentang Lexical Collocation dan kurangnya kosakata yang mereka kuasai. Akibatnya kemampuan siswa dalam menggunakan Lexical Collocation masih dalam kategori rendah, dengan skor rata-rata 33,20.

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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, 2020

Dayang Pertiwi
The Researcher

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CHAPTER I INTRODUCTION

A. Background

Grammar is one of the aspects fundamental to communicate in a language foreign. Convey meaning or convey a message in a way that much better to use a row of words and phrases, which is a system language. Noting grammar language is very important because the participant students EFL not be rated as a speaker who is fluent or learners are successful if they run into trouble in the system language. In order language, there are forms of words, parts of words, cohesion lexical, collocation, etc.

Collocation is the way how to unite two words or more, such as a phrase. According to Lewis, Collocation is the formation of a word that occurs in shared more frequently than was expected.¹ Collocation is a combination general of the words that are used speakers of the original is instinctive. Collocation has a characteristic particular; by because of it, they cause problems serious for students and translators EFL / ESL.

Dzierzanowska as cited in Mongkolchai, (2000), p. 2 stated that collocations should be focused on teaching in the classroom and the teacher should seriously increase the awareness of collocations in between students.² According to Tutin, in his journal stating that within the framework of the English contextual list, collocation contributes to the cohesion of texts

¹ Daban Q. Jaff .. Collocation in English Language. (Iraqi Kurdistan: Koya University, 2013), P 3

²Angkana Mongkolchai. (2000). A Study Of University Students'ability In Using English Collocations.Srinakharinwirot University. P 2

which can be broadly defined as repetitive lexical elements.³ Hanks as cited in Jonathan, (2007), p.53 asserts that words appear together to make collocation patterns.⁴In words other, they do not appear in the free and random. Besides that, collocation is very important for the participant students, because they not only improve accuracy, but they also increase the smoothness in studying the language of English.

Collocation has an important role in English language. However, only a few studies have been found that are related to this topic. As Hatch and Brown discovered that the participant students L2 can learn or acquire a language as a set of phrases rather than words individually. And Lewis as cited in Shammass, (2013), p. 119 discovered that students should pay attention to the type of collocation which they encountered in a text.⁵

Kou finds that students tend to make more mistakes collocation or use words that do not deserve the word work + phrase said object than said trait + phrase word objects. Such as that shown in Lewis as cited in Miles, (2004) p.6, students with proficiency language English were low typically will fail before they reach the point of having a sense of language targets.⁶

From some experts' opinions about the importance of studying collocation, researchers conducted a preliminary interview with the Eighth

³Agnès Tutin. For an extended definition of lexical collocations. <https://halshs.archives-ouvertes.fr/halshs-00371418/document>.

⁴Jonathan Tanihardjo. (2007). Indonesian Efl Students" Production Of English Lexical Collocation In Writing. Universitas Bunda Mulia. FR-UBM-9.1.1.9/R0. P.53

⁵Nafez Antonious Shammass. (2013). Collocation in English: Comprehension and Use by MA Students at Arab Universities. *International Journal of Humanities and Social Science*.Vol. 3 No. 9. P 109

⁶Richard Miles. (2004). Evaluating the Use Of L1 In The English Language Classroom.University of Birmingham. P 6

Semester Student of the IAIN Bengkulu English Study Program on May 23, 2019. Most respondents said that they had mastered and had learned about collocation. But don't deny that some of them still make mistakes when using collocation. From the interviews the researchers know that some of the respondents could provide examples of word collocation for brand a know, like " Ring Finger " is a word that is right compared with the use of the word " sweet Finger ", and be some examples of the use of the word collocation like " Strong Tea " and heavy rain "which they understood as a form of collocation, but they do not know the exact form of collocation, and some respondents give answers are different, they say that they do not know what collocation is.

However, several other respondents gave answers that they did not know. Some respondents also said that they did not realize that the words they usually read or found were collocations, and the majority of respondents said they also forgot that they had learned about collocation. While other respondents said that they had learned about Collocation but did not repeat it and finally forgot and made mistakes when using it.⁷

Researchers only take a focus on the type of collocation based on the theory of Benson et al. This theory is also representative of other collocation theories so researchers do not have to use other collocation theories because the theory of Benson et al can discuss the content (core) of the type of collocation and the type of collocation that will be used is lexical collocation.

⁷ An Eight-semester student of English study program of IAIN Bengkulu interviewed on mei 23, 2019.

Based on the observations, half of the eight studies Language English IAIN Bengkulu on understanding using collocation lexical. as one of the students in the program Education English Languages, researchers realized that the importance of studying the collocation as one of the aspects most important to learn the language of English. Then the researchers also believe that still many students who often combine the two words that are not appropriate. When students organize into a sentence even though they are already studying collocation and types of collocation that and as a result, though students using the system language of the good, the problem of the area collocation lexical remain there. Based on the reasons, it is important to investigate the ability of eight semester students to use English Lexical Collocation.

B. Identification of the Problems

Based on the research observation, there were some problems found, in eighth-semester students of the English language study program of the IAIN Bengkulu. The students writing problems were related to:

1. The inability of students to use correct words based on English Standard lexical collocation.
2. Incorrect use of vocabulary on lexical collocation.
3. Collocations have not yet been generally integrated into the teaching materials or as one of the topics of discussion in English syllabus at the campus.

C. Limitation of the Problems

This research is focused on the investigation of students' ability in using English Lexical Collocation Incorrect use of vocabulary on lexical collocation, particularly restricted lexical collocation. It is conducted at the Eighth-semester students of English Education of Institute Agama Islam Negeri Bengkulu (IAIN) Bengkulu in 2018/2019 academic year.

D. Research Question

The specific research questions are as follows:

1. How is the ability of eighth-semester students of 8A class English study program of IAIN Bengkulu in using English Lexical Collocation?
2. What is the most used type of lexical collocation used by the students?
3. What are the problems faced by students in using lexical collocation?

E. Objective the Study

The study of analyzing:

1. To investigate the ability of eighth-semester students of using English Lexical Collocation ;
2. To investigate the most used of the type of lexical collocation for the students ;
3. To investigate the problem faced by students in using lexical collocation.

F. Significance of the Study

Hopefully, the result of this research is essential for the followings:

1. For students, the result of this research hopefully can be read by students, not only for English Department study program's students of IAIN Bengkulu, but also teacher from other schools, and students from another university. The result findings can be helpful for students to know how well the ability in using lexical collocation and also find what type of collocation that is most familiar and less familiar for students. Therefore students can learn more about collocation in the future.
2. For lecturer, the result findings of this research hopefully can be read by a lecturer, not only for English department study program's students of IAIN BENGKULU, but also a teacher from other schools, and students from another university. The result findings can be helpful for lecturer to expect to be one input to improve their teaching about lexical Collocation.
3. For the next researcher. This research will provide valuable references; especially those who are interested in studying in the same field. Knowledge of lexical collocation is expected to be significantly related to English EFL.

G. Definition of Key Terms

In this study, some key terms need to be clarified to avoid misconception. The key terms are as follows:

1. Lexical collocation is a word combination. It means the way how we put two words together in a close distance, and it makes another meaning⁸. The writer concludes that lexical collocation is a pair or group of words that are usually juxtaposed "or two or more words that are often used together to make a unity of meaning.
2. Students Ability is the ability can be defined as a skill or power to do something⁹. It was concluded that capability is the capacity and capability that each individual has to carry out tasks in work that has become the responsibility of the person.

⁸ Daban Q. Jaff . Collocation in the English Language. (Iraqi Kurdistan: Koya University, 2013), P 3.

⁹ Robert J. Stenberg. Elena L. (Ed.). The Psychology of Abilities, Competencies, and Expertise(Cambridge: Cambridge University Press, 2003), 2.

CHAPTER II

LITERATURE REVIEW

This chapter elaborates theories and the results of reviewing that are relevant to research. These reviews are expected to serve important background information to support the study. The literature reviews consist of related to the study.

A. Definition of Collocation

Nation as cited in Batool and Shah, (2015), p.78 easy word can be stored easily in learners' long term memory, while difficult words to pronounce usually difficult to be recalled.¹⁰ To apply a word appropriately according to its meaning learners' need to understand its form and meaning, concept and referents can simply understand the meaning of a word by analyzing parts of the word, such as prefixes and suffixes. According to Nation as cited in Hong and Rahim (2011), p.31, words' grammatical functions and its combinations such as collocation, and constraints on use can be understood by understanding the word.¹¹

Cruse states that collocation is commonly described as "*sequences of lexical items which habitually co-occur*". For example, a *tall girl, very inspired, to accept a proposal*. Firth states that collocation is an expression

¹⁰Muneeba Batool and Syed Kazim Shah.(2015) Vocabulary Acquisition to Long-Term Memory through Word Association Strategy.*Journal of Literature, Languages and Linguistics* Vol.8 ISSN 2422-8435, p.78

¹¹Ang Leng Hong and Hajar Abdul Rahim.(2011). Collocations in Malaysian English learners' writing.*The Southeast Asian Journal of English Language Studies* – V 17(Special Issue): 31 - 44

consisting of two or more words that correspond to some conventional way of saying things, or in the words, which collocations of a given word are statements of the habitual or customary of the word collocation is the meaning of a word and is the relationship with another word.

Stubbs expands the definition of collocation as word combinations that occur greater than by chance in its context as well as word pairs that are found together more frequently than their component words. Cowie and Howarth state that collocation is considered as word combinations which can be delimited from other types of word combinations, namely free collocations, restricted collocations, figurative idioms as well as pure idioms.

Granger states that collocations are combinations of particular grammatical form regardless of whether they are "formulaic" or otherwise. Lewis states that collocations are how the words occur naturally with greater than random frequency. Collocation also has been defined as a habitual association of words that co-occur with mutual expectancy. Vocabularies do not normally occur as separate words in texts but they occur in relation with other words and this probably makes it difficult to teach the possible partners that a single word may take.

In conclusion, based on the definition above, collocation is a combination of two words or a word that often used with another word (phrase) in which they co-occur habitually and naturally in the sentence. They are loosely fixed, arbitrary recurrent, and the meaning of the whole reflects the meaning of the parts.

B. The Type of Collocation

Lexicographers classify collocations into different types from various perspectives. Based on the Oxford Dictionary of current idiomatic English, Cowie, and Mackin they used the idiomatic city to classify collocations and idioms into four groups: pure idioms, figurative idioms, restricted collocations, and open collocations.

Pure idioms are the most fixed semantic pattern, e.g. “*a piece of cake*” Figurative idioms are more transparent and not quite fixed, e.g. “*catch fire*” and “*catch a cold*”. Restricted collocations are collocations that have one element used in a non-literal sense and the other used in its normal meaning, e.g. “*under the shadow*”. Open collocations involve elements which are freely combinable and has its literal sense, e.g. “*mad dog*”. The word “*mad*” and “*dog*” can freely be combined with other words.

Furthermore, Lewis as cited in Bazzaz and Samad, (2011), p.13 states that collocations may be strong, weak, frequent or infrequent.¹² Strong and weak ones are classified based on their fixedness based on their frequency of co-occurrence in a corpus. Linked words or phrase which almost function like single words are strong collocations. In contrast, combinations of two common words such as adjectives and nouns can be classified as weak collocations since they may occur with many words.

