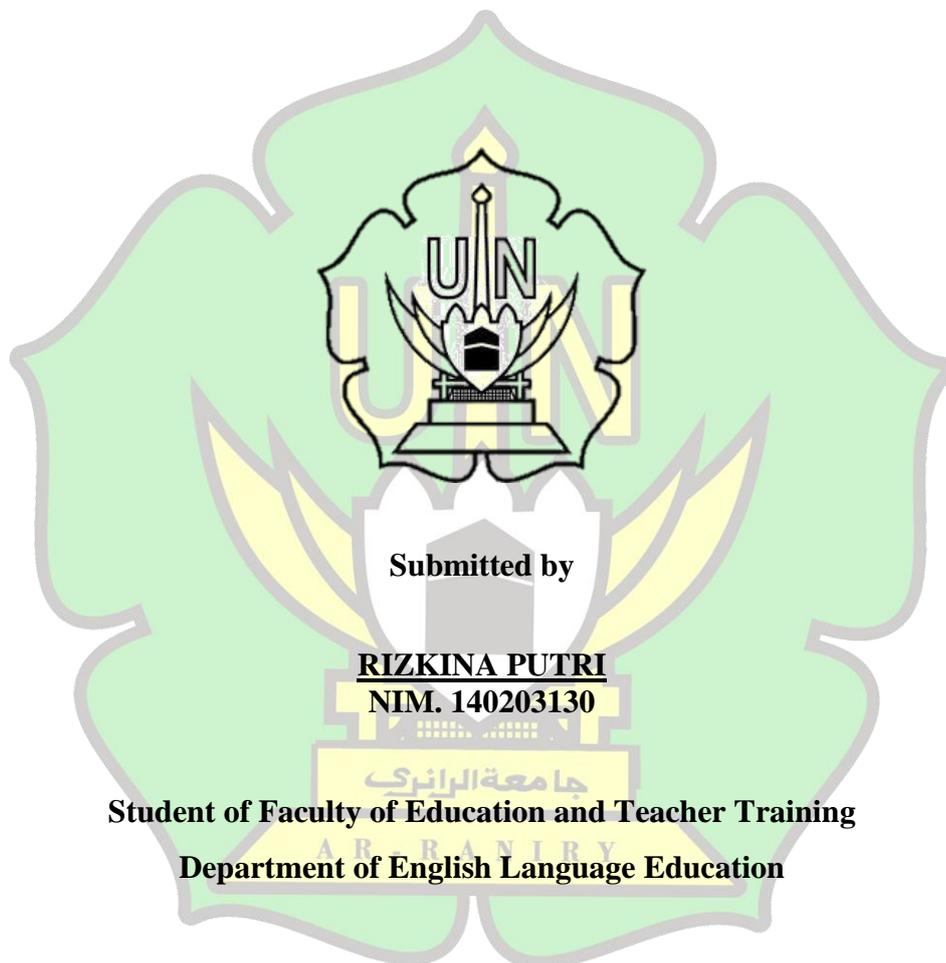


**AN ANALYSIS OF COLLOCATIONS USED IN WRITTEN ASSIGNMENT**

**(A Study at the Department of English Language Education of UIN Ar-Raniry)**

**THESIS**



**Student of Faculty of Education and Teacher Training  
Department of English Language Education**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**AR-RANIRY STATE ISLAMIC UNIVERSITY**

**DARUSSALAM - BANDA ACEH**

**2018 M/ 1439 H**

**THESIS**

Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry

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On Teacher Education

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**Wednesday, December 28<sup>th</sup>, 2018 M  
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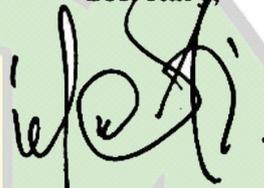
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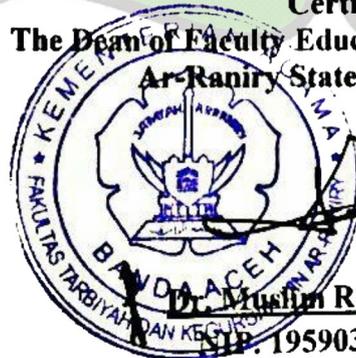
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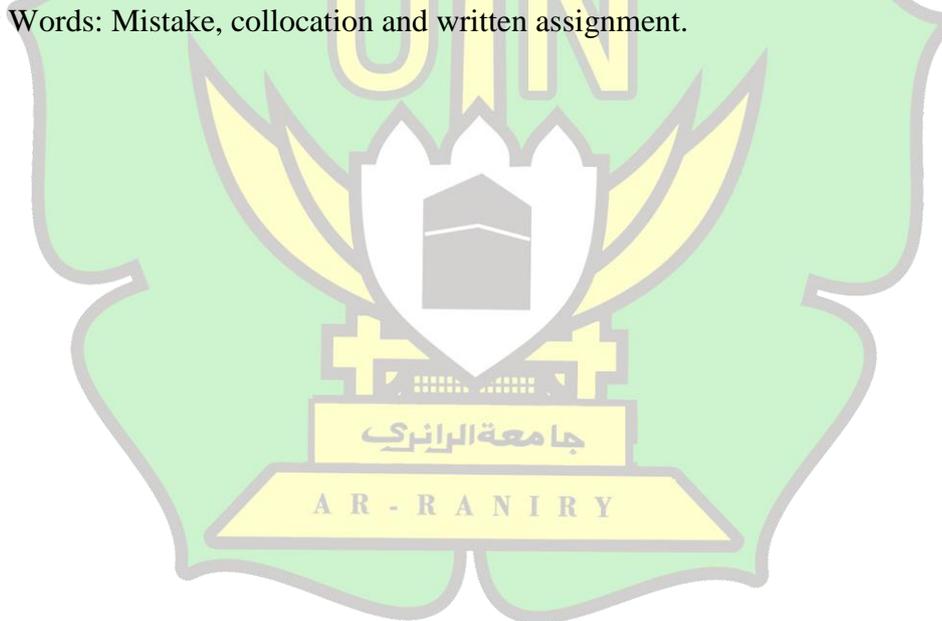


*Rizkina Putri*

## ABSTRACT

The aims of this research were to find out the types of collocation that students dominantly make mistake in writing assignment and to discover the students' strategies in solving the problem in understanding collocation. The study used qualitative method. The populations were the seventh semester students of Department of English Language Education of UIN Ar-Raniry. Five students were selected by using purposive sampling. In collecting the data, this research used the students' written assignment in using collocation and the interview. The study showed two points; through the students' written assignment would result the students' type mistakes and the interview would show the strategies in solving the problem in understanding collocation. The research findings showed that students made a total of 42 mistakes which consist of verb + noun 29 mistakes, adjective + noun 8 mistakes, and verb + adverb 5 mistakes. Moreover, the interview showed the students' strategies in solving the problem of understanding collocation by reading book/dictionary, asking the lecturer, and exploring much information about collocation itself. In conclusion, verb + noun was the most dominant students' making mistakes in using collocation and reading book was the students' strategies in solving the problem of understanding collocation.

Key Words: Mistake, collocation and written assignment.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, I believed that this thesis is far from flawless because the perfections are belonging to Allah. This thesis also needs to be criticized in order to be useful especially for Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, December 12<sup>th</sup>, 2018

Rizkina Putri

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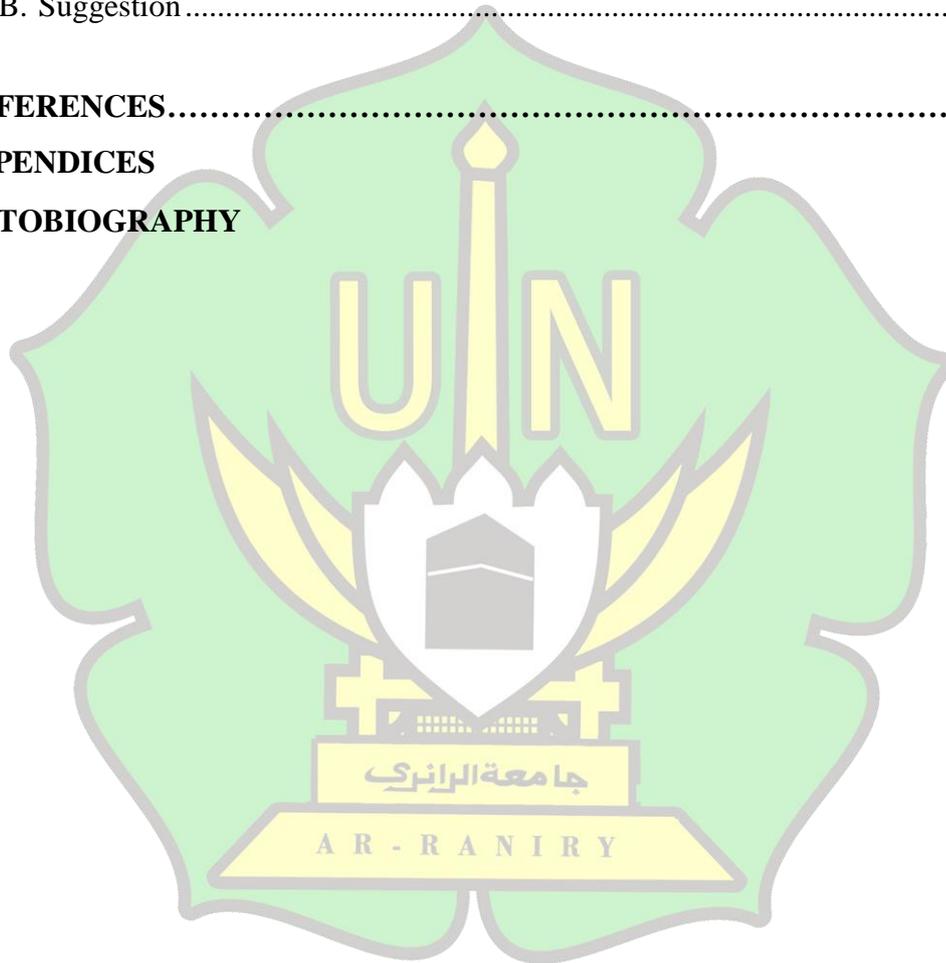
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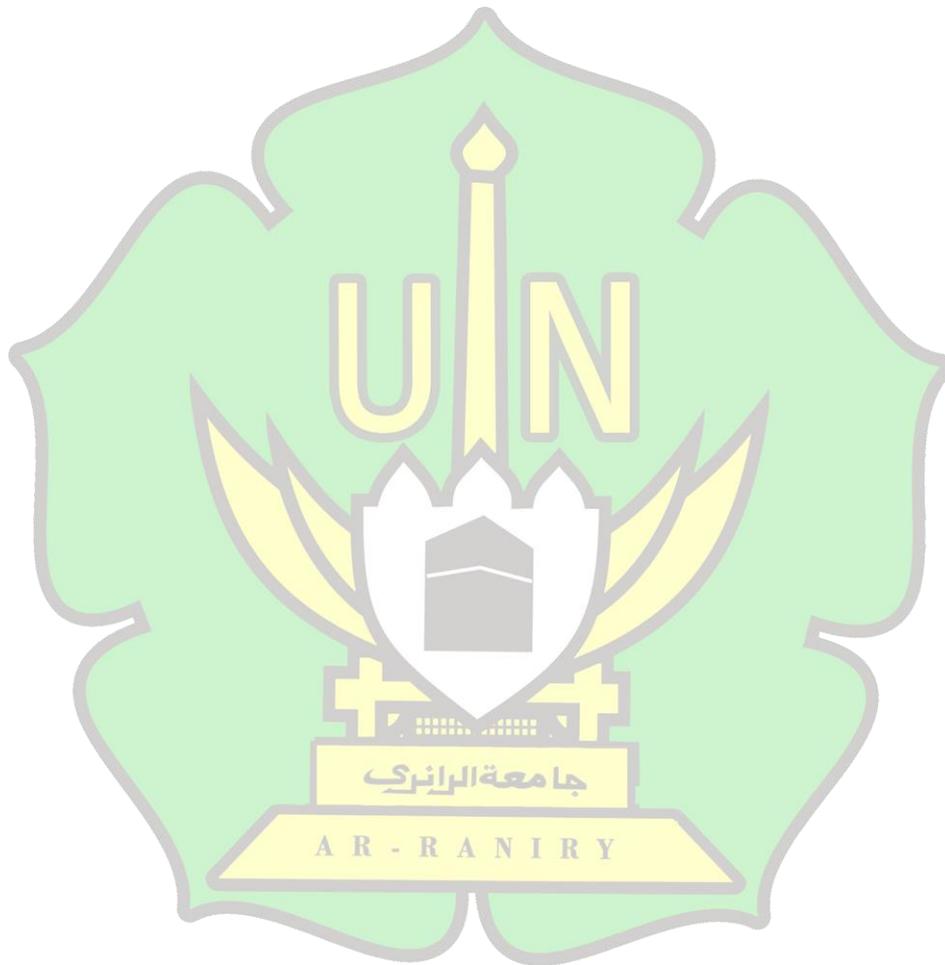
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Writing is one of the most important basic skills in learning English. The purpose of this learning is to know how students write correctly in the sentence. The problems that they faced are about grammatical problems, using the word choice incorrectly, and using combination of the word incorrectly. Wrong combination words mean that they often use collocation incorrectly. According to Ghazala (2006), collocations are the words that are usually found next to the other words, and the word that goes together in one sentence or is 'co-located' with one another.

In combining the words, if the students commonly use combination words freely, their collocation is wrong. It gives a big impact on their writing; especially the writing assignment. The problem here is using collocation to transfer the information in form of written from their exact spoken language. Sometimes, they write based on how they speak exactly and that word comes from translating them immediately into foreign language without considering any mistakes of used word that they chose.

Attar (2013) stated that one of the most difficult tasks of English Foreign Language students' is about choosing the appropriate word in writing an assignment. The students have to find out the word that goes together in the sentence. The word that goes together always has the relationship between one

and another. For instance, students write *make homework* because they are non-native speaker and the native speakers write *do homework*.

Many studies have been conducted to find the students' mistake in using collocation. The researchers come from many different countries with the different topic about collocation. The mistakes that students made in written assignment are caused by interference of mother tongue, ignoring the rule of collocation, and incorrect way of paraphrasing (Hasyemi, Azizinezhad and Darvishi, 2012). Another expert found that the lexical collocation mistake subtype verb + noun pattern is the most mistake student made in his finding, because confirmed the role of mother tongue/ native language interference, overgeneralization, and lack of collocation knowledge as the causes of lexical collocation errors (Shitu, 2015).

McCarthy and O'Dell (2014) indicated that collocation is a group of word that consists of pair words or more which are used together. From the explanation above, the researcher concluded that the meaning of collocation is the words that go together in the sentence and have the relationship combination one and another. There are some classifications of collocation proposed by the experts. According to Benson, Benson and Ilson (1997), the collocations are divided into two major groups in their dictionary, such as grammatical collocations (eight major points) and lexical collocations (seven major points).

As a Foreign Language, students commonly make mistakes in collocation. The mistakes are caused by several problems, such as intralingual problem which

refers to the fact that the students have problem in grammar like saying “many sugar” instead of saying “much sugar”. The second one is interference of mother tongue which happens when the students say “drink medicine” whereas the word medicine collocates with the word take “take medicine”. The last one is when the students have lack of collocation knowledge and concept which students do not understand the rules and types of collocation used.

Although many studies have been carried out, there are only few researches about collocation in English Department of UIN Ar-Raniry. This study is aimed to fill the gap by analyzing collocation mistakes in lexical collocation that students who have passed academic writing in their writing assignment, and to know the strategies of students in understanding collocation mistakes. This study sees and analyzes the use of collocation in students' written assignments. The assignments are taken from students' essays. As listed above about collocation, there are two types of grammatical and lexical collocations. In this case, the research focuses on lexical collocation which takes three major types of lexical (verb+noun), (adjective+noun), and (verb+adverb) in finding the students' dominant mistakes using collocation in their written assignment.

## **B. Research Questions**

Based on the previous background, the research would like to identify the problems, as follows:

1. What types of mistake do students make in using collocation in writing assignment?
2. What are the students' strategies in solving the problem in understanding collocation?

## **C. The Aims of Study**

Based on the previous problems above, the research would like to answer the aims of the study, as follows:

1. To find out the types of mistake students make in using collocation in writing assignment.
2. To discover the students' strategies in solving the problem in understanding collocation.

## **D. The Significance of Study**

The result of this study is expected to have theoretical significance as well as practical significance. For theoretical significance, the results of this study are expected to support some theories about collocation and the importance of collocation in learning teaching process. For practical significance, this study provides the university to give another new program or another strategy for understanding collocation.

### **E. Scope of Study**

The scope of this study is restricted into the types of collocation that the students made mistakes dominantly in written assignment only focusing on three majors of lexical collocation which are (verb+noun), (adjective+noun), and (verb+adverb) in order to make the researcher easier to analyze and know students' strategies in solving the problem of understanding collocation. The students are in the seventh semester of English Department Student in UIN Ar-Raniry who have already taken writing academic.

### **F. Terminologies**

To get general understanding about the research, here clarifies some terms that are explained in order to avoid misunderstanding, that are:

#### **1. Collocation**

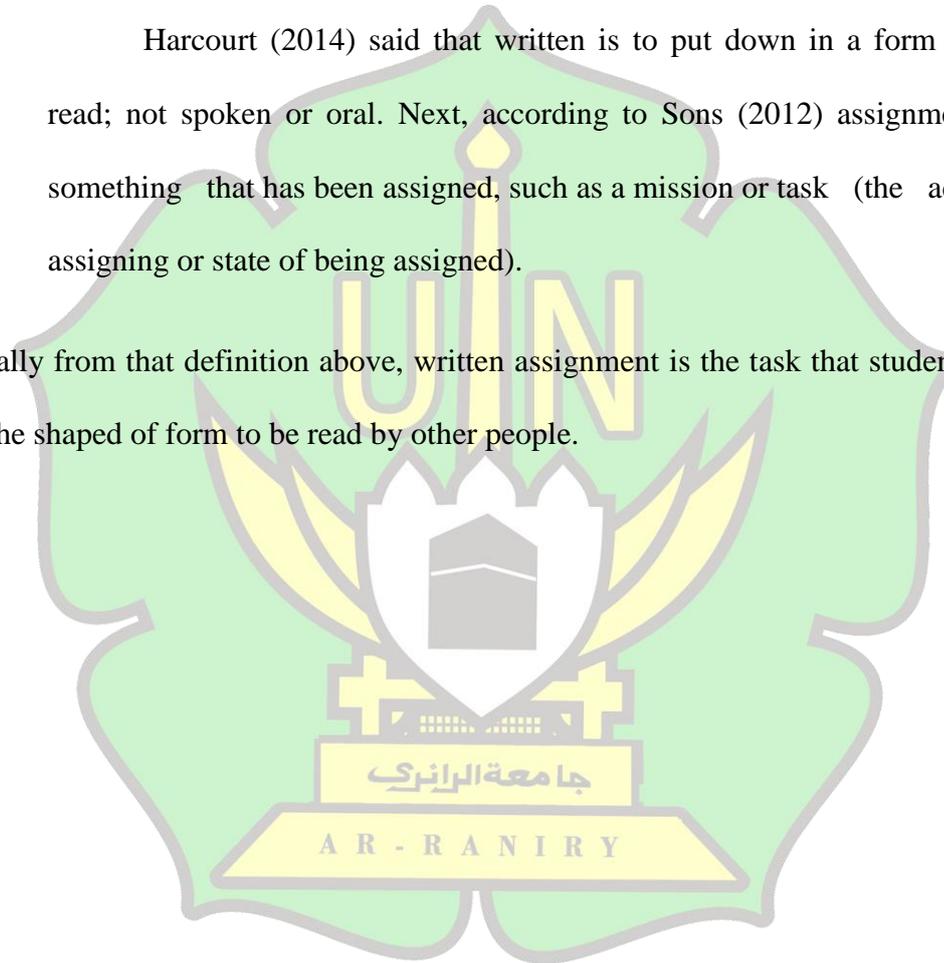
According to Nattinger (1992) that language is a basic composition of process in many words that join together forming single units of meaning in the sentence (as cited in Moehkardi, 2002, pp. 53). In another perspective, collocation means that was classified from the aspect of discourse stated by Halliday and Hasan (1976). Benson et al (1986) said that the definition of collocations focused on the co-occurrence of words, and the classification of collocations is based on the categories of collocations.

From the definitions above, it can be concluded that collocations are the aspect from discourse which are words that combine and appear together to compose one sentence with another in single units of meaning to produce the English more naturally and better.

## 2. Written Assignment

Harcourt (2014) said that written is to put down in a form to be read; not spoken or oral. Next, according to Sons (2012) assignment is something that has been assigned, such as a mission or task (the act of assigning or state of being assigned).

Finally from that definition above, written assignment is the task that students do in the shaped of form to be read by other people.



## CHAPTER II

### LITERATURE REVIEW

The second chapter covers the definition, types, why collocation is important to learn, how to use collocation, and the common collocation mistakes.

#### A. Definition of Collocation

The theories of formula in the English language were conducted with the contributions of the structure grammar and any kind of linguistic substance (Wray, 2002, as cited in Gulec, 2015). The language has been emphasized by spoken and written activities, which arrange the routine activities and fix expression. In language, one of the sub categories formulas was collocation that mainly made up the grammatical and lexical unit. Howarth (1998) states the classifications of collocation were lexical and grammatical units, which are lexical collocation consisting of two open class words (verb + noun, adjective +noun), while collocations between one open and one closed word are grammatical (as cited in Gulec, 2015, pp.27).

In the English major, we got many definitions of collocations in any perspective of experts. They define collocation as the words that can be used in the sentence or paragraph, and it is identifiable word. Another expert said that collocation is the word with fix combination in the sentence, or repeated combination that use for fixing the sentence. It is the word going together in the sentence. According to Benson (1997) the definition of collocation is decided into two groups, which are grammatical collocation and lexical collocation.

Collocations are the kind of couple word, which are joined together and very important for teachers and students to be learned seriously in language learning process (Lewis, 2000). The collocation term can be defined as the word that leans together with two or more word that used appropriate form in the discourse (Sinclair et al. 2004, p. 9).

Another perception about collocation comes from the expert Saeed (2003, p.60) who argue that collocations refer to the disposed word with going together repeatedly. In his argument, he pointed out that collocation can walk on fossilization process until every people can understand with the meaning of it and agree about the expression.

McIntosh (1961) and Palmer (1976) stated that there are some classifications of collocation based on the delimitation on word (as cited in Hasyemi et al., 2012). Palmer (1981), furthermore, proposed three kinds of collocation delimitations (p. 79) as follows:

- 1) Some restrictions or delimitation are based fully on the meaning of the item such as *green cow*.
- 2) Some restrictions are based on range-a word may be used with a whole set of words that have some semantic features in common. This explains the unlikeliness of the *pretty boy* (*pretty being used with words denoting females*).

Some are collocational in the strictest sense, involving neither meaning nor range, as *addled with eggs and brains*.

From the definitions above, it can be said that collocations are words combinations which frequently appear together in a phrase, and use them to make the English language more natural in speaking or writing.

## **B. Types of Collocation**

According to Benson, Benson and Ilson (1997), the Collocations are divided into two major groups in their dictionary, such as grammatical collocations and lexical collocations. Grammatical and lexical collocations have been represented about two differentiations but it can return into the aspect of collocation since it was included lexis and grammar. In this part the types of collocation will be explained in good term.

### **1. Grammatical Collocations**

A grammatical collocation is a phrase which consists of a dominant word such as noun, adjective, verb and a preposition or grammatical structure such as an infinitive or clause". Adapted from (Benson, Benson, and Ilson 1997), grammatical collocations are divided into eight major groups. Here are the eight types of major groups with the examples of it: R Y

Tabel 2.1. Major Groups of Grammatical Collocation.

No	Collocation	Examples
1.	Noun + preposition	Exception to
2.	Noun + to infinitive	A decision to do it
3.	Noun + that-clause	Made a promise that he would do
4.	Preposition + noun	By chance
5.	Adjective + preposition	Keep on movie
6.	Adjective + to infinitive	It's essential to type the letter
7.	Adjective + that clause	It was necessary that all of us attend
8.	Verb + to infinitive	They started to work

### 1. Lexical Collocations

According to Benson, Benson, and Ilson (1997), the definition of lexical collocations are the phrase that normally do not contain prepositions, infinitives, or clauses in grammatical collocations. The types that have been mentioned before was not mention in this lexical collocation types. Typical lexical collocations in a phrase consist of nouns, adjectives, verbs, and adverbs. Adapted from Benson et al., (1997), lexical collocations are divided into seven major groups. Here are the seven major groups which are consisting together with the examples from it:

Tabel 2.2. Major Groups of Lexical Collocation.