However, in general, collocation is divided into two types, namely grammatical collocation and lexical collocation. Grammatical collocation

¹²Fatemeh Ebrahimi Bazzaz and Arshad Abd Samad. (2011). The Use of Verb Noun Collocations in Writing Stories among Iranian EFL Learners. Published by Canadian Center of Science and Education. Vol. 4, P 13

consists of noun, adjectives, verbs and prepositions or grammatical structure such as infinitive and clause. While, lexical collocation consists of variations of noun, adjectives, verbs and adverb. However, it does not consist proposition, infinitives or clauses.

1. Grammatical Collocation

Gitsaki analyzes a vast number of collocations and concludes there are 37 categories of collocations: 8 lexical and 29 grammatical. Besides, Lewis and Hill as cited in Abidi and Mubbarak, (2014), p.42 reduced the types of collocation into four types of grammatical collocation, and five types of lexical collocation. While, Benson et al. classify lexical collocation into six types variation of noun, adjective, verb and adverb.¹³

Grammatical collocation is collocation that consists of noun, verb, adjective, preposition. Lewis and Hill classify grammatical into 4 types:

a. Type 1 (Noun + Preposition)

- | | |
|------------------|------------------|
| – An increase in | - Account for |
| – Ability in | - Problem to |
| – Access to | - Associate with |
| – Desire to | - Authority on |

b. Type 2 (verb + preposition)

- | | | |
|------------|--------------|--------------|
| – Look For | - Look Into | - Agree With |
| – Lookup | - Look after | - Belong to |

¹³Zeinab Abedi and Mohsen Mobarak. May 2014. The Effect of Grammatical Collocation Instruction on Understanding ESP Texts for Undergraduate Computer Engineering Students. ACADEMY PUBLISHER Manufactured in Finland. Journal of Language Teaching and Research, Vol. 5, No. 3, p.42

- Look at - Look down - Count on
- Look in - Depend on - Believe in
- Look out - ask for - Compare to

c. Type 3 (Adjective + preposition)

- Keen on - Scared of
- Tired of - Tired from
- Famous for - known for
- Concerned about - Worried about
- Interested in - Frightened of

d. Type 4 (preposition + noun)

- On purpose - On duty
- On foot - Under review
- By taxi - Under surveillance
- By hands - At the begin inning
- Under pressure - At the end

2. Lexical Collocation

Benson et al defined lexical collocations as phrases consisting of dominant words (noun, adjective, verb and a preposition).¹⁴ They are in contrast to grammatical collocations, and normally do not contain prepositions, infinitives, or clauses. Typical lexical collocations consist of sixes sub-categories:

¹⁴ Benson, M., Benson, E., & Ilson, R. (1986) Lexicographical description of English

a. Type 1 (Adjective + Noun)

The adjective is a word which describes or modifies a noun.

- Beautiful *girl*, Handsome *boy*, Good *job*, Sweet *orange*, Heavy *smoker*, Curry *favor*, High *probability*, Stale *food*, Tall *body*, American *people*, *hard life*, *hard time*,

Example : He has been a **heavy smoker** and drinker all his adult life.

They have a **hard life** and worked for a **hard time**. We don't have **hard evidence** that they had used **hard drugs**.

b. Type 2 (Verb + Noun)

1. Verb (Usually transitive) + Noun/pronoun (or prepositional phrase)

Collocation is called CA Collocation because they consist of a verb denoting creation or activation and a noun/ a pronoun. For example: (denoting creation) come to an agreement, compose music. (denoting activation) set an alarm, launch a missile.

2. Verb (Meaning eradication and or nullification) + Noun

This lexical collocation combination is called EN (eradication and or nullification) collocation. For example: reject an appeal, revoke a license, annul a marriage, and withdraw an offer. Some verbs denoting similar meaning and that can be used with large number nouns are considered as free combination. For example: the verb destroy can combine with almost any nouns denoting physical objects: village, school, document, etc.

c. Type 3 (Noun + Verb)

The verb names an action characteristic of the person/things designated by the noun. Example: lions roar, cooks crow, bees' sting, baby sucks, hens hats, ball rolls.

d. Type 4 (adverb + adjective)

These are the examples of adverb modifies adjective :

- Absolutely wrong → That is **Absolutely wrong** opinion.
- Completely disappointed → She look **Completely disappointed**.
- Extremely difficult → The test was **Extremely difficult**

e. Type 5 (Verb + adverb)

These are the examples of verb and adverb collocation :

- She dresses beautifully
- He drives dangerously
- Thoroughly disapprove
- Fully understand

f. Type 6 (Noun + noun) Collocation :

Noun and noun collocation is a kind of words combination that sound nature to native speakers. The phrase "food *stamp* "does not sound natural for people who speak English all theist love. The correct one will be "*food coupon*"

- | | |
|-----------------|----------------|
| - World capital | - blood vessel |
| - Ticket seller | - animal fat |
| - Food chain | - life cycle |

- Food coupon
- research project

3. Learners' Problems about Collocation

Jamesas as cited in Carter, (2011), p. 5 agrees that the correct usage of collocations "contributes greatly to one's idiomaticity and native likeness."¹⁵ Taiwo as cited in Darunee, (2015), p.152 sees lexical errors and grammatical errors as equally important.¹⁶ Sonaiya goes even further to say that lexical errors are more serious because effective communication depends on the choice of words. Mahmoud's study shows that most of the collocations produced by students in his study were lexical and most of the grammatical and lexical collocations detected are incorrect.

Collocation problems are largely connected to the students' attempts to write creatively in L2. The students still need to improve their grammar as the framework in writing, which seems to be a part of their incapacity for allowing creativeness now. Boonyasaquan summarized the characteristics of collocation that lead to L2 errors as follows¹⁷:

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.

¹⁵Carter, R. & M. McCarthy. (2011). *Vocabulary and Language Teaching*. Harlow: Longman, p.5

¹⁶Meechai Darunee, Thammasat 2015 University. Verb + Noun Collocational Competence of Thai University EFL Students: A Comparative Study of a Regular Program and an English Program. *Language Education and Acquisition Research Network (LEARN) Journal*. Volume 8 P152

¹⁷*Ibid* P 149

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 collocation is more or less fixed, for example, bread and butter, not butter and bread.
4. Learners may have intralinguas problems. For example, instead of doing homework, they might incorrectly use making homework.
5. When learners learn words through definitions, their chances of using appropriate collocations or remembering the words decrease.
6. When students read texts, they may not recognize collocations as meaning full phrases, which would inhibit their understanding of the text. To recap, ESL/EFL learners do have problems in producing

4. The Importance of Collocation in EFL/ESL Education

Since the middle of the 20th century, the power of syntactic rules has been one of the captivations of many scholars, especially those following the Chomsky an approach. According to Pawley & Syder as cited in Hama, (2010), p.13 it has been accepted that one of the main parts of the language learners' tasks is to learn structures of rules that form infinite set of sentences in the language, and to distinguish those infinite sentences from ungrammatical structures.

Recently, many scholars have come to consensus that teaching vocabulary is as important as, or even sometimes more important than, teaching grammatical structures.¹⁸

Benson & Ilson have acknowledged the necessity of studying English collocations as an integral part of language teaching. This specifically has pushed materials designers to take this phenomenon into consideration while designing language teaching/learning materials. Brown, for example, suggested the incorporation of collocations in the EFL/ESL classrooms.¹⁹ She claims that learning collocations not only increases EFL/ESL learners' collocation competence, but also improves their oral fluency, listening comprehension, and reading speed. It has also been suggested that one of the basic reasons that EFL learners often find listening and reading difficult is due to the density of collocations.

According to Pawley & Syder, one of the major secrets behind the fluency of native speakers' language is the ready-made prefabricated units in their minds.²⁰ Another claim is made by Carter and McCarthy who state that "students do not have to reconstruct the language each time when they want to say something; instead, they can use these collocations as pre-packaged building blocks". Sometimes students, who are insufficient in collocation knowledge, stop in the middle of the conversation because they cannot find

¹⁸Hill, J. (2000). Revising priorities: From grammatical failure to collocational success. In M. Lewis (Ed.), *Teaching collocation: Further developments in the lexical approach*

¹⁹ Brown, D. (1974). Advanced vocabulary teaching: the problem of collocation. *REL C Journal*, 5(2), 1-11

²⁰Hawraz Q. Hama. (2010). Major Sources Of Collocational Errors Made By Efl Learners At Koya University. P 13

suitable phrases for conveying their messages. This is also acknowledged by Hill who claims that collocations make thinking easier because they allow us to "identify and produce complex ideas without using all our brain space to focus on the form of the words". Moreover, Hill in his article states that "students with good ideas often lose grades because they do not know the four or five most important collocations of a key word that is central to what they are writing [or speaking] about". Therefore, collocations always can be used as ready-made phrases for expressing various ideas.

The knowledge and the capability of using collocations are essential for language learners and for the naturalness of language. Unfortunately, however, language learners, even advanced ones also face considerable difficulties in using collocations correctly.

5. Some Related Previous Studies

This research inspired by some previous researchers in the past, but there is some different research focus. Here some different researches which have the same topic but different point of views:

1. Abadi (2011), "A Study of Learning of English Lexical Collocation and Grammatical collocation by Iranian EFL Learners²¹." He found that there is a significant relationship between the performance of the learners on lexical and grammatical collocation, and also a significant difference between the performance of the learners on different subcategories of

²¹ Abadi Hassan. (2014). A Study of the Learning of English Lexical and Grammatical Collocations By Iranian EFL Learners. *The Southeast Asian Journal of English Language Studies*. Vol. 5, No. 3, pp. 631-641

2. Hong (2011), Collocation in Malaysia English learning's' writing: A corpus-based Error Analysis²²". The subject of the research was Malaysian EFL learners. They found that the wrong choice of verbs is the most prominent verb error, followed by the misuse of item from other lexical categories as verbs and the creation of deviant verbs.

3. Shoukahi (2010), "Collocation knowledge versus general Linguistic knowledge among Iranian EFL Learners."²³ Finds that there is no significant correlation between general linguistic knowledge and collocation knowledge of EFL learners. And the grammatical collocation was more difficult than the lexical collocation for learners. It shows that the *noun + preposition* were the most difficult, and the *noun + verb* was the easiest.

From several studies above, researchers found differences and similarities with several studies. For differences and equations are as follows the difference between this study and my research was in my study which focused on the type of collocation; lexical collocation and grammatical collocation. While in this study, researchers only focused on a lexical collocation to analyze the most type of physical collocation which is familiar to students and how well is the ability in using English Lexical Collocation. Besides, there are similarities to researchers, the equation is to use tests and use documentation as a data collection technique.

²² Abadi Hassan. (2014). A Study of the Learning of English Lexical and Grammatical Collocations By Iranian EFL Learners. *The Southeast Asian Journal of English Language Studies*. Vol. 5, No. 3,

²³ Hossein Shokouhi. Collocational Knowledge versus General Linguistic Knowledge among Iranian EFL Learners.