No	Types	Examples
1	Verb (transitive) + noun/ pronoun (or prepositional phrase)	Make an impression, come to an agreement, compose music
2	Verb meaning essentially eradication and / or nullification + noun	Reject an apple, lift a blockade
3	Adjective + noun	Strong tea, weak tea
4	Noun + verb	Blood circulates, bomb explodes
5	Noun (unit) + of + noun	A bouquet of flowers, a colony of bees
6	Adverb + adjective	Deeply absorbed, keenly aware
7	Verb + Adverb	Affect deeply, apologize humbly

These are the types that were mentioned in Oxford Collocations Dictionary which divided the collocations' combinations into thirteen types, and together with the examples from its collocation:

1. Adjective + noun, example: bright light, strong light
2. Quantifier + noun, example: a beam of light, ray of light
3. Verb + noun, example: provide light, shed light
4. Noun + verb, example: light gleams, light shines

5. Noun + noun, example: a light source
6. Preposition + noun, example: by the light of the moon
7. Noun + preposition, example: the light from the window
8. Adverb + verb, example: choose carefully
9. Verb + verb, example: be free to choose
10. Verb + preposition, example: choose between two things
11. Verb + adjective, example: make something safe, keep something safe
12. Adverb + adjective, example: perfectly safe, environmentally safe
13. Adjective + preposition, example: safe from attack

### **C. Why Collocation is Important to Learn**

Collocations cannot be separated from English Language since there is no natural English without collocation. Students who prefer to use this collocation will make their speech and writing sounds much better and natural like a native speaker. According to Lea (2003), most of single words in the English Language will appear some meaning, especially in more common words. The exact meanings in the context are established by that context; with surrounded word and combined word (collocation).

In this learning, collocation has the advantages to study such as making English language sounds more natural and effortlessly understood; has their self rich ways to express the idea in written and spoken; improve speaking and writing style; and easier for brains to remember and use fix combination word (word variations) than single word.

#### D. How to Use Collocation Dictionary

A good dictionary gives the clear information about collocation. The information sometimes highlights in some special ways, and includes the examples from those common collocation vocabularies. These are two different dictionaries based on their collocation words, namely:

1. McCarthy and O'Dell (2014) stated in the *Cambridge Advanced Learner's Dictionary (CALD)*, common and useful collocations are given in bold type. Look at the CALD entry for the word *pain* and note how useful collocations are highlighted in bold (p.10). Example:

**p a i n** <^ /peɪn/ *noun* [c or u] 1 a feeling of physical suffering caused by injury or illness: *Her symptoms included abdominal pain and vomiting.* ◦ *Are you in (= suffering from) pain?* ◦ *She was in **constant** pain.* ◦ *These tablets should help to **ease** the pain.* ◦ *I felt a **sharp** pain in my foot.* ◦ *He's been suffering various **aches and** pains for years.* 2 emotional or mental suffering: *It's a film about the pains and pleasures of parenthood.* ◦ *The parents are still in great pain **over** the death of their child.*

- a pain (in the neck) *INFORMAL* someone or something that is very annoying: *That child is a **real** pain in the neck*

2. *Oxford Collocations Dictionary for students of English* is intended for students and help them in writing. Lea (2003) emphasizes the ways how to use this dictionary, the dictionary shows collocations based on their part of speech; each part of speech will be categorized according to meaning or group; the groups are arranged in an order that tries to be as intuitive as possible. In this dictionary, the collocation vocabulary

shows common example to make students understand easier. This example from *Oxford Collocations Dictionary for students of English*, word *paragraph* is noted highlight in bold with the meaning that was collocation. (Lea, 2003, p.552)

**paragraph** *noun*

- ADJ. **new** | **introductory, opening**
- VERB + PARAGRAPH **begin, start** *Start each paragraph on a new line.*
- PREP. **in a/the-** *The identity of the murderer is revealed in the very last paragraph. **in accordance with/under-** (law) Cancellation charges will apply in accordance with paragraph 4 above. | - **about** a paragraph about the writer's reaction to his mother's death*

Here are the ways how to find, record, and learn Collocation.

- Find
  1. Two ways to find collocation in text; read or listen anything in English.
  2. Or we can find the collocation from learner's dictionary.
- Record

The way how to record is finding the vocabulary in a phrase or a sentence and showing how it is used. After that, underline the collocation or use highlighting pen. For example: I don't have access to that kind of secret information. Or: Jim gave me a very useful piece of advice.

- Learn

Learning collocations is as same as learning any vocabulary item.

The key things are to:

1. When we see and hear about collocation, try to recognize it.
2. After learning collocation, try to revise and practice it by using new collocation vocabulary in context.
3. Write down the words that collocate with it in notebook.
4. Reading the book is an excellent way to learn vocabulary and collocations in context and naturally.
5. Learn collocations in groups to help you fix them in your memory. You might group together collocations relating to the same topic. Or you might group collocations based on the same word
6. Going to find the collocation in specialized dictionary or exist book of collocation.

### E. Common Collocation Mistakes

Collocations are very common in English language and learning them is very important to improve the skill of speaking or writing. Collocations sound natural to native speaker, so the more collocations we know and use, the more natural our English will sound. The collocation mistakes cannot be separated in this learning. Fitikides (2002) shows that the common mistakes in English are misused form, unnecessary words, misplace words, confused word, collocation,

and incorrect omission. In this section, the collocation mistakes caused by several things; such as:

### 1. Native Language Influence

Shitu (2015) stated “research evidences have shown that Nativelanguage/ Mother Tongue transfer is a cause of collocation errors among EFL and ESL learners” (p. 3272). Learners’ L1 collocation knowledge interferes with the learning of English collocations thereby leading to the making of errors because of the differences in the systems of the two languages.

### 2. Learning Strategy Types

The uses of certain learning strategy types e.g. synonym, repetition and overgeneralization by learners have negative effect on the acquisition of English collocation among EFL and ESL learners. Shitu (2015) argues that “students studied tend to substitute a word in Second language with a synonym in the First Language thereby leading to errors” (p.3272). However, Synonyms are words that are similar in meaning yet, there are no perfect synonyms in the English language. Therefore, learners who have limited proficiency in English language use this strategy because they lack of knowing collocation concept.

### 3. Lack of Collocation Competence

A factor that learners’lack of knowledge of important collocates is about the key words that they used in writing. There were wrong choices of verb which are indicative the lack of collocation competence. (Hill, 2000)

4. Other causes of collocation errors are: approximation, ignorance of rules restrictions, false concept hypothesized etc.

#### F. Relevant Studies

Based on the research done by Salsabila (2014) the research discussed about lexical collocation in Japanese. The research was analyzed about collocations in sixteen popular song lyrics in Japan with the theme “sakura” on syntax and semantic. The finding found that twenty words *sakura* (nominal1 + of + nominal2) and collocation (nominal + verb) according to lexical collocation. In this research, Salsabila stated the statistical in getting the data (Nominal1 + (of) Nominal2) on Nominal Phrase 9 % from 16 song of Japan language, so that (Nominal + Verbal) on Verbal Clause 17% from 16 song. The result is 17% of collocation in using “Sakura’s word”. The similarity of this research with writer research was analyzed the same topic about collocation. As a result, the difference was about collocation in song lyric in Japan language while the researcher analyzed collocation of English student of UIN Ar-Raniry in their written assignments.

Another previous study done by Attar (2013) the finding of this research showed research questions about the effect of study collocation which examines significant effects of teaching collocations on speaking ability of Iranian EFL learners. The result found the performance of forty participants in the experimental group significantly improved from pretest to posttest in both collocation and interview tests. Therefore, based on the data, it can be concluded

that teaching collocations has a positive and significant effect on the participants' speaking ability. This research and the current research are similar which analyzed about collocation in productive skill. The difference is about speaking and written assignment.

Another prior study was conducted by Hasyemi, Azizinezhad and Darvishi (2012), the respondent of this research took 68 students from University of Hamadan. The students practiced the writing assignment and final exam papers which were collected and analyzed the collocation error based on the modified version originally proposed by Benson, et al. (1986) and Chen (2002). The BBI Dictionary of English Word Combinations analyzed the participants' collocational errors and provided suggestions for correction. The questionnaire was given to explore student's perception about collocation. The results showed that participants' perceptions of collocational types were different from the collocational error types the participants made in their writing samples. The reasons why they made mistakes in writing are because of the interference their mother tongue, ignore the rules of collocation, lack of the collocation concept, the inter lingual or intra lingual transfer, wrong paraphrase and less of knowledge.

Based on the studies above, the study was done in first research to find the Japanese song lyric in the Japan popular song, the second study found the effectiveness of using collocation is speaking, and the third study investigated the problem of collocation error in EFL college Students' Writing Majoring in English.

## **CHAPTER III**

### **RESEARCH METHOD**

In doing this research, the method has an important role in order to solve the problem for answering the research questions. In this chapter, the classification about location, research design, population, and sample. Furthermore, in this chapter, the researcher presents some explanations on how the data is collected and analyzed.

#### **A. Description of Research Location**

The location of this research was in UIN Ar-Raniry, Banda Aceh, Indonesia. This university recognized by IAIN Ar-Raniry in October 25<sup>th</sup>, 1963 and in 2014 named by UIN (Islamic State Universitas) Ar-Raniry. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry, he was one of the advisers of the king in Aceh Darussalam Empire 1637-1641 (Tim Revisi, 2014). It is an Islamic educational university which is headed by Prof. Dr. Warul Wahidin. AK, M.A. now.

Furthermore, to specify this research conducted at English Department Faculty of Education and Pedagogy UIN Ar-Raniry. English Department is one from twelve Departments within Faculty of Education and Pedagogy, which is headed by Dr. T. Zulfikar, S.Ag. M.Ed.

#### **B. Research Design**

This research used qualitative approach to analyze the collocation. According to Mason (2002), toward qualitative research everyone can do the

research in one large dimension of social world, texture of life, understanding, experiences and discourse or relationship work. In researcher's understanding, qualitative is the method that is used in social science to work with non-numerical data and usually help people in understanding about social analysis. This research was descriptive study. According to Kumar (2011) descriptive study is a qualitative research that described a systematic situation, phenomenon, problem that provides information about, says, or describes some attitudes toward issue.

### **C. Population and Sample**

In completing the research, this research needed to select the individual or group who has the contribution to be representative in taking the data. According to Kumar (2011), population is the bigger group which is going to be selected as a sample of the study. The population of this research was the total number of students at English Department especially for the seventh semester students of UIN Ar-Raniry.

Mack, Woodsong, Macqueen, Guest, and Namey (2005) explained that sample is a part of group which is selected for any given study. The sample in this research was one class of seventh semester students of English Department at UIN Ar-Raniry. The criteria of the samples to be selected were already taken in academic writing class, and those who know how to write an essay and get a good score in this subject.

This research used purposive sampling to select the sample. Creswell (2012) suggests that purposive sampling is to select the sample based on individual to learn and understand about central phenomenon, so the informant has rich information. In developing the understanding, this research used purposive sampling because it can provide useful information, and might help people to learn about the collocation.

#### **D. Research Instrument**

In this research, the instruments that were used are students' assignment sheets known as document and interview. The students' assignment sheets reprocessed students' written assignment to analyze the types of collocation and interview to obtain the information about students' strategies in understanding collocation.

#### **E. Technique of Data Collection**

In other words, to fulfill all the information needed in this research, there are two kinds of data collection. They are students' assignment sheets and interviews. The following were the procedure of data collection:

##### **1. Students' Assignment Sheet**

To answer the first research question, it took students' printed (text) essay assignment. By asking permission, the researcher got the data or document from one of the academic writing teachers. There were some pieces of students' assignment (essay) in one class that analyzed to find

out the types of collocation that students dominantly made mistakes in producing it. Creswell (2012) said documents analysis consist of public and private record in qualitative, they can include newspaper, public documents, school documents, journal or diary, formal students' work, collect emails, or electronic data. As stated before, students' essay analysis included into document analysis in qualitative. Document analysis is a systematic procedure use to evaluate document in the study of qualitative research which consist of printed and electronic material (Corbin & Strauss, 2008, as cited in Bowen, 2009).

## 2. Interview

Creswell (2012) revealed that to represent a fully database in qualitative with rich detail to give the response of informant generally the answers were interview and record. This research used semi-structured interview to get some answers from the informant. Fontana & Frey (2000) stated "Semi-structured interview is one of the most powerful ways in which we try to understand our fellow human beings" (as cited in Creswell, 2012, pp. 46). This interview gave open-ended response, explore the reason, identify the informans' comments, and they also created the options for responding.

In this research, there are some questions related to open-ended types. It asked the students to answer the question based on their

understandings, and explored their reasons and comments about collocation.

In addition, the interview recorded by using recorder (smartphone), and then the data transcribed and analyzed easily that was conducted to gather information and answer the second research question on how students deal with the strategies to solve their problem in understanding collocation.

#### **F. Technique of Data Analysis**

There are some various data from some pieces of students' essays and interviews. The data were still meaningless before analyzing them. Consequently, the data support the answer of two research questions.