CHAPTER III

RESEARCH METHODOLOGY

According to Arikunto, method represents a compulsion to be used in the study and it is a way that is used by the researcher in the collecting data. In order to give valid and reliable data, the research method is very important for a research and for accurate data. The research design, setting of the study, research procedure, data and source of data, data collection technique, research instrument, and data analysis are discussed in this chapter detail.

A. Research Design

This research was conducted by using descriptive quantitative method. According to Arikunto as cited in Creswell, (2014), p.16 descriptive study as a study which explained or described the present condition.²⁴ Similarly, Gay stated that descriptive method was considered appropriate to describe the present condition of the research subject.²⁵ The descriptive study seemed suitable to present facts related to the problem which was going to be discussed. From the opinions, the researchers designed this research as a descriptive research. As a descriptive research, this research was designed to investigate the students' ability and familiarity in using English lexical collocation. The data was taken from the 8th semester of English study program's students.

²⁴Jhon W.creswell. *Research Design*. (California :SAGE Publications : 2014). P 5

²⁵Gay, L. R. Educational Research Competencies for Analysis and Appliction (10thed.) USA: Pesrdon Education. INC. 2012.

B. Population and Sample

Population of this research was the students of English Department Study program, Class VIII A which 30 students. The researcher chose the eighth semester of English Department study of IAIN Bengkulu, because (1) they have take grammar class from grammar 1-8, Discourse Analysis, Semantics, Syntax, ect. The students have learnt how to make word combinations. (2) The researcher believed that the eighth semester already have better competence in grammar compared to the juniors. In addition, by conducting this research, the results hopefully could be read or distributed to the juniors as a description how good the ability of the eighth semester in using English Lexical Collocation. The population itself were Indonesian, who spoken Bahasa Indonesia as their mother tongue.

Arikunto stated if the population was under 50, we took 100% of the population.²⁶ Therefore, in this case, the researcher decided to take all the sixth semester students as sample

C. Research Instrument

Research instrument is a device used by the researcher in collecting data to make researcher easier and get better result. The instrument influences the data obtained and result. According to kumar, research instrument is anything that becomes a means of collecting information for the researcher.

²⁶ Jhon W.creswell. *Research Design*. (California : SAGE Publications : 2014).

In this research, the researcher will use three instruments to collect data. The instruments are: Test lexical collocation, interview and documentation. The instrument can be described as the follows:

1. Lexical Collocation Test

The instrument of this research is a test. The researcher decided to use multiple choices, because it was easier to do and was considered not too difficult for students. Since the researcher was not one of native speakers, it was difficult to analyze and measure students' ability using essay. The Common and familiar collocations chose from the online Oxford Collocation Dictionary, and the Oxford Learner Advanced Dictionary.

The test evaluated student' collocation ability and familiarity in using the English lexical collocation. The researcher chose the most common type of collocation according to Benson and Ilson.²⁷ In 42 questions, lexical collocation were divided into 6 parts, in which each part offered 7 items on the following types of collocations :

Table 1. Aspect of Lexical Collocation Test

No	Aspect	Type of lexical Collocation	Item
1	Lexical collocation	Verb + Noun	1,7,13,19,25,31,43,49,55,61
2		Nouns + Verb	2,8,14,20,26,32,38,44,56,62
3		Adjective + Noun	3,9,15,21,27,33,39,45,51,57,63
4		Noun + Noun	4,10,16,22,28,34,40,46,52,58,64

²⁷ Parisa Farrokh. "Raising Awareness of Collocation in ESL/EFL Classrooms". Journal of Studies in Education ISSN 2162-6952 Vol. 2, No. 3. 2012. (Accessed On Mei 27, 2019 At 9:42 AM).

5		Adverb + Verb	5,11,17,23,29,35,41,47,53,59,65
6		Adverb + Adjective	6,12,18,24,30,36,42,48,54,60,66

2. Interview

In this research, the research will use interview to collect data. The research will ask the subject of question related to what happen in the classroom. In other word, in interviewing the students, the researcher will not only based on prepared question, but the researcher will explore the question based on the current condition in the classroom in order to get the deep data needed to interpret in this research.

In interview, interviewer gives the needs information orally and faces to face meanwhile questionnaire writing and fill the response. In this research, researcher chooses to use interview as an instrument to answer the third research question.

To answer the 3 research question, researcher use interview. Thus will consist of 12 questions which contain about the lexical collocation knowledge, teaching and Learning Lexical collocation, Cause of Error in Using lexical collocation, Lexical Collocation Usage, and Suggestion.

3. Documentation

The documentation will be used to support to describe the data in the research. Documentation can be in from of all documents that are collected as data such as: the results of the test from the students, transcript of interview, and photograph during process of the research. In other word, documentation in this research aims to prove authenticity of the data.

D. Data collecting Technique

As the present study aimed to investigate the ability of lexical collocation and the collocation type which was most difficult from foe study, therefore the primary instrument in this research will a set of multiple choice of collocation-test..

1. Test

The test will be evaluated student' collocation ability and familiarity in using the English lexical collocation. The researcher chooses the most common type of collocation according to Benson and Ilson as cited in Farrokh (2012), P2.²⁸ In 66 questions, lexical collocation were divided into 6 parts, in which each part offered 11 items on the following types of collocations. The students were asked to complete the questions of multiple choices within 60 minutes. The question was considered not too difficult and possible from them to complete. Each of the questions had 4 choices, in which only one option was right and the other three were distractions.

2. Interview

In this research, the researcher will use an instruction interview to collect data. The research will ask the subject of question-related to what happens in the classroom. In other words, in interviewing the students, the researcher will not only be based on the prepared question, but she will explore the question based on the current condition in the classroom to get

²⁸ Parisa Farrokh. "Raising Awareness of Collocation in ESL/EFL Classrooms". *Journal of Studies in Education* ISSN 2162-6952 Vol. 2, No. 3. 2012. (Accessed On Mei 27, 2019 At 9:42 AM).

the deep data needed to interpret in this research. According to Goode & Hatt, the question is a device for securing answers to question using a form in which the respondents fill it.²⁹

3. Documentation

Documentation surrounding or other educational concern could illumine rationale and purpose in interesting ways³⁰. The use of such material could provide background informational and understanding what issues that would not otherwise be available. The documentary kind of data consisted of note, book, transcript, newspaper, magazine, meeting, summary, agenda, and so on. This technique used to know the condition of students and teacher, structure of classroom.

E. Data Analysis Technique

1. Validity and Reliability Test

In collecting data, researchers used a lexical collocation test as the main instrument there were 90 items. The instrument was tested before data was collected to determine its validity and reliability. The trial group was drawn from students from different universities, consisting of 30 students. They were chosen as the trial group because they have the same characteristics as the study sample. After being tried, the research instruments were then statistically examined. The instrument was analyzed using IBM SPP Statistics 20.

²⁹ Umar Farooq. Questionnaire Meaning & Definition. studylecturenotes.com. Journal of studies in Education ISSN 2162-6952 Vol. 2, No. 3. 2012. (Accessed on Mei 27, 2019 At 9:42 AM).

³⁰ David Hoplines. 2018. A Teacher Guide to Classroom Research. Buckingham: Open University Press P.122

- Validity test

Based on the results of the validity lexical collocation test, it can be seen in the corrected Item-Total Correlation column, the correlation values obtained are compared with the value of r_{table} with $N = 30$ and a significance level 5%, the value of r_{table} is 0.207. If the value of corrected item Total Correlation $> R_{\text{table}}$, then the item in the question instrument is declared valid, and vice versa, if the value of corrected Item-Total Correlation $< R_{\text{table}}$, then the item in the question instrument is declared invalid. From 90 multiple choice question in the lexical collocation test instrument, there are 68 items that can be declared valid and 22 other items declared invalid, including the following: (see in Appendix 3).

- Reliability

Table 2. Reliability statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.888	90

Based on the "Reliability Statistics" output above, it is known that the Cronbach's Alpha value is 0.888. The value will then be compared with the value of r_{table} with the value of $N = 90$ sought in the distribution of the value of r_{table} at a significance of 5% as below, then the r_{table} results obtained by 0.207

2. Students' Ability in Using English Lexical Collocation

There were 66 Questions in which each 11 items represented one type of lexical collocation. One item yielded one score for the students. Hence, the highest score was 66. The classification used interval scale by Stevens. It was a unit measurement 1/100. Rations between numbers on the scale were not meaningful, so operations such as multiplication and division could be carried out directly according to Stevens.

Table 3 Classification of students' Ability in using Lexical Collocation

Score Interval	Interpretation
80 – 100	Very Good
60 – 79	Good
40 – 59	Enough
0 -39	Bad

3. Students Familiarity in using English Lexical Collocation

Familiarly was flexible, and it was based on individual's judgment. The student's familiarity level was determined by finding out their average score with the following formula from Arikunto.³¹ Even each correct yielded 4, and incorrect answer yielded 0.

$$M = \sum X/N$$

³¹ Arikunto, S. 2002. Metodologi Penelitian Suatu Pendekatan Proposal. Jakarta: PT. Rineka Cipta.

Note:

M = Average Score

$\sum X$ = Total Score

N = the Number of Students

Table 4 Classification of Students' Familiarity in Using lexical Collocation

Score Interval	Interpretation
3.1 – 4.0	Most Familiar
2.1 – 3.0	Familiar
0 – 2.1	Less Familiar

F. Research Procedure

Familiarity was flexible, and it was based on individual's judgment. The students' familiarity level was determined by finding out their average score with the following formula (Arikunto). The procedures of the research were:

- Coming to the class and asking permission give the test's papers to the students'
- Distributing the paper
- Collocating the paper and then administering the students' ability in using lexical collocation
- Scoring and categorize them based on the categorizations which have been set before
- Displaying the data in the table forms
- Tabulating and analyzing students' use of lexical collocation.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the research findings and discussions based on data collected from students majoring in English. This chapter shows how the ability of eighth-semester students of the IAIN Bengkulu in English study program in using English Lexical Collocation.

A. RESULT

1. Result of Lexical Collocation Test

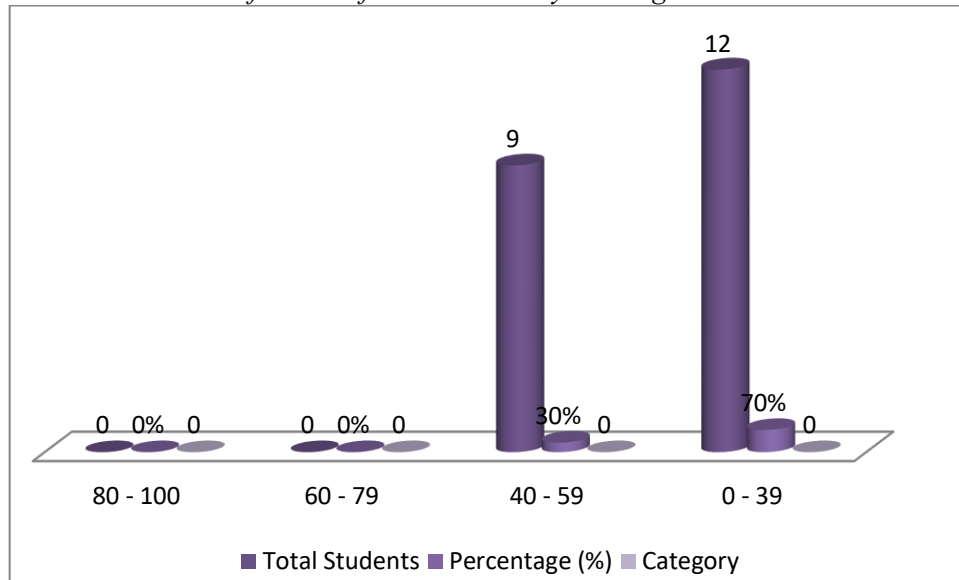
Data on students' ability to use English Lexical Collocation was obtained from multiple-choice tests. The test contained 66 items, each of which 11 items represented 1 type of lexical collocation. There are 6 types of Lexical Collocation. The test is given for one day at TBI 8 A. Total participants are 30 students. They are eighth-semester students majoring in English, Bengkulu State Islamic Institute. They were given 60 minutes to complete the test, and all were given the same treatment. The results will be explained in the following sections.