The data from students' assignment sheets were analyzed by using Oxford Collocations Dictionary for students of English (OCD) and Cambridge Advanced Learner's Dictionary online (CALD). If the combination of collocation is mentioned in (OCD) dictionary, the researcher also checked in online dictionary (CALD) in order to make sure and to convince. The collocation words classified based on the part of speech that had mention in Benson et al., (1997) table of lexical collocations. In addition, the next data was analyzed by using manual coding of qualitative data. According to Creswell (2012), manual coding of qualitative data is reading the data, mark it by hand, and then divided the data into some parts that needed. This way was traditionally to use, so in analyzing the text, it used color coding/pencil to mark the text. Flick (2009), theorized that coding

means one of the tools for analyzing text to develop categories, properties, and relations.

As mentioned before, interview is one of the ways to analyze the data. In this step, first the data from interview was transcribed. According to Creswell (2012), transcription is the process of changing the audiotape recording or field notes into text data. After transcribing, the data analyzed by using coding method after the transcriptions from the audio-recorded interview data in order to keep it organized and based on the topic explanation. Saldana (2009,p.3) noted that a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photographs, video, websites, e-mail correspondence, and so on.

This interview data analyzed by using the six steps qualitative data analysis from Creswell (2012, p.236-237). These are the following steps:

1. Preparing and organizing the data (transcripts).
2. Exploring and coding the database.
3. Describing findings and forming themes.
4. Representing and reporting findings.
5. Interpreting the meaning of the findings.
6. Validating the accuracy of the findings

## CHAPTER IV

### FINDING

In this chapter, the analysis of students' writing products of their written assignment focused on three majors of lexical collocation and the students' interview will be provided. Students' written assignment is dedicated to the types of collocation that students dominantly made mistakes and the interview showed the students' strategies in solving the problems of understanding collocation. The data were analyzed to answer the research question that stated below in chapter 1.

#### **A. The Results of Writing Assignment in Using Collocation.**

After doing the research on English students' of UIN Ar-Raniry, there are some results of collocation types that students made mistakes in using collocation. After collecting and identifying the data, the research explained in detail. First, identified and classified the mistakes into three types that were taken from seven types of lexical collocation; (verb+noun), (adjective+noun), and (verb+adverb). Next, these results were analyzed and summarized in form of table. The total mistakes that found in writing assignment were presented in the form of table in order to answer the first question about the most dominant students' mistakes in types of collocation.

##### **1. Verb + Noun**

“Verb-noun have been included irrespective of whether the noun is part of the object, the complement, or adverbial of the clause in question and irrespective of which other constituents are present in the clause” (Nesselhauf, 2005, p.47). In such collocations, a noun carries the core meaning of the collocation, the main

information is expressed by a noun. The verb has only a grammatical function. After analyzing the students' writing assignment sheets based on Benson et al., (1997) the table of lexical collocations about verb + noun. In their writing, there are found 29 mistakes of collocation that they made inappropriate verb and noun. Most of the mistakes were about writing the verb that combined with a noun freely, and they transferred the information in form of written based on their exact spoken language. Nesselhauf (2003) claimed that of all types of verb + object + noun combination errors "the one occurring most frequently is the wrong choice of the verb" (p.231). Indeed, it was not surprising, because according to her, the definition of collocation is that the verb in a collocation has a limited sense, which leads the students to face difficulties in using the verb correctly. In this case, the 29 mistakes of verb + noun (see appendix I), see examples:

**Mistakes made by students:**

- a) The students know how to put the sentence or opinion in essay
- b) Make class more structure and get the aim of study.
- c) Make students know what they will learn for further meeting.
- d) You should take a lot attention in this page
- e) Sometimes the reader cannot catch the message clearly

**Suggested corrections:**

- a) Write the sentence
- b) Conduct the class more structure and achieve the aim of study.
- c) Let students know
- d) Pay a lot attention

e) Receive the message

Based on the examples above, the students did not realize that collocation has its own concept to use. They used collocation as much as they like to combine the word like first language. People understand because they think that those words are suitable as how they talk in language usually. Zinkgraf (2008) analyzed verb + noun collocations that students made including the most frequent delexical verbs such as *do*, *make*, *take* and *have*. Otherwise, if the native listen, they felt that was wrong, because native speaker knows how to match the word appropriately. Therefore, the collocation is natural language. People cannot write as they want without knowing anything about collocation or based on the source of collocation. Furthermore, appropriate word can be found when they learn much from the book or dictionary. That can help them in finding the correct collocation.

## 2. Adjective + Noun

Hill and Lewis (1997) theorized most of the adjective in the collocation can be used before the noun and after the noun, sometimes it can only be used in one position. In addition, Benson, Benson and Ilson (1986) regarded “collocations according to a part of speech” (p.253). Then, they identified the collocations combining an adjective and a noun as the most frequent types, e.g. “*pure chance*”, “*close attention*”, “*sincere condolences*”, “*serious charges*”, etc. After analyzing five students’ writing essay, there are 8 mistakes about adjective + noun (see appendix II). These are some samples from essay sentence;

### **Mistakes made by students:**

- a) Using deductive reasoning, formal voice, and third person point-of-view.
- b) The lecturer also give student corrective feedback
- c) Academic writing class has an immense benefit to us...
- d) There are interesting parts of writing paragraph...
- e) I know how to paraphrase and summarize to avoid of plagiarism, using a good organization, and...

### **Suggested corrections:**

- a) Clear/good voice
- b) Useful feedback
- c) Great benefit
- d) Important parts
- e) An effective organization

The examples above represented the other examples of students' mistakes in using collocation by the type "adjective + noun". The words that students' choose based on what they found in their daily conversation. The rules of collocation are still less in learning. Hill (2000) showed that "most of the students have not sufficient competence of collocation" (p.49). Mahmoud (2005) concluded that the collocation mistakes that were incorrect were lexical collocations. These lexical collocational errors resulted from incorrect word choice. In this case, the students must emphasize their knowledge on receptive skill (listening and reading) in order to minimize those mistakes. Therefore, the English teachers needed to recommend

the good dictionary for the students' which consists of collocation in creating students' concept strongly.

### 3. Verb + Adverb

In this research found some mistakes that students made in using verb + adverb about collocation. The data were found after identifying and classifying on five students' essays which consist of 5 mistakes (see appendix III). As follows:

#### Mistakes made by students:

- a) As a result, with a briefly plan of learning process...
- b) Because the material will be understood deeply by doing task and it works for students in learning
- c) It is not easy to write.
- d) You will check grammar appropriately.

#### Suggested corrections:

- a) Plan carefully
- b) Understood easily
- c) It is not write beautifully
- d) Check grammar correctly

Based on the examples above, the mistakes that students made in using verb + adverb are about using wrong collocation and matching the adverb with 'to infinitive'. Some have not chosen based on the rule of collocation, and they used the words what they listen or speak in daily life. Jing (2008) examined Chinese EFL learners tended to make errors which are caused by language transfer, such as using synonyms. Example from "briefly plan" the word of plan not appropriate

matching with briefly, but that word has to use carefully in the sentence of collocation. Afterwards, words “easy to write” can immediately use verb + adjective. The words that they matched are still wrong and still not appropriate in collocation. Moreover, the students tended to write this essay hardly and beautifully, but they were not aware about choosing the appropriate words based on the rules of collocation. Boonyasaquan (2005) analyzed collocational violations in a translation task, he stated the possible sources of violations including over-literal translation, paraphrasing, using synonymy.

Tabel 4.1. The total of student’s mistakes.

No	Names (Initials)	Verb + Noun	Adjective + Noun	Verb + Adverb	Total of collocation mistakes
1	D.R	4	1	-	5
2	N.F	2	4	1	7
3	K.M	4	1	2	7
4	F.M	9	1	2	12
5	I.R	10	1	-	11
<b>Total</b>		29	8	5	42

The table above showed the total of students’ mistakes in using collocation in writing the essay. As it was presented in the table, the answer of first research question was obtained here. Verb + noun is the type of collocation that students dominantly made mistakes in writing assignment which consist of the total 29 mistakes. Next, the second type was the students who made mistakes in adjective

+ noun with the total 8 mistakes. The last, 5 mistakes were made by students in type of verb + adverb. Therefore, a number of mistakes were 42 mistakes in using collocation in written the essay assignment.

## **B. The Results of Interview**

In this chapter, the researcher deals with the finding of the research interview. It consists of four elements that would liked to discuss about collocation based on students' experience and information consisting five questions that is given them to answer. This chapter analyzed the research findings based on the obtained data from the interviewing process that was going on October 11<sup>st</sup>–13<sup>rd</sup> 2018 with five students as the interviewees.

In relation to the research question, the researcher presented the finding in the description of previous points to get the version of students' strategies in solving the problem of collocation in English Department of UIN Ar-Raniry.

### **1. Definition of Collocation**

According to the result of the interview, the researcher found out that all of the interviewees knew about the definition of collocation but not specific. Most of them knew it when they learned this collocation in academic writing and introduction to linguistic course one year ago. Therefore, some of them have ever listened but when people asked them, they did not know how the collocation was. Five students answered the same meaning of collocation in the different word and term. In this case, Int. 1 showed the definition of collocation she had known by saying:

*“Collocation is a couple words. Exactly I don’t know about collocation specifically, but after the interviewer explains to me I know about the collocation. For example collocation is “take medicine”, so in Indonesian their habit, they said drink medicine but in collocation is take medicine”* (Int.1, day 1, October11<sup>st</sup>, 2018).

Int. 2 and Int. 5 had the same way of thinking in which they explained about the definition of collocation as the pair word or group that they always go together in the sentence. In addition, the Int.3 added the definition of collocation was about writing and speaking.

*“Compound noun that is use, usually use by the native speaker and in writing, even in essay, academic writing or even informal condition like that needed the speaking or writing”* (Int.3, day 1, October11<sup>st</sup>, 2018).

This information was very helpful for researcher to know about the definition of collocation based on their knowledge. The researcher concluded that the definition of collocation was pair word combination or group used by native speaker to express the writing and speaking idea in a phrase or sentence.

## **2. The Importance of Learning Collocation**

Howarth (1998) suggested that the importance of learning collocation for EFL learners in academic writing was to help learners produce clearer word and more precise messages. In this case, all five students are selected with the same three conditions mentioned in chapter three, they was more possible to have similar ideas and some are even close friend and partner for each other such as:

Int.2 and Int.3 or Int.4 and Int.5. For instance, the five interviewees have similar reasons and ideas in answering about the importance of learning collocation. In this case, Int. 4 showed the idea she had about importance of learning collocation in which she said:

*“It’s important because when we use collocation itself, it sound like native speaker, because the collocations itself use by native speaker not by non-native, and then when we want to looked like native speaker we should use collocation itself”*. (Int.4, day 2, October12<sup>st</sup>, 2018).

In addition to the concern, she also stated her reason on the other words she had, Int. 4 said:

*“It is look like you more have good vocabulary, in the meaning more effective and briefly when you explain it”*. (Int.4, day 2, October12<sup>nd</sup>, 2018).

In addition to the case, another perspectives come from Int. 2 and also Int. 5 said about the important of collocation:

*“Collocation is important in learning English because with collocation it makes more understand about the context itself and it more sound natural when we are use collocation and furthermore with use the collocation our speech and writing more reasonable”*. (Int.2, day 1, October11<sup>st</sup>, 2018).

*“Collocation is really important in writing or in learning English because by knowing collocation we know how native pronounce in natural English. Like I said just know, “share our meaning” native not say share our meaning, but they said “express our meaning”*. (Int.5, day 3, October13<sup>rd</sup>, 2018).

The information that was given from Int.1 and Int.3 were represented by other interviewees. The ideas that they shared have similar answers with others. In conclusion, the researcher obtained the important of learning collocation based on the interviewees, who was using collocation words made the speech and writing sounds much better and natural like a native speaker.

### 3. Students' Difficulties

Howarth (1996) stated on his observation, advanced students make one particular type of errors in writing, namely collocational errors, which, according to him, "can lead to a lack of precision and obscure the clarity required in academic communication" (as cited in Leśniewska, 2006, pp. 96). Based on the argument above, the error that advance students made in writing is collocational error. In addition, the word that they used for communication in writing is lack of meaning because of those errors. In this case, the five interviewees gave the comments about their difficulties and how they solved the problem of collocation.