1.1 Student Ability In Using English Lexical Collocation

The average score of students' test result of English Lexical Collocation was 33.20 (see appendix 3) which meant that their ability in using English Lexical Collocation was bad. The collocation or phrases presented in this research were those which frequently and commonly appeared in English speaking countries. The students' test result was only

33.20. Therefore, it showed that the students had not been sufficiently exposed to English Lexical Collocation areas.

Chart 1 classification of student's ability in using lexical collocation



Based on the chart above, it shows that the assessment of the use of lexical collocation in 8th-semester students is almost all in the bad category. The total items indicate students' ability to use lexical collocation consisting of very good, good, enough, and bad categories. Therefore, the calculation of the four categories of categories referred to shows that students' ability in using lexical collocation is still poor. The use of lexical collocation students showed 0% was in the very good category, 0% was in the good category, 30% were in enough categories, and almost all students reached 70% were in the bad category in using the lexical collocation.

Table 5 classification of student's ability in using lexical collocation

Interval	Total Students	Percentage (%)	Category
80 – 100	0	0%	Very Good
60 – 79	0	0%	Good
40 – 59	9	30%	Enough
0 – 39	21	70%	Bad
Total	30	100%	

Table 5 shows that the majority (70%) is in the bad category in using English Collocation. There are no subtitles that score 80-90 and 60-79, which means there are no students in the very good and good category in using English Collocation. There are 9 students (30%) who are an insufficient category to use Lexical English Collocation.

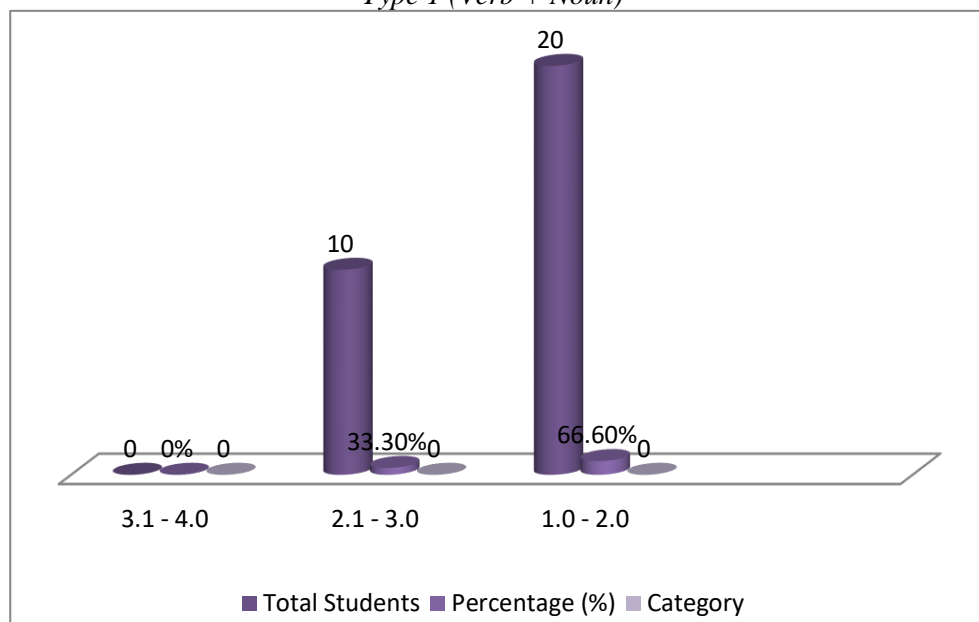
These numbers are not expected. The average score of students' ability is only 33.20 in the bad category. Consider that they are eighth-semester students of English majors. The fact is that their eighth-semester students have learned grammar 1-4 and have gotten all English courses. Although in grammar classes, they are not explicitly exposed about collocation, the test itself consists of Collocation commons. The familiarity of common English lexical collocations will be explained in the next section.

2. Students Familiarity Based on Each Type of Lexical Collocations

2.1 Students' Familiarity to Collocation Type 1 (Verb + Noun)

On these following chart and tables, the researcher explained the students' familiarity result in each type of Collocations.

Chart 2 classification of students' familiarity to lexical Collocation Type 1 (Verb + Noun)



The chart above shows the familiarity of students with English lexical collocation type 1 (verb + noun). This chart has 3 categories. High familiarity, enough familiarity, less familiarity. In these 3 categories showed 0% of students were in the high category, 33.3% were in the moderately familiar category and 66.6% were in the less familiar category.

Table 6 classification of students' familiarity to lexical Collocation Type 1 (Verb + Noun)

Interval	Total Students	Percentage (%)	Category
3.1 – 4.0	0	0%	High Familiarity
2.1 – 3.0	10	33.3%	Moderately Familiarity

1.0 – 2.0	20	66.6%	Less Familiarity
	30	100%	

Based on table 6 (see appendix 6). In the table of high familiar category lexical collocation type 1 (verb + Noun) shows that there are no (0%) students included in the high familiar category. Furthermore, there were 10 (33.3%) students in the category familiar with this type of lexical collocation. And 20 (66.6%) students included in the category less familiar. This means students tend not to be too familiar with lexical collocation type 1 (Verb + Noun).

Table 7List of collocation Type 1 (Verb + Noun)

No	Type 1 (Verb + Noun)	Familiarly	Category
1	Cough	1.3	Less familiar
2	Make	2.5	Familiar
3	Got	1.6	Less familiar
4	Save	1.6	Less familiar
5	Taken	1.06	Less familiar
6	Ask	2.6	Familiar
7	Had	0.6	Less familiar
8	Have	3.3	Most familiar
9	Made	0.4	Less familiar
10	Pick	1.6	Less familiar
11	Committing	1.8	Less familiar

Unexpectedly, most student answer incorrectly:

Caught a cold —————> Got a Cold

Take medicine —————> Drink medicine

Committing suicide —————> doing suicide

Made Reservation —————> Booked reservation

Table 7 shows the familiar scores obtained by students in answering the lexical collocation type 1 (Verb + Noun) test. The table shows that there are some student answers for each question in the less category. Here are some uses of lexical collocation that are in the less category in the problem:

- He.... **A Cold**, pneumonia and was the end of him.
 - a. Acquired
 - b. Caught
 - c. Got
 - d. Taken

Problem number 1 on the lexical collocation test is in the less category and is at number 1.3 in the familiarly column. This means that there are still many students who are wrong in answering and pairing the right word on the matter. In this problem, many students choose the "Got" answer option which they believe is the right answer or pair for the word "A Cold". They use literal translation to answer the question.

In fact, the right answer to the question is "Caught". Because "He Caught a Cold" is a form of direct object which is a noun (noun) that gets action from the verb. Direct objects that follow transitive verbs usually explain or answer what questions (who) or who (whom). The formula:

Subject + Transitive verb + direct object. Where "He" as the subject, "Caught" as a Transitive verb and "Cold" as a direct object.

- I think you should **Medicine.**
 - a. Drink
 - b. Get
 - c. Take
 - d. Eat

Problem in the number 37 on the lexical collocation problem is in the less category and is at number 0.6 in the familiarly column. This means that there are still many students who are wrong in answering and pairing the right word.

On this question, many students choose a reply option "Drink" that they believe that it is the answer or the right partner for next word "medicine". The right answer to that problem is "Take". Indonesian people say "take medicine" but they cannot say "drink medicine" in English. Instead, the combination has to be "take medicine" because "drink" and "medicine" are not collocates. It is confusing for the learners. Besides, the non - reciprocal nature of collocations makes matters worse. Lewis (1993) cited by Siwi Karmadi Kurniasih also put it this way "One element of a collocation pair may be strong, perhaps almost uniquely, suggesting that this degree of fixedness is non- reciprocal."³² This is what makes students still do not understand the lexical collocation.

³² Siwi Karmadi Kurniasih. 2011. Collocation Clustersto Help The Students Of English Language Education Study Program Improvecollocational Knowledge. *Thesis*. Sanata Dharma University Yogyakarta.

- My secretary has **Reservation** for restaurant on this common January, 21.
 - a. Make
 - b. Booked
 - c. Ordered
 - d. Done

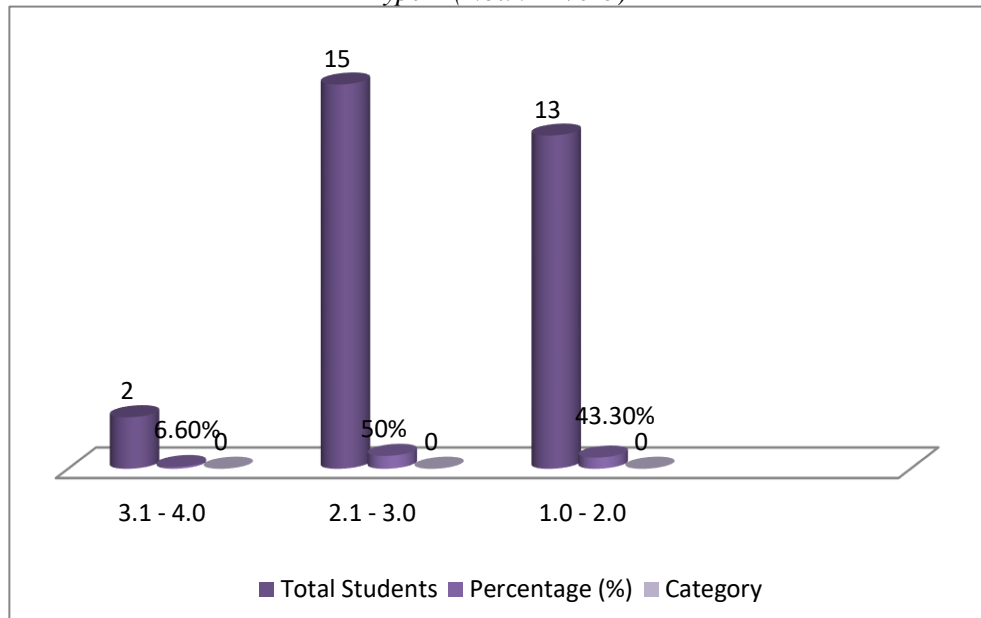
Problem number 49 on the lexical collocation problem is in the less category and is at number 0.4 in the familiarly column. This means that there are still many students who are wrong in answering the question.

In this question, many students choose the "Booked" answer option which they believe is the right answer or pair of words for the word "reservation". However, the right answer to that question is "My secretary has Make Reservation for the restaurant on this common January, 21".

Booked reservation, the word booked meant "memesan" and reservation meant "memesan tempat". Students' created new words combinations, which they thought almost have a similar meaning. Therefore, if we literally translated phrases booked a reservation, it would mean "memesan memesan tempat". It made the sentences sounded odd and funny". However, the correct ones were caught a cold and made a reservation.

3.2 Students' Familiarity to Collocation Type 2 (Noun + Verb)

Chart 3 classification of students' familiarity to Collocation Type 2 (Noun + Verb)



The chart above shows the familiarity of students with English lexical collocation Type 2 (Noun + Verb). This chart has 3 categories. High familiarity, enough familiarity, less familiarity. In these 3 categories showed 2% of students were in the high category, 50% were in the moderately familiar category and 43.3% were in the less familiar category.

Table 8 classification of students' familiarity to Collocation Type 2 (Noun + Verb)

Interval	Total Students	Percentage (%)	Category
3.1 – 4.0	2	6.6%	High Familiarity
2.1 – 3.0	15	50%	Moderately Familiarity
1.0 – 2.0	13	43.3%	Less Familiarity
	30	100%	

Based on table 8 (see appendix 7). In the lexical collocation table type 2 high familiar (verb + noun) showed there were 2 (6.6%) students who were included in the high familiar category. Besides, there are 15 (50%) students in the category who are familiar with this type of lexical collocation. And 13 (43.3%) students included in the less familiar category. This means students are familiar with the type 2 lexical collocation (Noun + Verb).

Table 9 List of collocation Type 2 (Noun + Verb)

No	Type 2 (Noun + Verb)	Familiarly	Category
1	Come out	2.3	Familiar
2	Lies on	2	Less Familiar
3	Bites	3.1	Most familiar
4	Struck	0.9	Less familiar
5	Burned	1.6	Less familiar
6	Stuck	2	Less Familiar
7	Rang	2.5	Familiar
8	Sting	1.7	Less familiar
9	Sets	2.4	Familiar
10	Suck	3.1	Most familiar
11	Crow	1.6	Less familiar

There were some popular collocations which were answered incorrectly by students:

Lighting stuck	→	lighting appeared
Bess sting	→	Bess attack

Table 9 shows the familiar scores obtained by students in answering the lexical collocation type 2 (Noun + Verb) test. The table shows that there are some student answers for each question in the less category. Here are some uses of lexical collocation that are in the less category in the problem:

- I was cooking in the kitchen when the **lightning**
 - a. Appeared
 - b. Arrived
 - c. Came
 - d. Struck

On the matter of lexical collocation above, the students much have mistaken in pairing opponent word for word "Lightning". So the question of the fallow in figure 0.9 on the table familiarity. This means, about lexical collocation which is at number 20 on the matter of tests lexical collocation are given, they located on the category less familiar. Because students many have not understood the couple says that right on about that.

Many students who chose the answer "came" that they believe as answers are correct. The answers are right to question number 20 this is the word "Appeared". "Lightning appeared" is a type of lexical collocation (Noun + Verb). It is a couple of words or adjustment words that are right. Because "lightning appeared" means "munculnya kilat". Because the right word context for "Lightning" is the word "appeared". Whereas, if the couple says it is juxtaposed with the word "Came" the context of the word

that is used is not appropriate. Because "Came" regular use in explaining things is done by humans.

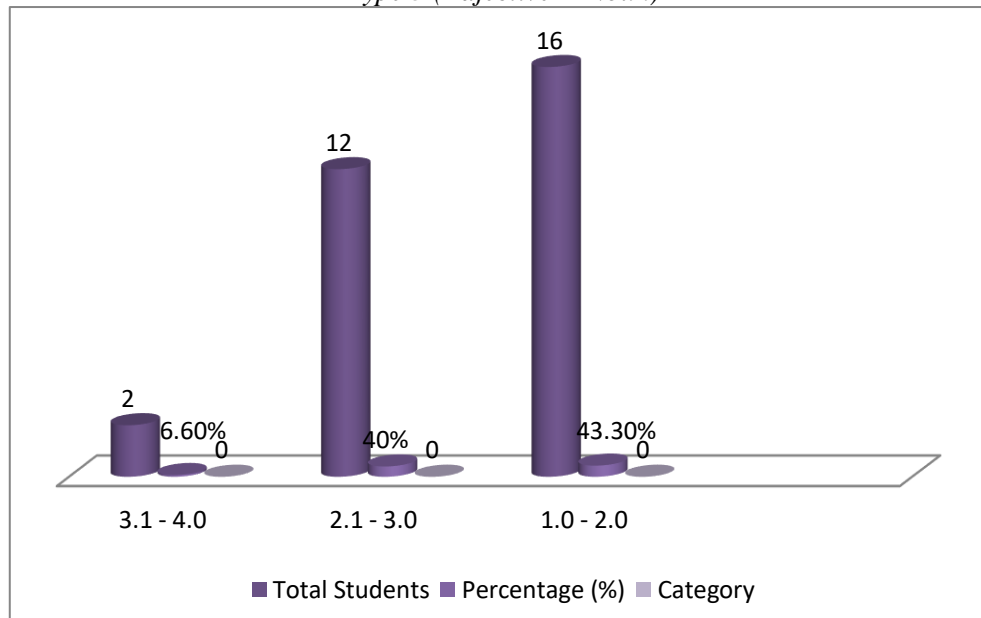
- **Bees** People if they feel threatened.
 - a. Bite
 - b. Eat
 - c. Attack
 - d. Sting

The above question is at number 1.7 on the table familiarity which means it is included in the less category. Many students who have not been able to pair the word are appropriate in the matter of the above.

Most major students choose the word "attack" which they believe is as answers are correct. The answers are right to question number 44 on the question of lexical collocation that is the word "Bess". It is a couple of words or adjustment words that are right. Because "Bess sting" means "lebah menyegat". Because the right word context for "Bees" is the word "sting" because it describes the animal context. Whereas, if the couple says it is juxtaposed with the word "attack" the context of the word that is used is not appropriate. Because the "attack" plains its use to explain things that do humans.

3.3 Students' Familiarity to Collocation Type 3 (Adjective + Noun)

Chart 4 classification of students' familiarity to Collocation Type 3 (Adjective + Noun)



The chart above shows the familiarity of students with English lexical collocation Type 3 (Adjective + Noun). This chart has 3 categories: High familiarity, enough familiarity, less familiarity. In these 3 categories, 6.6% of students were in the high category, 40% were in the Moderately familiar category, and 53.3% were in the less familiar category.

Table 10 classification of students' familiarity to Collocation Type 3 (Adjective + Noun)

Interval	Total Students	Percentage (%)	Category
3.1 – 4.0	2	6.6%	High Familiarity
2.1 – 3.0	12	40%	Moderately Familiarity
1.0 – 2.0	16	53.3%	Less Familiarity
	30	100%	

As shown in Table 10 (see appendix 8) most students fall into the less familiar category with nouns and verb collocations. That is indicated by the results. There are 16 students (53.3%) and 12 students (40%) are in the less familiar and quite familiar categories. Only 2 students (6.6%) were in the category of High Familiarity with lexical collocation Type 3 (Adjective + Noun).

Table 11 List of collocation Type 3 (Adjective + Noun)

No	Type 3 (Adjective + Noun)	Familiarly	Category
1	Strong	2.6	Familiar
2	Blocked	1.06	Less Familiar
3	Chain	1.3	Less familiar
4	Picky	1.4	Less familiar
5	Artificial	2	Less familiar
6	Native	2.8	Familiar
7	Original	2.1	Familiar
8	Economical	2.4	Familiar
9	Indifferent	1.6	Less familiar
10	Good	2.8	Familiar
11	High	2	Less familiar

There were some popular collocations which answered incorrectly

by student:

Indifferent person	————→	Quite Person
Chain smoke	————→	Heavy Smoke
Picky eater	————→	Choosy Eater

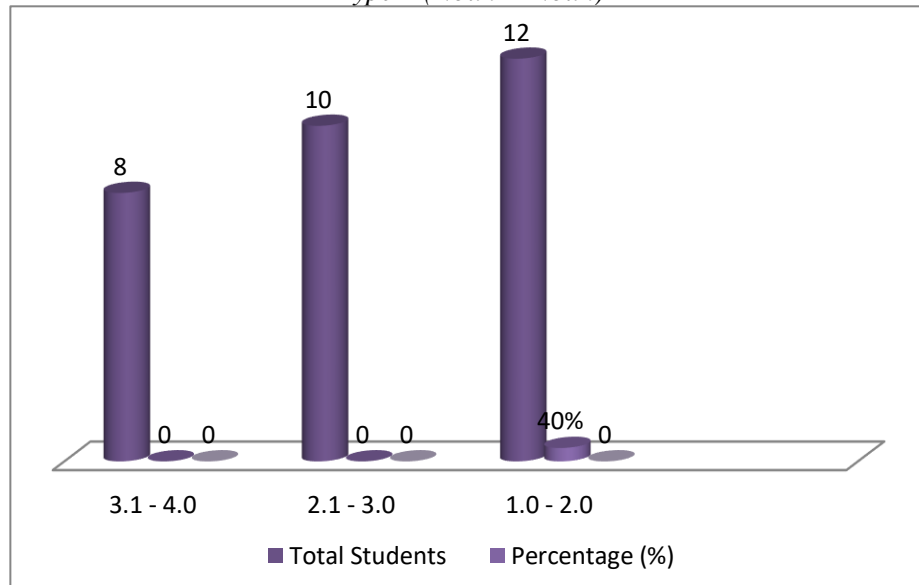
- She is a Smoker
 - a. Heavy
 - b. Chain
 - c. Big
 - d. Strong
- Adya pays full attention to her food since she is a Eater.
 - a. Choosy
 - b. Fussy
 - c. Finicky
 - d. Picky

In the lexical collocation of the Adjective + Noun type, there are several questions in the category less familiar located at numbers 1.3 and 1.4 in the familiar table. In the first problem above the data shows that many students are not yet familiar with the right pair of words. Many students choose the "Heavy" answer option because they reason the word "Heavy" has a meaning related to the context of heavy addiction. They feel ambiguous about the answer option "Chain" because according to them why the chain is juxtaposed with cigarettes. The right answer option for that question is "Chain" because in English-speaking countries they say "Chain smoke" to express people who are addicted to smoking.

Lexical collocation is the next question which only reaches 1.4 in the table familiarly meaning that in this question students' answers are still in the less category. This is because the option they choose the most is "Choosy". In the lexical collocation question, the best answer option is "Picky" because besides the meaning is "Pilih-pilih ". So the word "Picky" is the right word for collocation "eater" because it matches the context of the question.

3.4 Students' Familiarity to Collocation Type 4 (Noun + Noun)

Chart 5 classification of students' familiarity to Collocation Type 4 (Noun + Noun)



The chart above shows the familiarity of students with English lexical collocation Type 4 (Noun+ Noun) this chart has 3 categories. High familiarity, enough familiarity, less familiarity. In these 3 categories showed 26.6% of students were in the high category, 33.3% were in the Moderately familiar category and 40% were in the less familiar category.