- Int.1: Confused of the right word

*"I confuse to use the right word because depend on our habit in communication, so we put our habit in writing... To solve those difficulties I do browsing, asked the lecturer, and asked my friend". (Int.1, day 1, October 11<sup>st</sup>, 2018).*

- Int.2: Lack of collocation vocabulary

*"I learn vocabulary, I should remember single word not phrases. So, when I write the essay I should find more what is the right collocation I put on that*

*essay... I would read more in collocation dictionary what is the appropriate collocation that fit in my essay and also I will read more academic journal and I will see phrases in that journal again and again". (Int.2, day 1, October11<sup>st</sup>, 2018)*

- Int.3: Confused of matching word

*"I'm a bit confused in matching with the utterance, which needs how to say the natural meaning of mother tongue... one way to do that is we have to learn and read the collocation words, and make it used to teach. Make it how to say habitual to read every day". (Int.3, day 1, October11<sup>st</sup>, 2018).*

- Int.4: Transfer of conversation word into writing

*"When I want to write an essay, like I want to write the conversation, what I pronounce I will write it. In the real life, it is different which is spoken style and written style... I take the dictionary beside me. When I get stuck with the idea, and I feel stuck with the word, I will return it to my dictionary and open it, and look 'this is one more appropriate we use it". (Int.4, day 2, October12<sup>nd</sup>, 2018).*

- Int.5: The error of word choice

*"I think sometimes it difficult for me to use collocation in learning English, it because our word choice... I can look at the dictionary which is explained about the collocation or I can ask with my lecturer how actually the native speaker use about the word". (Int.5, day 3, October13<sup>rd</sup>, 2018).*

From the statements above, the interviewees stated the answer based on their experience in writing the essay. They also explained the way how they solved the problem of collocation. They have different difficulties but in same way to solve the problem of collocation by reading the book or asking their lecturer.

#### **4. Students' Effective Strategies in Learning Collocation**

According to the interview results, the five students agreed that reading book, journal, and and dictionary can protect them from the collocation mistakes. This is proven by the several strategies used in their academic writing how they read the book or dictionary before writing an essay. Also, they admitted that they use several strategies to develop a good essay and added some strategies in their life to use it effectively.

##### **1. Reading book**

In avoiding the collocation mistakes, the five interviewees agreed that by reading the book, journal, and collocation dictionary can help them to raise the awareness about collocation. Lewis (2000) stated that teacher can lead students to find and adapt an existing book. It can be a good solution in the learning of collocation, and this can be easy for students to find many collocations words from the book or dictionary. In this case, all the five students' responses are represented by Int.2 as she stated:

*“My strategy is a general one. I will more read and read and try to find the collocation on that reading and it will make I more have known about collocation words”.* (Int.2, day 1, October11<sup>st</sup>, 2018)

In addition to this case, Int. 4 said:

*“My strategy to get more understand about collocation is reading journal, book, and dictionary, and then searching in the internet”.* (Int.4, day 2, October12<sup>nd</sup>, 2018).

The explanation above represented the answer from other students who said by reading the book can help them solve the problem about collocation. The ideas that they told were similar. However, they have another addition like Int.4 who used the internet to help her finding the suitable collocation word.

## 2. Observe and note collocation in reading

Lewis (2000) revealed that reading and writing books give the opportunity to train students to observe collocations in their reading, and to note and use these expressions in their writing. In this case, one of the effective strategies that students did for their life in writing the essay is noted. This way can help them remembering every word that they faced in the reading book by writing it on the notebook. Int.3 stated her comment about this case:

*“About the strategies, I have one is about always use the collocation words in my writing and absolutely in my essay, and also in my speaking... I have to remember the collocation words from reading or read the material about collocation, and write which make it some note, because I’m the one who really forget everything”.* (Int.3, day 1, October11<sup>st</sup>, 2018).

The explanation above showed Int. 3 is a diligent students and forgetful person. She needed the notebook to remember collocation to avoid the mistakes.

### 3. Teacher teach students in collocation word

In this learning, teacher has the role to teach his students about the material of collocation which consists of some words that go together or not. This was a difficult concept for students to understand but it is very helpful for students to remember well, so that they can use in their daily spoken or written task. In this case, the teacher must be a model of collocation for their students in the learning.

Int.1 shared her answer about it:

*“The specific strategies that I think in learning collocation are we can use book or dictionary by reading to know more about collocation and asked our lecturer”.* (Int.1, day 1, October11<sup>st</sup>, 2018).

In addition for this cases, Int. 5 said:

*“To get understand about it, I have to learn more and practice or asking with my lecturer”.* (Int.5, day 3, October13<sup>rd</sup>, 2018).

All in all, the answers above showed us how the teacher must be a good model for their students. The students needed a lot of collocation concept and material that given by the teacher. In this case, the teacher should be an active role in the classroom.

### C. Discussion

After analyzing the data collection; students' writing assignment sheets in using collocation and interviews, the researcher would like to discuss below in detail. The purposes of this study were to find out the answer of the research questions. Furthermore, the aims of this study were to identify the most dominant

mistakes that students' made in collocation types and to describe students' strategies in solving the problem of understanding collocation. Thus, the first research question is "What types of collocation do students dominantly make mistake in writing assignment?" Therefore, the first discussion focus on the analysis of students' writing assignment in using collocation. This stage is purposed to find out the types of students' mistakes and identified the most dominant students' mistake in using collocation based on three types that were taken from seven types of lexical collocation; (verb+noun), (adjective+noun), and (verb+adverb). In this study, the researcher analyzed 5 students' writing assignments in using collocation.

In this section, the researcher classified the mistakes from the students' writing assignment into three types that were taken from seven types of lexical collocation; (verb+noun), (adjective+noun), and (verb+adverb). Verb + noun were identified by Benson' table et al., (1997) of lexical collocations about verb + noun based on Lea (2003) *Oxford Collocations Dictionary for students of English*. Fan (2009) believed a language learners L1 can affects collocation production. Regularly, students made these mistakes of collocation. For example there is inappropriate verb and noun. Based on the result from the students' writing assignment sheets, most of students made the mistakes from the verb that combined with a noun freely, they transferred the information in form of written based on their exact spoken language. Thus, the most dominant students' mistakes in using collocation were verb + noun. There 29 mistakes found in this research.

The second type of mistakes was adjective + noun, where the students used inappropriate adjective combining with the noun. According to Antle (2014) he said that target vocabulary selection needed the instruction to identify the categories of suitable language, one of the difficult once that was adjective + noun. Based on the students' writing assignment sheets, it was found that most of students tended to use the words based on what they found in their daily conversation. This case happened because most of the students have not sufficient competence of collocation. Thus, this study found 8 mistakes of addition.

Furthermore, the third type of mistake was verb + adverb. It defined as the incorrect placement of the words. In addition, one of the problems that learners have due to lack of collocation competence is using longer phrases and utterance because inability to express themselves concisely (Ying & O'Neill, 2009). Based on the result of the students' writing assignment sheets, there were 5 mistakes of verb + adverb. Some of them wrote the essay hardly, but the words that they matched were still wrong and still not appropriate in collocation term. It means that the students were not aware about choosing the appropriate words based on the rules of collocation. According to Crystal (2003) stated that "there are no rules how to create a collocation; it is based on the mind of a native speaker" (p.162). For example, *His argument was strong. (N + Adj)* can be changed by *He argued strongly. (V + Adv)*.

In conclusion, based on analyzing the 5 students' writing assignment sheets in using collocation, the researcher found several mistakes that were made by the seventh semester students of English Department in UIN Ar-Raniry. Thus,

after analyzing and calculating the mistakes were found verb + noun 29 mistakes, adjective + noun 8 mistakes, and verb + adverb 5 mistakes. According to the result, the total of all mistakes in this study which classified the mistakes into three categories that were taken from seven types of lexical collocation; (verb+noun), (adjective+noun), and (verb+adverb) were 42 mistakes. In this section, the first research question had been answered through the result of students' writing assignment. Thus, the most dominant mistakes in using collocation in writing essay assignment made by the seventh semester of English Department was verb + noun, which were found 29 item.

Moreover, the second research question was "What are the students' strategies in solving the problem in understanding collocation?" Thus, the second discussion described the strategies of students' problems in understanding collocation through the interview. This discussion described the result of interviews which was conducted on October 11<sup>st</sup>-13<sup>rd</sup> 2018. Based on the result of analyzing the interviews, the researcher discussed five English Department students on five questions based on their experience; about the definition of collocation, the important of collocation, students' difficulties, and how they solved that problem (strategies). In this part, the students are able to share and explore their reasons/comments about collocation based on their life/experience.

In the first section, the researcher found out about students' definition on collocation. According to the interview results, many of them knew about collocation not specifically. Those five students answered the same meaning of collocation in the different word and term. The result can be concluded, the

definition of collocation based on students' knowledge was pair word combination or group used by native speaker to express the writing and speaking idea in a phrase or sentence. Lubis (2013) stated a collocation is a combination two or more words that go together which sounds natural to native speakers of the language.

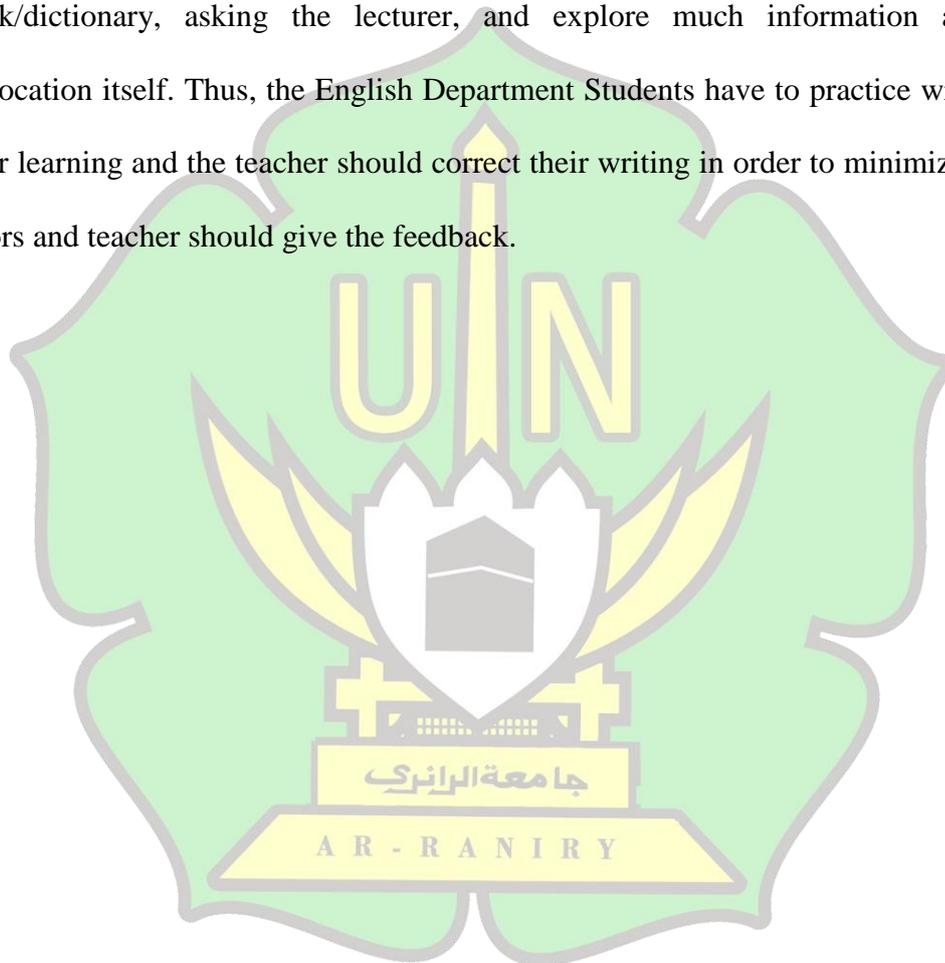
Second, the interview showed about the important of learning collocation. In this case, all five students are selected based on mentioning in chapter three, they were more possible to have similarities ideas and some are even close friend and partner for each other. For instance, the five interviewees have similar reasons and ideas in answering about the importance of learning collocation. To sum up, the important of collocation learning was to express the ideas in writing and spoken, improved skill of speaking and writing, and made English more natural like a native speaker.

For the third interview, the students' difficulty was discovered. This result answered based on students' experience in writing the essay. They explained the way how to solve the problem of collocation by reading the book or asking their lecturer. These were the results of students' difficulties; confused of the right word, lack of collocation vocabulary, confused of matching word, transfer of conversation word into writing, and the error of word choice.

The last result of interview was the result of students' effective strategies in learning collocation. Based on students' interviews, they clarified some strategies that can lead their goal in learning collocation, such as; reading book or

dictionary, note the collocation words, and ask or get the information about collocation from their English lecturer/teacher.

Based on the explanation above, it can be concluded that the most dominant mistakes that students' made in using collocation were verb + noun and the students' strategies in solving the problem in understanding collocation by reading book/dictionary, asking the lecturer, and explore much information about collocation itself. Thus, the English Department Students have to practice writing after learning and the teacher should correct their writing in order to minimize the errors and teacher should give the feedback.



## CHAPTER V

### CONCLUSION AND SUGGESTION

Having analyzed and discussed the finding in the previous chapter, this chapter comes up with the conclusion and suggestion as described below.