Table 12 classification of students' familiarity to Collocation Type 4 (Noun + Noun)

Interval	Total Students	Percentage (%)	Category
3.1 – 4.0	8	26.6%	High Familiarity
2.1 – 3.0	10	33.3%	Moderately Familiarity
1.0 – 2.0	12	40%	Less Familiarity
	30	100%	

Based on table 12 (see Appendix 9). Showed that 26.6% (8 students) were included in the high familiar category in understanding lexical collocation type 4 (Noun + Noun) questions. Then 33.3% (10 students) are in the familiar category and 40% (12 students) are included in the Less Familiarity category.

Table 13 List of collocation Type 4 (Noun + Noun)

No	Type 4 (Adjective + Noun)	Familiarly	Category
1	Issue	2.4	Familiar
2	Ticket	3.2	Most Familiar
3	Touch	2.5	Familiar
4	Vessel	1.2	Less familiar
5	Project	2	Less familiar
6	Duster	1.5	Less Familiar
7	Petals	2.5	Familiar
8	Devices	1.8	Less Familiar
9	Forest	3.3	Most familiar
10	Fat	2.9	Familiar
11	Chain	1.8	Less familiar

The touch screen and ticket seller were familiar to students. Most of them answered correctly. Food coupon and food stamp had a different sense. Few students answered food stamp. Food stamp was popular in the Arabian country, while English speaking countries would rather say food coupon. Therefore the correct collocation was food coupon.

While, collocation such feather duster were considerably less familiar

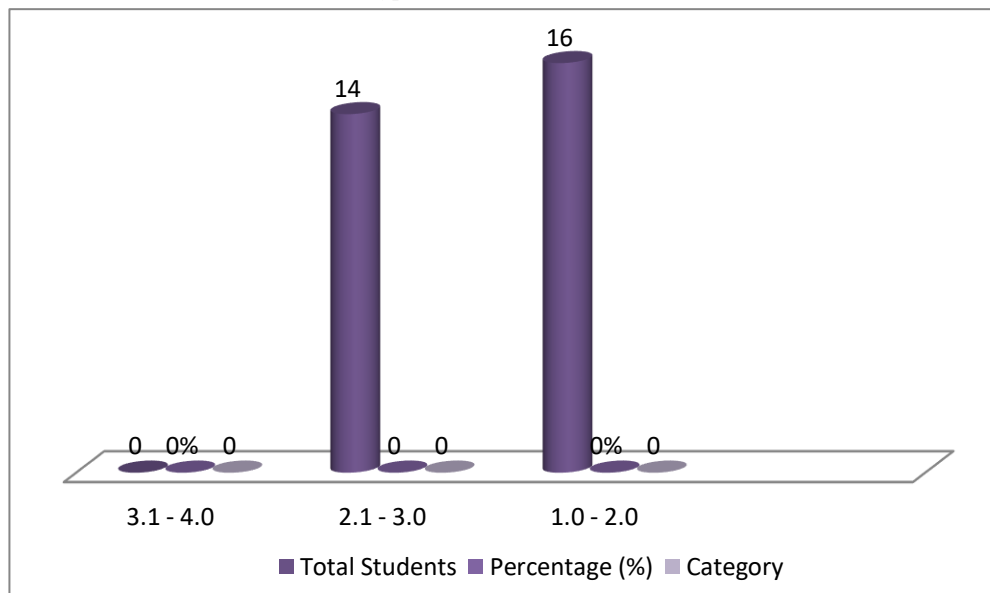
Feather Duster → feather cleaner

- When I was in elementary school, we made handicraft such as father
Mad from cock's father.
 - a. Rang
 - b. Cleaner
 - c. Tower
 - d. Duster

Most of the students answered animal substance and father cleaner. They were not wrong. The vacuum cleaner was more suitable. But for the word feather, it would be much better if it was collocated with word duster. However, we must know the context first.

3.5 Students' Familiarity to Collocation Type 5 (Adverb + Verb)

Chart 6 classification of students' familiarity to Collocation Type 5 (Adverb + Verb)



The chart above shows the familiarity of students with English lexical collocation Type 5 (Adverb + Verb) this chart has 3 categories.

High familiarity, enough familiarity, less familiarity. In these 3 categories showed 0% of students were in the high category, 46.6% were in the Moderately familiar category and 53.3% were in the less familiar category.

Table 14 classification of students' familiarity to Collocation Type 5 (Adverb + Verb)

Interval	Total Students	Percentage (%)	Category
3.1 – 4.0	0	0%	High Familiarity
2.1 – 3.0	14	46.6%	Moderately Familiarity
1.0 – 2.0	16	53.3%	Less Familiarity
	30	100%	

The table 14 (see appendix 10) shows that the collocation of adverbs and verbs is quite a lot until it is less known. The results showed that 0 students (0%) were very familiar with this type of Lexical Collocation. while 14 students (46.6%) were in the familiar category and 16 students (53.3%) were in the less familiar category. That shows that most students get confused when combining adverbs and verbs.

Table 15 List of collocation Type 5 (Adverb + Verb)

No	Type 5 (Adjective + Noun)	Familiarly	Category
1	Seriously	1.4	Less Familiar
2	Strongly	1.8	Less Familiar
3	Clearly	2.8	Familiar
4	Passionately	1.4	Less familiar
5	Softly	1.8	Less familiar
6	Distinctly	0.6	Less Familiar

7	Firmly	1.3	Less Familiar
8	Totally	1.4	Less Familiar
9	Toughly	2.2	Familiar
10	Greely	2.5	Familiar
11	Proudly	2.6	Familiar

Most of the students answered correctly to common adverb and verb collocation, such as clearly see and proudly present. However, 7 collocations were less familiar to students. It is mean that the students were not aware of those common adverb and verb collocations. Their answers were not wrong, but they had different sense and meaning.

For example:

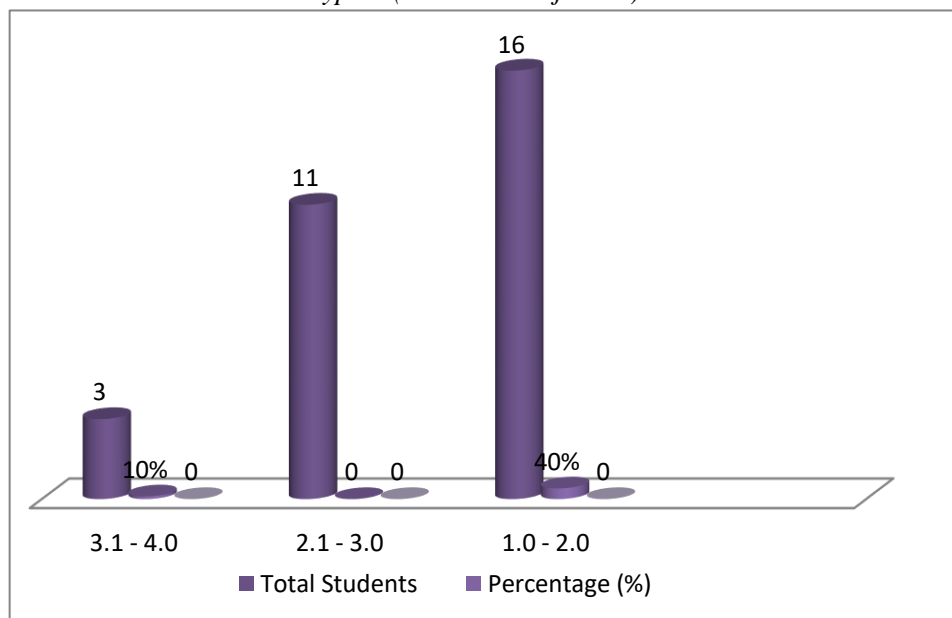
- When I come back to my hometown, I could Recall those memories back.
 - a. Quickly
 - b. Seriously
 - c. Distinctly
 - d. Clearly
- Nina Believed that her assignment has been submitted yesterday.
 - a. Firmly
 - b. Really
 - c. Correctly
 - d. Carefully

In the lexical collocation type 5 test (Adverb + Verb), showing the two questions above are in the less familiar category with the familiarity that only reaches numbers 0.6 and 1.3 this means that students are still lacking in understanding this type of lexical collocation.

In the first question, the answer option most frequently chosen by students is "Quickly" which they choose as the correct answer. In this case, the more appropriate answer option is "Distinctly", from the context of the meaning which has many meanings it is equally meant to remember. But when we suddenly remember something means a process is needed. So in the matter of proficiency level, the accuracy of pairing words in the context of meaning greatly affects the right pair of words. In the next problem, the accuracy in pairing words in the context of meaning also greatly affects the right pair of words. Because the word "Firmly" has a strong meaning to be paired with the word "Believed".

3.6 Students' Familiarity to Collocation Type 6 (Adverb + Adjective)

Chart 7 classification of students' familiarity to Collocation Type 6 (Adverb + Adjective)



The chart above shows the familiarity of students with English lexical collocation Type 6 (Adverb + Adjective) this chart has 3 categories.

High familiarity, enough familiarity, less familiarity. In these 3 categories showed 10% of students were in the high category, 36.6% were in the moderately familiar category and 53.3% were in the less familiar category.

*Table 16 classification of students' familiarity to Collocation
Type 6 (Adverb + Adjective)*

Interval	Total Students	Percentage (%)	Category
3.1 – 4.0	3	10%	High Familiarity
2.1 – 3.0	11	36.6%	Moderately Familiarity
1.0 – 2.0	16	53.3%	Less Familiarity
	30	100%	

Table 16 (see appendix 11) shows that the collocation of adverbs and verbs is large enough to be unknown. The results showed that only 3 students (10%) were Most Familiar with this type of lexical collocation. while 11 students (36.6%) were in the familiar category and 16 students (53.3%) were in the less familiar category. That shows that most students get confused when combining Adverb + Adjective

Table 17 List of collocation Type 6 (Adverb + Adjective)

No	Type 6 (Adjective + Noun)	Familiarly	Category
1	Fully	2.4	Familiar
2	Widely	1.4	Less Familiar
3	Potentially	2	Less Familiar
4	Unpredictable	0.8	Less familiar
5	Fortune	2	Less familiar
6	Completely	2	Less Familiar

7	Warmly	3.3	Most Familiar
8	Deeply	2.5	Familiar
9	Hugely	0.4	Less familiar
10	Extremely	3.3	Most Familiar
11	Cheaply	2.6	Familiar

Collocations such as fully funded, widely open, warmly hug, extremely happy and cheaply made, were moderately familiar to students. It was quite surprising. Those collocations were popular ones in English Speaking countries and supposed to be in a highly familiar category. Whereas, students mostly answered popular collocation in English Speaking country such as:

Unpredictable could → Totally Cold

Hugely popular → fully popular

- After a warm start to the month, the weather in the second half of June was....**cold**.
 - a. Almost
 - b. Nearly
 - c. Closely
 - d. Unpredictable
- One direction is....**popular** nowadays.
 - a. Hugely
 - b. Fully
 - c. Almost
 - d. Nearly

Lexical collocation test type 6 (Adverb Adjective), shows the two questions above are in the less familiar category with a familiarity that only reaches 0.8 and 0.4.