#### A. Conclusion

After having analyzed the data in Chapter IV, there are several conclusions that can be made in relation to research question. Based on the finding of students' writing assignment in using collocation, discovered some results of collocation types that students made mistake in using collocation. It showed that students made a total of 42 mistakes which consist of verb + noun 29 mistakes, adjective + noun 8 mistakes, and verb + adverb 5 mistakes. Thus, the verb + noun was the most dominant students' making mistakes in using collocation.

The interview showed that the students' strategies in solving the problem in understanding collocation by reading book/dictionary, asking the lecturer, and exploring much information about collocation itself.

#### B. Suggestion

Having discussed the finding of the research, some suggestions can be made as follows. Firstly, the teacher should give more exercises to raise the awareness of collocation mistakes. Secondly, the teacher should not only teach but also provide opportunity to practice in which students would put theory into practice to minimize the mistake. Thirdly, the students should be encouraged to

use English collocation dictionary in every learning/writing essay. Another suggestion is the weakness of this study was highlighted as implicit recommendations for the next research. The aims of this research were to identify the dominant mistake made by the English department student in collocation and the strategies in solving collocation mistakes. Therefore, this study would provide the chances to the other researchers to conduct another research based on collocation mistakes.



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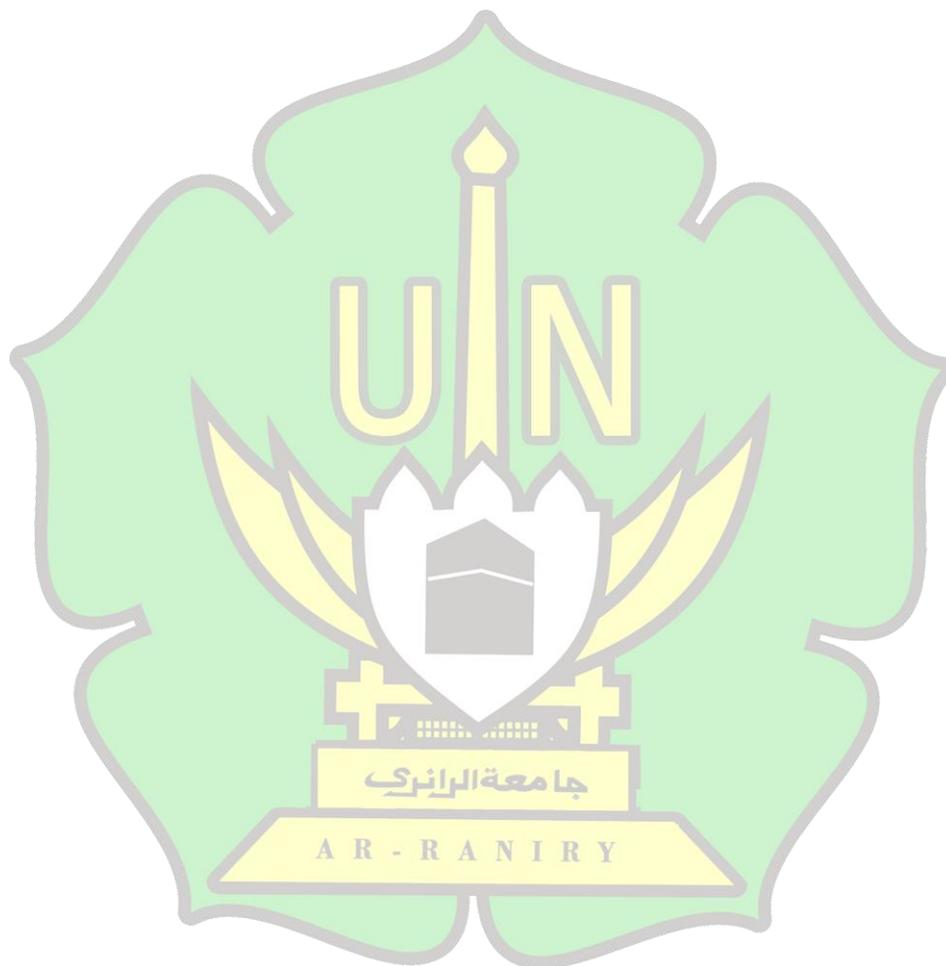
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### Appendix I. Students' Mistakes in Verb + Noun

No	Students' Mistake	Suggested corrections
1.	States the thesis	Prove/supports the thesis
2.	Put the sentence	Write the sentence
3.	The student knows to differ sentence	The student knows how to write the sentence
4.	To make their writing	To practice/do their writing
5.	It obtains activity to do for student in the class	It stimulates activity to do for student in the class
6.	Do not get misunderstanding	Avoid misunderstanding
7.	Make class more structured	Conduct the class more structured
8.	Make students know	Let/get students to know
9.	Submit their assignment	Complete/finish their assignment
10.	Get aim of study	Achieve the aim of study
11.	Make your writing	Practice your writing
12.	Finding the idea to write is the harder one	Thinking up idea to write is the harder one
13.	You may use the topic	You may deal with the topic
14.	Take the problem	Create the problem
15.	Take a lot attention	Pay attention
16.	Give a lot of effort	Take a lot of effort
17.	You choose the point	You take the point
18.	Fix the mistake	Realize the mistake
19.	Correct the big problem	Solve the big problem
20.	Make essay	Write an essay
21.	He also give the way	He also leads/points/find the way
22.	After you read some sources	After you provide some sources
23.	You can explain the sentence	You can write the sentence
24.	Writer also have to put references	Writer also have to contain the references

25.	To make the writing more valid	To do/improve/practice the writing more valid
26.	Sometimes the reader cannot catch the message clearly	Sometimes the reader cannot receive the message clearly
27.	Make command sentence	Write command sentence
28.	Share our meaning	Express our meaning
29.	Need many times	Take many times

1. Stated the thesis

The dictionaries suggest the collocation “supports the thesis” as the most similar one. The collocation “supports the thesis” is regarded as a collocation co-occurs with other verb. The noun “thesis” co-occurs with verbs such as prove, support, complete, write, and publish.

2. Put the sentence

The dictionaries used suggest the collocation “write the sentence”. The collocation is unrestricted since the noun “sentence” collocates with other verbs, for instance form, review, write, begin, and hand down. The verb “write” co-occurs with nouns such as; history, exercise, list, poem, etc.

3. The student knows how to differ the sentence.

The dictionaries used suggest the collocation “write the sentence”. The collocation is unrestricted since the noun “sentence” collocates with other verbs, for instance form, review, write, begin, and hand down. The verb “write” co-occurs with nouns such as; history, exercise, list, poem, etc.

4. To make their writing

The word “writing” collocates with other verbs such as; do, practice, and improve. The word “make” incorrect go together with “writing”. The verb “make” co-occurs with nouns such as; a cake, a mistake, an offer, a choice, a dress, an impression, an effort.

5. It obtains activity to do for student in the class

The dictionaries used suggest the collocation “stimulates activity”. The collocation is unrestricted since the noun “activity” collocates with other verbs, for instance do, be involved in, undertake, stimulate, and take part in.

6. Do not get misunderstanding

The word “misunderstanding” collocates with other verbs such as; cause, avoid, and clear up. The word “get” incorrect co-occurs with “misunderstanding”. The verb “get” co-occurs with nouns such as; involved,

a job, a chance, angry, lost, a massage, married, pregnant, ready, and hungry, etc.

7. Make class more structured.

The dictionaries suggest the collocation “conduct the class more structured” as the most similar one. The collocation “conduct the class” is regarded as a collocation co-occurs with other verb. The noun “class” co-occurs with verbs such as conduct, take, give, and have.

8. Make students know

The word “know” collocates with other verbs such as; let and get to. The word “make” incorrect go together with “know”. The verb “make” co-occurs with nouns such as; a cake, a mistake, an offer, a choice, a dress, an impression, an effort.

9. Submit their assignment

The dictionaries used suggest the collocation “complete/finish their assignment”. The collocation is unrestricted since the noun “assignment” collocates with other verbs, for instance complete, finish, accept, carry out, and give. The verb “complete” co-occurs with nouns such as; task, assignment, sentence. The word “submit” incorrect go together with “assignment”. The verb “submit” co-occurs with nouns such as application, registration, payment, and proposal.

10. Get the aim of study

The word “aim” collocates with other verbs such as; have, achieve, fulfill, and pursue. The word “get” incorrect go together with “aim”. The verb “get” co-occurs with nouns such as; involved, a job, a chance, angry, lost, a massage, married, pregnant, ready, and hungry, etc.

11. Make your writing

The word “writing” collocates with other verbs such as; do, practice, and improve. The word “make” incorrect go together with “writing”. The verb “make” co-occurs with nouns such as; a cake, a mistake, an offer, a choice, a dress, an impression, an effort.

12. Finding the idea to write is the harder one

The dictionaries suggest the collocation “thinking up the idea” as the most similar one. The collocation “thinking up the idea” is regarded as a collocation co-occurs with other verb. The noun “idea” co-occurs with verbs such as come up with, get, think up, discuss, explore, give, etc.

13. You may use the topic

The word “topic” collocates with other verbs such as; consider, cover, deal with, discuss, and write on. The word “use” incorrect goes together with “topic”. The verb “use” co-occurs with nouns such as; criteria, method, strategy, source, procedure, theory, etc.

14. Take the problem

The collocation is regarded as unrestricted since the noun “problem” collocates with other verbs such as; solve, have, create, bring, cause, face, confront, deal with, etc. The verb “create” co-occurs with other nouns, for instance; condition, problem, environment, opportunity, and impression, etc. The word “take” incorrect goes together with “problem”. The verb “take” co-occurs with nouns such as; advantage, care of, exercise, notes, time, a picture, a nap, a risk and a class, etc.

15. Take a lot attention

The dictionaries used suggest the collocation “pay attention”. The collocation is unrestricted since the noun “attention” collocates with other verbs, for instance get, have, pay, catch, need, and keep, etc. The verb “pay” co-occurs with nouns such as; a bill, attention, someone back, for something and cash, etc.

16. Give a lot of effort

The word “effort” collocates with other verbs such as; take, need, make, focus, and concentrate. The word “give” incorrect go together with “effort”. The verb “give” co-occurs with nouns such as; access, consideration, feedback, and information, etc.

17. You choose the point

The dictionaries suggest the collocation “take the point” as the most similar one. The collocation “take the point” is regarded as a collocation co-occurs with other verb. The noun “point” co-occurs with verbs such as; get, come, reach, have, and take, etc. The word “choose” incorrect go together with “point”. The verb “choose” co-occurs with nouns such as; person, freedom, alternative, and answer, etc.

18. Fix the mistake

The word “mistake” collocates with other verbs such as; make, realize, commit, discover, and correct. The word “fix” incorrect go together with “mistake”. The verb “fix” co-occurs with nouns such as; idea, position, price, date, and salary, etc.

19. Correct the big problem.

The collocation is regarded as unrestricted since the noun “problem” collocates with other verbs such as; solve, have, create, bring, cause, face, confront, deal with, etc. The verb “solve” co-occurs with other nouns, for instance; equitation, a puzzle, a riddle, a crime, mystery, etc.

20. Make essay

The collocation is regarded as unrestricted since the noun “essay” collocates with other verbs such as; write, publish, argue, mention, cite, etc. The verb “write” co-occurs with other nouns, for instance; a story, a book, a note, a novel, and letter, etc.

21. He also give the way

The dictionaries suggest the collocation “find the way” as the most similar one. The collocation “find the way” is regarded as a collocation co-occurs with other verb. The noun “way” co-occurs with verbs such as; make, find, lead, point, look, and get, etc. The word “give” incorrect go together with “way”. The verb “give” co-occurs with nouns such as; idea, time, chance, opinion, reason, and example, etc.

22. After you read some sources

The collocation is regarded as unrestricted since the noun “source” collocates with other verbs such as; make, provide, consider, and use, etc. The verb “provide” co-occurs with other nouns, for instance; information, explanation, evidence, and source, etc.

23. You can explain the sentence

The dictionaries used suggest the collocation “write the sentence”. The collocation is unrestricted since the noun “sentence” collocates with other verbs, for instance form, review, write, begin, and hand down. The verb “write” co-occurs with nouns such as; history, exercise, list, poem, etc. The word “explain” incorrect go together with “sentence”. The verb “explain” co-occurs with nouns such as; reason, way, difference, result, and purpose, etc.

24. Writer also have to put references

The collocation is regarded as unrestricted since the noun “reference” collocates with other verbs such as; make, contain, provide, include, find and use, etc. The verb “contain” co-occurs with other nouns, for instance; example, element, substance, reference, etc.

25. To make the writing more valid

The word “writing” collocates with other verbs such as; do, practice, and improve. The word “make” incorrect go together with “writing”. The verb “make” co-occurs with nouns such as; a cake, a mistake, an offer, a choice, a dress, an impression, an effort.