In the first problem above, the answer option most frequently chosen by students is "Almost". While the correct answer option is "Unpredictable" because it is more appropriate than the other answer options. Because in the sentence in the question it is about the weather that changes from hot to cold suddenly so it cannot be predicted, In the next problem many of the students choose the "Hugely" answer option that they believe is the correct answer or word pair for the word "Popular", but the correct answer or pair of words in the context of the sentence is "Hugely". Because the context in the question is about the popularity of one direction.

4. The Average Score of Students' Familiarity

Table 18 students Familiarity to English Lexical Collocation

Interval	Total Students	Percentage (%)	Category
3.1 – 4.0	0	0%	High Familiarity
2.1 – 3.0	3	10%	Moderately Familiarity
1.0 – 2.0	27	90%	Less Familiarity
Total	30	100%	

Table 18 shows from 66 items of lexical collocation, 20% of students were familiar with lexical collocation and 90% were in the category less familiar. No students 0% are in the most familiar category. This means that students' understanding and ability in lexical collocation is still bad.

5. The Result from Interview

The researcher also conducted interviews to find out more about respondents' reasons for why students make mistakes in using the lexical collection. Researchers conducted interviews with unstructured interviews. The researcher chose five students who had the highest and lowest scores or students who had many errors on the test to be interviewed. The researcher was chosen to use Indonesian to make the interviewees more comfortable and also comfortable to express their opinions. Interviews are also recorded and transcribed to make it easier to analyze the results. Student questions and answers obtained in the interview are summarized in the table below:

Table 19 the Summary of Interview Results

No	Questions	Answers
1.	a. Do you know what the Lexical Collocation is?	<ul style="list-style-type: none">• Some students are hesitant to answer what lexical collocation is.• Some students define lexical collocation as pairs of words in English.• Some students answer lexical collocation is a Verb phrasal that matches the two word phrasal to be matched.

2.	a. Do you ever heard about type of lexical collocation?	<ul style="list-style-type: none"> • Most students said that they never heard type of lexical collocation • some students answer doubtfully if they have heard of this type of lexical collocation • Some students defines that they are forget they have heard about type of lexical collocation • Some students said that they ever heard about phrasal verb
3.	a. Could you mention the types of Lexical collocation?	<ul style="list-style-type: none"> • Most students did not know • Some students answer one type of lexical collocation.
4	a. Are you having trouble understanding Lexical collocation?	<ul style="list-style-type: none"> • Are you having trouble understanding Lexical collocation?
	b. In your opinion, why do you still have difficulty understanding lexical collocation?	<ul style="list-style-type: none"> • Some students answer because lexical collocation lessons are lessons that have been learned. But, they only get general lessons about lexical collocation. • Some students answered why they still had difficulty understanding lexical collocation, because they did not relearn the lexical collocation lesson they had previously obtained • Some students think that the influence of their native language is Indonesian, which makes them

		<p>translate words in English literally without paying attention to a good and correct pair of words in English.</p> <ul style="list-style-type: none"> • Some students also think that it is not enough to apply lexical collocation to communicate in English. • Some students think that lack of vocabulary is a reason why they are not aware of and understand lexical collocation.
3.	a. Do you repeat the lexical collocation lesson which is given by your lectures or teacher?	<ul style="list-style-type: none"> • One students defines that she has no time to repeat the phrasal verb lesson because a lot of lesson they have • Most of students stated that they did not really repeat the lesson
4	a. As an English students and English teacher candidate do you thing phrasal verb are important?	<ul style="list-style-type: none"> • Most of them said important because they want to share their knowledge of phrasal verb when they teach. • Some students answer. it is very important to learn lexical collocation, because as students majoring in English we are required to be able to speak English properly and correctly. And to be seen and can speak like native English people.
5	a. Do you have any suggestion	<ul style="list-style-type: none"> • Most of them stated that the lectures

	for teacher or lectures when teaching lexical collocation?	<p>should explain about lexical collocation more deeply not only in general and need to use the fun method while teach.</p> <ul style="list-style-type: none"> • Some students defines the lectures need to practice directly while teach phrasal verb not only giving them exercises.
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B. DISCUSSION

The main result of this research was expended to know how well students' ability in using English Lexical Collocation and to know students; familiarly to those type of collocation, verb, and verb, adjective and noun, noun and verb, adverb and adjective, adverb and verb, noun and noun. The result showed that different types had different familiarly. It confirmed some pervious students related to collocation areas.

The study was different from provirus studies since the research only focused on lexical collocation. Generally, previous researchers investigated collocation (grammar and lexical collocation) in one specific skill, such as speaking or wiring. In this study, the researcher tried to describe which type of collocation that was most familiar to students in the eighth-semester of the English language study program of the IAIN Bengkulu. If they were familiar with collocations they could use them appropriately to context. However, this study only investigated students' general ability in using English Lexical Collocation. It would be much

better if this study only focused on one type of collocation, and described in the research would be thoroughly explained.

There was some unexpected result coming out in this research. Only by considering the status of eighth-semester students of the English language study program of the IAIN Bengkulu, the average score of students' ability itself was merely enough. In addition, students who in a highly familiar category to English lexical collocation were very few. Many factors affected students' ability in using English Lexical Collocation. It might happen due to cultural differences, students' native language and lack of awareness toward collocation. How those factors affected students' ability would be toughly discussed in the following part.

1. Students Ability in Using English Lexical Collocation

The collocations which were presented in this research were frequent and common, and then it was quite surprising to know that the result of the test was merely enough. Even though more than half of students were good at using English lexical collocation, the average score was only 33.20 in which was in bad categories. It is concluded that students in the eighth-semester of the English language study program of the IAIN Bengkulu were not been sufficiently exposed to the collocation area. It might happen due to the cultural differences affected students' way of thinking. For example, in English speaking countries, they would rather say can smoker, while Indonesian would rather say, heavy smoker.

If we said cultural differences, we must talk about students' native language as well. As Indonesian, who spoke Bahasa Indonesia and local Language in daily life, students' way of producing foreign language was been affected. They produced collocation or phrases just by translated Bahasa Indonesia into English for example, the simply answered doing suicide. Students were supposed to say "Tindakan Bunuh diri". In bahasa Indonesia, doing meant "Melakukan" and suicide mean "bunuh diri" , in other words, it meant "melakukan bunuh diri". They way they made a phrase was acceptable in Bahasa Indonesia, meanwhile English speaking countries had its fixed collocation, committing suicide.

Another example got a cold and booked reservation, were the results of students' way of thinking in Bahasa Indonesia. Students were supposed to say "Masuk Angin" and "memesan tempat". The word got to mean "mendapat" and cold meant "dingin" or " masuk angin". The word brooked meant "memesan" and reservation meant "memesan tempat". Students' created new words combinations, which they though almost have a similar meaning. Therefore, if we literally translated phrases booked a reservation, it would mean "memesan memesan tempat". It made the sentences sounded odd and funny". However, the correct ones were caught a cold and made a reservation.

Eaten breakfast was correct grammatically, but incorrect lexically. Eaten breakfast was also literally translated from Bahasa Indonesia or student's local language into English. In students' daily conversation, they

would say "makan pagi" instead of "sarapan". The word eaten mean "makan or sudah makan", and breakfast mean "sarapan". Therefore eaten breakfast meant " makan pagi" or "makan sarapan". However, the correct collocation was had breakfast. Students got confused at using the best verb to collocate with the noun. Those collocations might happen due to student's unfamiliarity.

Besides that, it might happen due to the lack of awareness toward collocation. Students might find those collocations frequently, but it seemed that they still considered those words could be collocated freely with other words. They forgot to notice whether it was a collocation or not. Students tended to misuse words and made odd collocation. It was not wrong. It still made sense but had different meanings and purposes. For example, in type (adverb + verb) collocation, students made the most errors. Another example in adverb and verb collocations, students answered quickly recall for distinctly recall. There was a significant difference meaning between them. Quickly recall meant remembering fast, but we could not be sure that the memories were happened at that time or not. Whereas, distinctly recall meant that we could remember all the details and facts which happened at that time. Students also should pay attention to the context when making collocation or phrase.

Almost all the students are in a bad category. That was confirmed by the results of student ability tests, the majority (70%) fell into the bad category of using English Language Collocation. There are no subtitles

that score 80-90 and 60-79, which means there are no students in the excellent and good category in using English Collocation. There are 9 students (30%) who are not enough categories to use Lexical English Language Collocation. It can be concluded that the eight-students of the English department does not yet know the basics of combining two words. However, they must be more exposed to English lexical collocation and increase awareness in paying attention to combinations of words. Because collocation is used in academic material, it is very important to learn more about collocation.

In conclusion, students' ability in using English lexical collocation was bad with an average score of 33.20. Students answered incorrectly to popular collocation. Student's answers were being influenced by some factors, such as cultural differences, native language interference, and lack of awareness.

2. Students familiar to English lexical collocation

Student's familiar to 6 types of collocation was determined by tabulating their score. If students answered most of the questions correctly, they could considerably high familiar to collocations. Different type of collocation had different familiarity. The result was in the line with Abadi's (2011) which stated there was a difference on students' performance on each type of collocation. Those six types of collocation were in the moderately familiar category.

Noun and verb collocation and noun and noun collocation got a high score of 2.1 and 2.3 it was moderately familiar. This result was in line with Shoukhi's (2010), Iran EFL learners were familiar with nouns and verb collocation. Another reason was that all of the collocations presented in noun and verb questions were the most familiar ones to Indonesian students.

On the contrary, verb and noun and adverb and verb collocation got a low average score. They got 1.7 and 1.9 for average familiarity. Even though there were still in a moderately familiar category, students mostly answered incorrectly to common collocation. Verb and noun collocation such as:

Caught a cold	→	got a Cold
Had breakfast	→	eaten breakfast
Committing suicide	→	doing suicide

Caught a cold was the most common collocation in English speaking countries, but students answered got a cold due to students' native language influence. Adverb and verb collocation such as firmly believed, distinctly recall, and sincerely regret were less familiar to students.

3. Analyze the Result of Interview

After analyzing the results of the interview the researchers found two main causes of mistakes made by students and why they made many mistakes, most of the mistakes occurred because of their lack of

knowledge about lexical collocation, lack of vocabulary and the influence of mother tongue.

a. Lack of knowledge about lexical collocation

From the interview result which conducted by the researcher, When the interview has conducted the researcher given the students some questions such as defines the lexical collocation, mention some type of lexical collocation and also give the example of lexical collocation. As a result, some students who knew that the lexical collocation is a combination of verb and particle. Although the student is still not too sure of the answer and most of the students were defined lexical collocation as the combination of words in the English language. Their definition of lexical collocation indicated that their knowledge of lexical collocation was not good. Even they could not mention the type of lexical collocation it seems new to them, it is indicated that they are still unfamiliar with the terms of lexical collocation. As said by the interviewee as follows.

Kalo tentang jenisnya dan tipe lexical collocation sih saya kurang paham ada berapa dan apa-apa aja" (R2)

(When it comes to types and types of lexical collocation, I don't understand how many are and what)

For students, they don't know that lexical collocation has several types. They are not aware of the use of any type of lexical collocation. They just use their feelings and choose random lexical collocation that they think fits and looks good with the sentences. Although they are still

unfamiliar with the definition and cannot mention the type of lexical collocation. but some students can give examples of lexical collocation quite well. However, it cannot be denied that some students become confused in determining the correct lexical collocation.

Contohnya seperti high class kenapa gak tall class. kan tall juga artinya tinggi. Nah jadi class cocoknya menggunakan high bukan menggunakan tall."(R3)

(For example, like a high class, why not the tall class. right tall also means tall. So the class is suitable for using high, not using tall)

Lexical collocation itu kalo nggak salah ialah pasangan kata. Misalkan kita ambil contoh green house yang kita tahu secara harfiah itu artinya adalah rumah hijau. Namun arti yang sebenarnya adalah rumah kaca. Kita tidak menggunakan glasses house tapi greenhouse. Nah inilah yang disebut collocation. Kurang lebih seperti itu." (R4)

(Lexical collocation, if I'm not mistaken, is a pair of words. Suppose we take the example of a greenhouse that we know means that it is a greenhouse. But the real meaning is the greenhouse. We don't use a glasses house but greenhouse. Now, this is called collocation. More or less like that).

Contohnya itu seperti heavy rain yang artinya hujan yang lebat, bukan weight rain. Atau pun contoh yang lain strong tea bukan hard tea. (R5)

(For example, it's like heavy rain which means heavy rain, not weight rain. Or even another example of strong tea instead of hard tea).

Based on examples given by students about lexical collocation, it seems that they can give correct examples of lexical collocation. It's just that they don't know and realize that they are already using lexical collocation. From this fact, the researcher again gave a question. Why don't they understand what lexical collocation is but they can give examples of lexical collocation?

kalo gak salah kemarin itu pernah di ulas sama salah satu dosen (sambil menyebutkan nama dosen) Cuma gak ingat mata kuliah apa. Jadi mam nya itu membahas collocation tapi cuma sekils gak terlalu spesifik.(R1)

(If I'm not mistaken yesterday it was reviewed by one of the lecturers (while mentioning the name of the lecturer) Just don't remember what course. So the mom is discussing collocation, but it's only not too specific)

kalo misalnya belajar itu sih di SMA udah ada ehh dikuliah juga udah ada. Cuma ya gitu gak terlalu rinci guru sama dosennya

ngajarin. Paling hanya sekilas-sekilas aja gitunah tentang collocation tapi gak diperjelas tipe nya apa? Jenis-jenisnya gimana? Gitu. (R2)

(For example, if you study it in high school, you already have a university. It's just that, not too detailed, the teacher and the lecturer teach. Just at a glance, just about collocation, but what type is it not made clear? What are the types?)

Sebenarnya pelajaran lexical collocation itu sudah dipelajari hanya saja kurang terlalu mendalam. Terus, saya juga kurang mengulas ulang tentang pelajaran tersebut. Jadi yah hal-hal tersebut yang menyebabkan saya menjadi kesulitan ketika mengisi soal-soal tes tersebut yang berhubungan tentang lexical collocation.(R4)

(Actually, the lexical collocation lesson has been learned, it's just not too deep. Then, I also lack a review of the lesson. So yah these things that caused me to be difficulties when filling out the test questions related to lexical collocation).

From the students' answers, it turns out that many factors make them not understand lexical collocation. The fact is they have learned about lexical collocation, but they feel they need more in-depth learning about lexical collocation. Students know the meaning and can give examples of lexical collocation. However, they do not know the type of

lexical collocation. Because they get general learning, so they can explain what collocation is but they don't know the type and type of collocation. Then, students realize that they are not reviewing general learning about the lexical collocation, so they lack understanding of lexical collocation.

b. Lack of vocabulary

The background factor for students not understanding the lexical collection is the lack of vocabulary they have. Some students answer if their cause of difficulty answering the lexical collocation test is because they find some words that they do not know their meanings.

kesulitannya sih. Mungkin karena vocabulary nya kurang, jadi sulit mencocokkan dua kata menjadi satu phrase gitu". (R3)

(The difficulty. Maybe it's because the vocabulary is lacking, so it's hard to match two words into one phrase)

Mungkin juga karena kurang diaplikasikan kedalam komunikasi ya. Kalo pun misalnya komunikasi dalam bahasa inggris formal maupun informal terkadang menggunakan bahasa yang kita paham dan yang kita hanya tahu artinya gitu. Jadi menghindari kata-kata, jadi menghindari kata-kata yang hemmmmm sulit. Itu tadi karena pembendaharaan kata atau vocabulary nya kurang. Jadi sulit gitu.(R3)

(Maybe it's also because it was not applied in communication, huh. If for example communication in formal or informal

English sometimes uses language that we understand and that we only know that means. So avoiding words, so avoiding difficult words. That was because there was a lack of words or vocabulary. So it's hard like that).

kesulitannya ada. Contohnya seperti ini, eeee soal-soal kemarin itu memberikan opsi jawaban yang memiliki arti lebih kurang mirip, jadi membuat yang menjawab soal tersebut sedikit kebingungan dalam menentukan pasangan kata yang tepat. Karena opsi jawaban yang mirip gitu. (R5)

(There are difficulties. For example like this, yesterday's questions provided answer options that had more or less similar meanings, so making the answer to the question a little confusion in determining the right pair of words. Because the answer options are similar).

From the statements of some of these students. The lack of vocabulary factors greatly affected their understanding of lexical collocation. Especially when they match the right pair of words. They are confused when facing vocabulary that they think is foreign and they do not know its meaning. So the last way they take is to match the word with words they know only. as a result, they make many mistakes that repeatedly in filling out the tests that have been done because of the lack of vocabulary they have.

c. The Effect of Mother Tongue

Some students also think that their difficulty in using lexical collocation itself is because they feel that their native language is Indonesian. They say when they fill in the lexical collocation problem they often do a literal translation. Translation from Indonesian to English. They do not pay attention to the truth of the language they do.

Jadi, dari soal di sana ada kata got a cold, masuk angin ya kalo gak salah artinya ehehehhe. Nah, got itu artinya mendapatkan atau masuk gitu heheh, nah cold itu dingin jadi artinya pas, masuk angin". (R1)

(So, from the problem, there is the word got a cold, catch a cold , if I am not mistaken it means ehehehhe. Well, got that means getting or entering it, heheh, now that cold is cold so it means it's right, catching a cold).

Terus juga eeeee seperti yang dibilang tadi kan pengaruh bahasa kedua seperti kami masih mengartikannya secara harfiah, jadi kami lebih milih yang itu dari pada lexical yang tepat begitu. (R2)

(Then eeeee, as we said earlier, is the influence of the second language as we still interpret it literally, so we prefer that one over the right lexical).

Untuk kesulitan itu sendiri sih eeee tentunya di perbedaan bahasa ya. Seperti yang kita tahu bahasa ibu kita sendiri adalah bahasa indonesia. Nah, tentu kita hmmm, merasa sedikit bingung jika mencocokkan atau memasangkan kata dalam bahasa inggris seperti contoh yang saya sebutkan sebelumnya tentang eee green house dan mengapa tidak glasses house. Padahal itu artinya sama ketika kita lihat secara harfiah. Namu ketika kita lihat dalam bahasa inggrisnya itu collocationnya berbeda.(R4)

(For the difficulties themselves, of course, in language differences. As we know our mother tongue is Indonesian. Well, of course, we hmmm, feeling a little confused when matching or pairing words in English like the example I mentioned earlier about eee greenhouse and why not glasses house. Though it means the same when we see it literally. But when we see in English the collocation is different).

According to Dulay et al Interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Interference can occur automatically when the speaker's or author's habits incorporate the grammatical structure of the source language into the target language. This is also because the mastery of the mother tongue is deeper than the second language or foreign language. This is what causes students to use literal translation when working on lexical

collocation problems, without really understanding the correct lexical collocation.

The results of this study prove that in the semester of freedom of English linguists in using lexical collocation is bad, according to an average score of 33, 20, this shows that students are not sufficiently exposed to English collocation. An in-depth understanding of lexical collocation, lack of vocabulary and the effects of the mother tongue are the main factors that were found after the test and interview process for each sample taken in this study.

From these main factors, many things need to be improved in terms of the process of learning lexical collocation, considering that the eighth-semester students of the English department as a sample means that they have to get all courses offered by study programs which oversee English education. It is expected that in lexical learning both Universities, study programs, lecturers, and students can work together in learning about lexical collocation.

Approved English students can be more active in discussing every material presented. Moreover, facilities and learning that are felt to be less supportive in lexical collocation learning material. Students are demanded to be more able to look for sources of learning and not be glued to desen which considers the main sources of learning. Students can more actively ask questions and find out more information about the lexical collocation. then, in learning, try lexical collocation that can be applied and not only to

learning but in every interaction with English. How is the mother tongue not necessary to oppose their freedom and students can utilize and understand the lexical collocation that they use properly and correctly.

In learning lexical collocation lacking vocabulary is also one of the main factors that cause students to become obstacles to them using correct lexical collocation. They are guilty of the right pair of words because they do not understand the meaning of these words. From this factor it is expected that the teacher as the main teaching staff for students to be able to provide the right way so that students can memorize and use vocabulary in English. Like, every student is required to use academic vocabulary for each lesson. To increase vocabulary so students do not oppose vocabulary that leads to lexical collocation. As more vocabulary is learned, it will increase students' understanding.

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

The main purpose of this study was to investigate student's ability in English lexical collocations and investigate type of collocation that is familiar to students as well. Previous studies on English collocation showed that inadequately exposed to English collocation, cultural background, and students native language intervened students ability. The result of this research confirmed that eighth-semester of the English language department students ability in using English lexical collocation was bad, with the average score 33.20.

The results of this study also confirmed that students' familiarity in using English lexical collocation based on each type was different. The average score of six types of collocation is 33.20.or in the familiar bad category. The question is what type of collocation is most familiar to students? Therefore, the answer is noun + verb and noun + noun collocations. Both have a familiarity with 2.1and 2.3. Based on the best results, verb + noun and adverb + verb are less familiar to students, with 1.7 and 1.9 for familiarity scores.

The results of interviews conducted by researchers found a lack of knowledge about lexical collocation to be one of the main factors that cause students to make many mistakes. Also, the lack of vocabulary they have and the influence of mother tongue are factors why they make many mistakes.

Students have learned about the word collocation. But, because according to students they do not get more detailed explanations about lexical collocation and students often do not repeat the lessons they get. As a result, their knowledge of lexical collocation is still insufficient.

In conclusion, even though students have learned about lexical collocation, the results of tests and interviews that have been done show that they still find difficulties in using lexical collocation. They make a lot of mistakes when using it. This shows that students have insufficient knowledge about lexical collocation

2. SUGGESTION

After completing this research, the research would like to give some suggestion to:

1. English Teacher

Since collocation is important for every skill in English, English teacher should put collocations into their teaching materials in order to get students' improvement in English. It will be much better if teachers make special materials related to lexical collocation.

2. Language Learners

Language learners needed to expose themselves into English. There were many materials that contained English lexical collocation. They also should increase their awareness toward collocations.

3. Future researcher

There were so many weaknesses in this study. Therefore, it was totally important for future to investigate students' ability and students' familiarity to English collocation, particularly English lexical collocation. Future researcher should investigate more that particularly type of collocation to get better and clearer view and information.

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