26. Sometimes the reader cannot catch the message clearly

The dictionaries suggest the collocation “receive the message” as the most similar one. The collocation “receive the message” is regarded as a collocation co-occurs with other verb. The noun “message” co-occurs with verbs such as; send, deliver, get, write, leave, and ask, etc. The word “catch”

incorrect go together with “message”. The verb “catch” co-occurs with nouns such as; fish, train, sight, and eye, etc.

27. Make command sentence

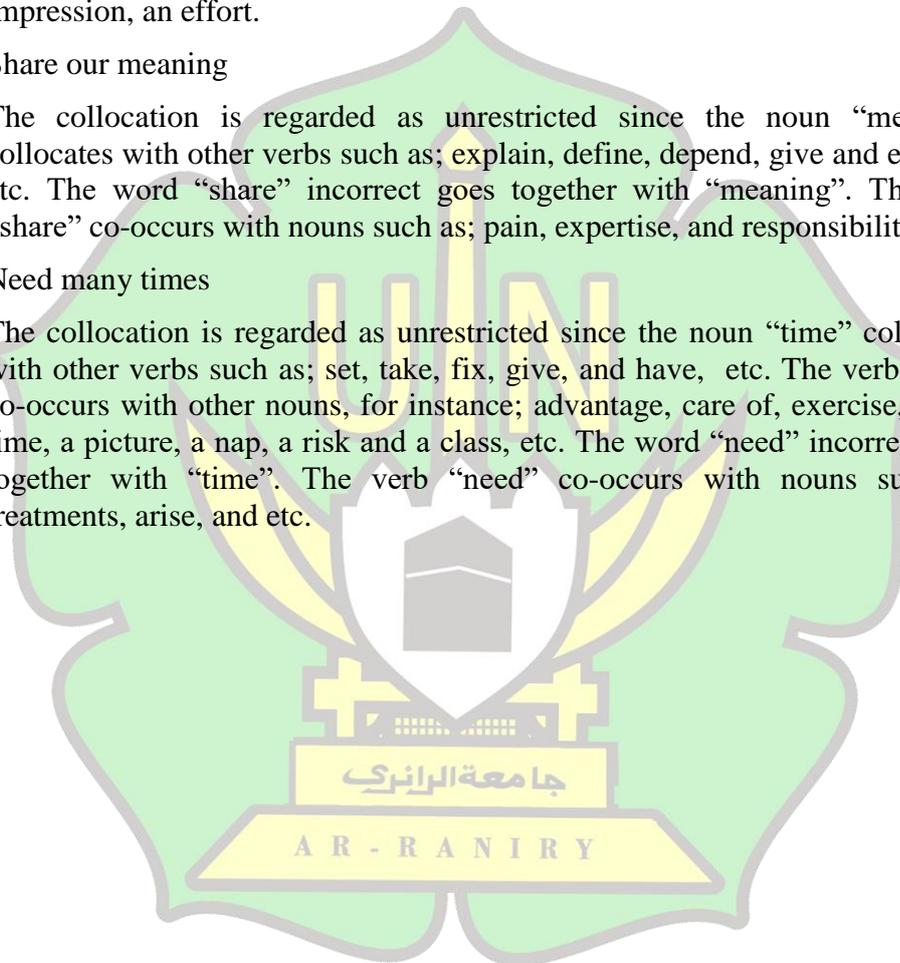
The dictionaries used suggest the collocation “write the command sentence”. The collocation is unrestricted since the noun “sentence” collocates with other verbs, for instance form, review, write, begin, and hand down. The verb “write” co-occurs with nouns such as; history, exercise, list, poem, etc. The word “make” incorrect go together with “sentence”. The verb “make” co-occurs with nouns such as; cake, a mistake, an offer, a choice, a dress, an impression, an effort.

28. Share our meaning

The collocation is regarded as unrestricted since the noun “meaning” collocates with other verbs such as; explain, define, depend, give and express, etc. The word “share” incorrect goes together with “meaning”. The verb “share” co-occurs with nouns such as; pain, expertise, and responsibility, etc.

29. Need many times

The collocation is regarded as unrestricted since the noun “time” collocates with other verbs such as; set, take, fix, give, and have, etc. The verb “take” co-occurs with other nouns, for instance; advantage, care of, exercise, notes, time, a picture, a nap, a risk and a class, etc. The word “need” incorrect goes together with “time”. The verb “need” co-occurs with nouns such as; treatments, arise, and etc.



## Appendix II. Students' Mistakes in Adjective + Noun

No	Students' Mistake	Suggested corrections
30.	Formal voice	Good/clear voice
31.	Required textbook	Recommended textbook
32.	Corrective feedback	Useful/good feedback
33.	Complete and clearly material	Good material
34.	Immense benefit	Great benefit
35.	Certain time	Perfect time/ all the time
36.	Interesting part	Important part
37.	A good organization	An effective organization

### 30. Formal voice

The dictionaries suggest the collocation “clear voice” is the correct form of the proposed collocation. This collocation is unrestricted since the noun “*voice*” collocates with adjectives such as quite, deep, small, low, rich, and raised, etc.” and the adjective “clear” co-occurs with other nouns, for instance mind, head, etc.

### 31. Required textbook

The dictionaries regard the collocation “suitable textbook” as the correct version. The collocation is unrestricted since the noun “textbook” collocates with adjectives such as recommended, good, excellent, comprehensive, and correspond, etc. The adjective “suitable” collocates with nouns such as book, condition, and properties, etc.

### 32. Corrective feedback

The dictionaries used suggest the collocation “useful feedback” as the correct one. This collocation is unrestricted since the noun “feedback” collocates with adjectives such as; good, effective, possible, positive, and great, etc.” and the adjective “useful” co-occurs with other nouns, for instance skill, employment, etc.

### 33. Complete and clearly material

The dictionaries regard the collocation “good/relevant material” as the correct version. The collocation is unrestricted since the noun “material” collocates with adjectives such as suitable, great, new, important, sufficient, considerable, and well, etc. The adjective “relevant” collocates with nouns such as issue, topic, study, material, fact, and circumstance, etc.

34. Immense benefit

The dictionaries suggest the collocation “great benefit” is the correct form of the proposed collocation. This collocation is unrestricted since the noun “*benefit*” collocates with adjectives such as common, special, poor, exclusive, and potential, etc.” and the adjective “great” co-occurs with other nouns, for instance people, world, power, and war, etc.

35. Certain time

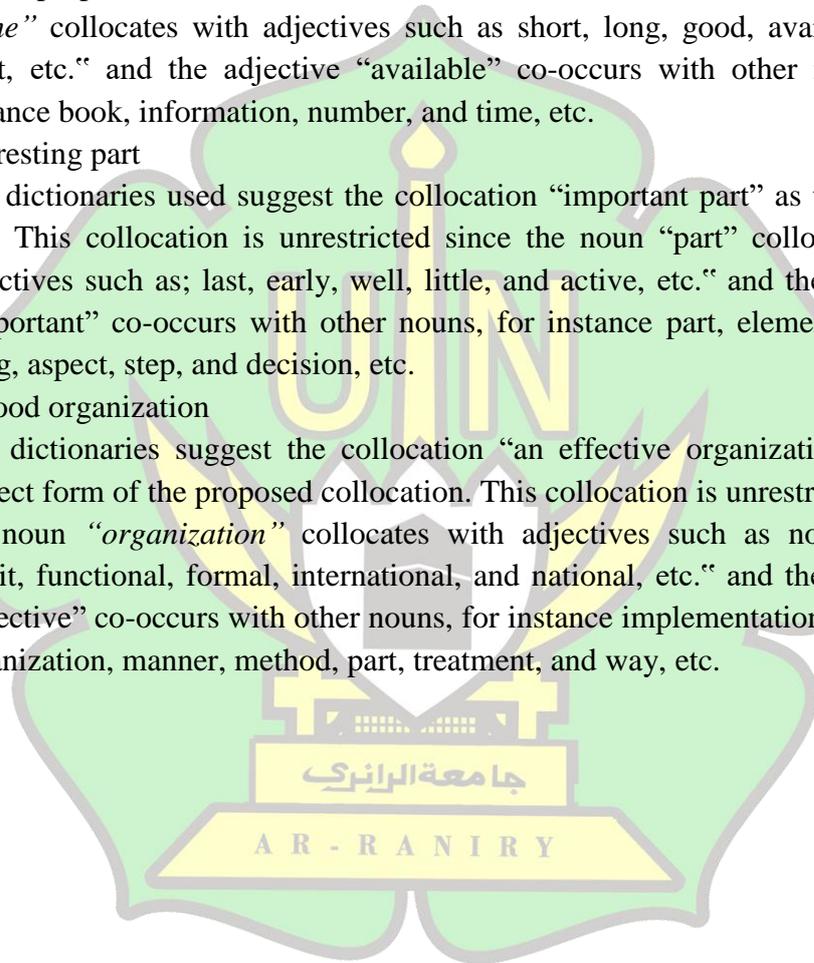
The dictionaries suggest the collocation “available time” is the correct form of the proposed collocation. This collocation is unrestricted since the noun “*time*” collocates with adjectives such as short, long, good, available, and right, etc.” and the adjective “available” co-occurs with other nouns, for instance book, information, number, and time, etc.

36. Interesting part

The dictionaries used suggest the collocation “important part” as the correct one. This collocation is unrestricted since the noun “part” collocates with adjectives such as; last, early, well, little, and active, etc.” and the adjective “important” co-occurs with other nouns, for instance part, element, source, thing, aspect, step, and decision, etc.

37. A good organization

The dictionaries suggest the collocation “an effective organization” is the correct form of the proposed collocation. This collocation is unrestricted since the noun “*organization*” collocates with adjectives such as now, social, profit, functional, formal, international, and national, etc.” and the adjective “effective” co-occurs with other nouns, for instance implementation, solution, organization, manner, method, part, treatment, and way, etc.



### Appendix III. Students' Mistakes in Verb + Adverb

No	Students' Mistake	Suggested corrections
38.	Briefly plan	Plan carefully
39.	Explain above	Explained clearly
40.	Understood deeply	Understood easily
41.	Easy to write	Write beautifully
42.	Check grammar appropriately	Check grammar correctly

38. The collocation is unrestricted since the verb “plan” can collocate with other adverbs such as; originally, carefully, carefully, meticulously, intelligently, rationally, centrally, etc.
39. The collocation is unrestricted since the verb “explain” can collocate with other adverbs such as; clearly, briefly, well, and really, etc.. The common verbs that can be followed by clearly are; indicate, demonstrated, think, explain, remember, understand, and distinguish, etc.
40. The collocation is unrestricted since the verb “understand” can collocate with other adverbs such as; fully, hardly, easily, clearly, and truly etc.. The common verbs that can be followed by clearly are; make, understand, explain, think, happen, and try etc.
41. The collocation is unrestricted since the verb “write” can collocate with other adverbs such as; beautifully, well, badly, clearly, and extensively, etc.. The common verbs that can be followed by beautifully are; illustrate, decorate, write, adapt, and express, etc.
42. The word “check” will be followed by adverb; correctly, carefully, enough, always, completely, and regularly.

## Appendix IV. Interview Protocol

### Interview Protocol

Project: An Analysis of Student's Strategies in Solving the Problem in Understanding Collocation.

Time of interview : 09.15 am  
Date : 05<sup>th</sup> of October, 2018  
Place : Tarbiyah Faculty building B of UIN Ar-Raniry  
Interviewer : Rizkina Putri  
Interviewee : Ibnatur Rahmina  
Position of Interviewee : Academic Writing student

This is a research study about collocation used in written assignment. One of the research questions is to find out the students' strategies in solving the problem in understanding collocation. The purpose is to discover some English students' reason in English Department of UIN Ar-Raniry as the sample of the students who knows about strategies in solving problem about collocation.

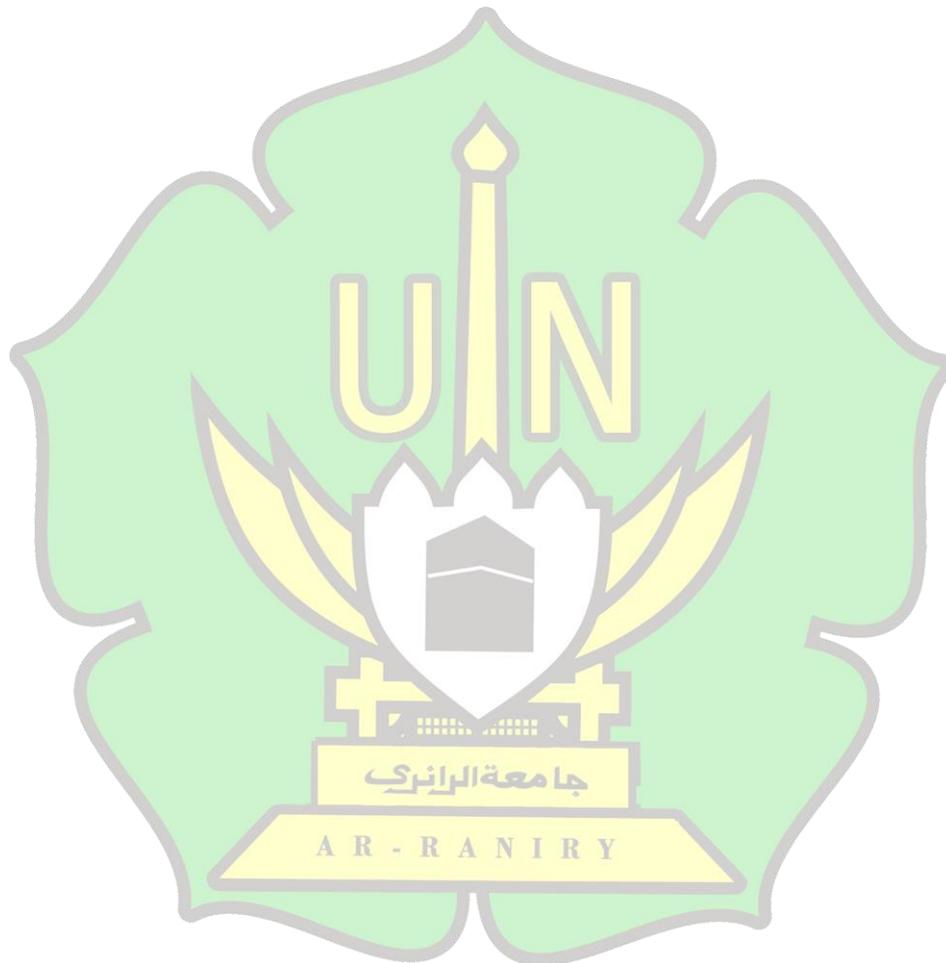
The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about your understanding, experience and reason/comment.. The interview process will take about 3-10 minutes.

### Questions:

1. Do you know, what is collocation? And can you explain it?
2. Are collocations important in learning English? Why?
3. Are there any difficulties in using collocations when you write the essay?
4. How do you solve those difficulties? Can you give the illustration about it?

5. How long do you understand collocation? What do you do to get more understand about it? Are there any specific strategies in learning collocation effectively for your-self?

**Source:** Asmussen & Creswell (1995 as cited in Creswell, 2012, p. 226)



## Appendix V. Interview Transcript

### Int.1: 2.43

1. **Interviewer:** Do you know, what is collocation? And can you explain it?

**Interviewee:**

Yes, I know. But collocation is a couple words. Exactly I don't know about collocation specifically, but after the interviewer explains to me I know about the collocation. For example collocation is "take medicine", so in Indonesian their habit, they said "drink medicine" but in collocation is "take medicine".

2. **Interviewer:** Are collocations important in learning English? Why?

**Interviewee:**

Yes, I think collocation is very important because it can make us suitable to use word in writing, so we can use the right word for our writing.

3. **Interviewer:** Are there any difficulties in using collocations when you write the essay?

**Interviewee:**

The difficulties is I confuse to use the right word because depend on our habit in communication, so we put our habit in writing.

4. **Interviewer:** How do you solve those difficulties? Can you give the illustration about it?

**Interviewee:**

To solve those difficulties there are I can do browsing, asked the lecturer, and asked my friend.

5. **Interviewer:** How long do you understand collocation? Are there any specific strategies in learning collocation effectively for your-self?

**Interviewee:**

I just know recently. I am not really get more understand about it because I just know recently. So, the specific strategies that I think in learning collocation are we can use book or dictionary by reading to know more about collocation and asked our lecturer.

### **Int.2: 2.40**

1. **Interviewer:** Do you know, what is collocation? And can you explain it?

**Interviewee:**

Yes, collocation is two or more words that I think go together. For example “heavy rain”

2. **Interviewer:** Are collocations important in learning English? Why?

**Interviewee:**

Yes, collocation important in learning English because with collocation it makes more understand about the context itself and it more sound natural when we are use collocation and furthermore with use the collocation our speech and writing more reasonable.

3. **Interviewer:** Are there any difficulties in using collocations when you write the essay?

**Interviewee:**

For some parts yes, because when I learn vocabulary, I should remember single word not phrases. So, when I write the essay I should find more what is the right collocation I put on that essay.

4. **Interviewer:** How do you solve those difficulties? Can you give the illustration about it?

**Interviewee:**

May be when I want to make the essay, I would choose and I would read more in collocation dictionary what is the appropriate collocation that fit

in my essay and also I will read more academic journal and I will see phrases in that journal again and again.

5. **Interviewer:** How long do you understand collocation? Are there any specific strategies in learning collocation effectively for your-self?

**Interviewee:**

May be from I start to learn academic writing. May be my strategies is a general one. I will more read and read and try to find the collocation on that reading and it will make I more have known about collocation words.

### **Int.3: 3.38**

1. **Interviewer:** Do you know, what is collocation? And can you explain it?

**Interviewee:**

Yea, I know about it little bit. It's about compound noun that is use, usually use by the native speaker and in writing, even in essay, academic writing or even informal condition like that needed the speaking or writing.

2. **Interviewer:** Are collocations important in learning English? Why?

**Interviewee:**

Yea, that's really help people in the speaking and writing in using compound word, and sound like to be a native speaker and native writer, it makes our language more good, yea something like that.

3. **Interviewer:** Are there any difficulties in using collocations when you write the essay?

**Interviewee:**

Yea, I'm a bit confused in matching with the utterance, which needs how to say the natural meaning of mother tongue. Sometimes, I want to describe in Indonesian perspective, it really different with English language.

4. **Interviewer:** How do you solve those difficulties? Can you give the illustration about it?

**Interviewee:**

Yea, from me, one way to do that is we have to learn and read the collocation words, and make it used to teach. Make it how to say habitual to read every day.

5. **Interviewer:** How long do you understand collocation? Are there any specific strategies in learning collocation effectively for your-self?

**Interviewee:**

I have been learning about it when I took the introduction to linguistic course absolutely with Mr.Zulfikar and it took around a year ago. About the strategies I have one is about always use the collocation words in my writing and absolutely in my essay, and also in my speaking. And interact to make it like when I'm speaking for the first time, I have to put that word that collocation. So, it makes me oh this is the needs that I have to use in my speaking and absolutely in my writing. Then, I have to remember the collocation words from reading or read the material about collocation, and write which make it some note, because I'm the one who really forget everything.

#### **Int.4: 7.02**

1. **Interviewer:** Do you know, what is collocation? And can you explain it?

**Interviewee:**

Yes, of course I know about the collocation itself because my thesis is about collocation in on at. And then for collocation itself, as what I know is pairs words which is come together to make the words more beautifully and then it's different with Indonesian which is when the words we said is "beautiful" in Indonesian is not exactly in English it will beautifully, because in English it has the word itself which is more effective, more beautifully, and have the same meaning in Indonesia, but in different way

we say it. The example is like in my essay “easy to write” not appropriate with word “write” but the word in writing itself more appropriate we use “write beautifully” because easy it means when you make something, but write is not you make something; that you write down your ideas in a word and then you actually not make but like produce.

2. **Interviewer:** Are collocations important in learning English? Why?

**Interviewee:**

I think it's important because when we use collocation itself, it sound like native speaker, because the collocations itself use by native speaker not by non-native, and then when we want to looked like native speaker we should use collocation itself. It is look like you more have good vocabulary, in the meaning more effective and briefly when you explain it.

3. **Interviewer:** Are there any difficulties in using collocations when you write the essay?

**Interviewee:**

Yes, of course. Because what I said before, we are not native speaker, so for academic vocabulary is lack. And then when we want to write an essay we should use academic vocabulary which is the word more sound academically. And then I found here when I want to write an essay, like I want to write the conversation, what I pronounce I will write it. In the real life, it is different which is spoken style and written style.

4. **Interviewer:** How do you solve those difficulties? Can you give the illustration about it?

**Interviewee:**

When I have this problem when writing my essay, I take the dictionary beside me. When I get stuck with the idea, and I feel stuck with the word, I will return it to my dictionary and open it, and look ‘this is one more appropriate we use it’.

5. **Interviewer:** How long do you understand collocation? Are there any specific strategies in learning collocation effectively for your-self?

**Interviewee:**

I have understood it for a long time, but I don't realize it which is this is the word collocation because my teacher not exactly said "this is collocation students" but they just said "when you use this word, it more looks beautiful, appropriate" they don't say that was collocation. My strategy to get more understand about collocation is reading journal, book, and dictionary, and then searching in the internet.

**Int.5: 3.08**

1. **Interviewer:** Do you know, what is collocation? And can you explain it?

**Interviewee:**

Okay, actually collocation word is not familiar for me, but when you explain it to me I greatly understand about it. Collocation is a pair or group of words that are habitually juxtaposed. For the example, may be like "share our meaning" native did not say share our meaning, but she said that "express our meaning" not share our meaning.

2. **Interviewer:** Are collocations important in learning English? Why?

**Interviewee:**

I think collocation is really important in writing or in learning English because by knowing collocation we know how native pronounce in natural English. Like I said just know, "share our meaning" native not say share our meaning, but they said "express our meaning".

3. **Interviewer:** Are there any difficulties in using collocations when you write the essay?

**Interviewee:**

Yea, I think sometimes it difficult for me to use collocation in learning English, it because our word choice. If our word choice is correct, sometimes collocations also correct.

4. **Interviewer:** How do you solve those difficulties? Can you give the illustration about it?

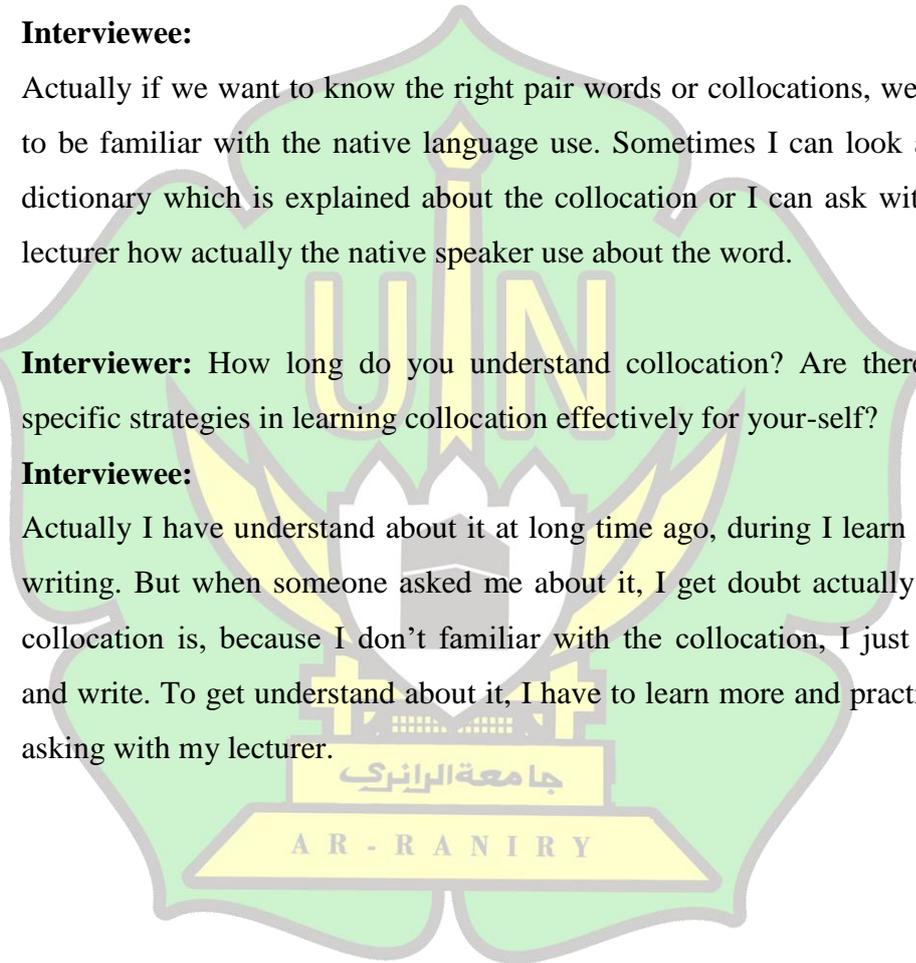
**Interviewee:**

Actually if we want to know the right pair words or collocations, we have to be familiar with the native language use. Sometimes I can look at the dictionary which is explained about the collocation or I can ask with my lecturer how actually the native speaker use about the word.

5. **Interviewer:** How long do you understand collocation? Are there any specific strategies in learning collocation effectively for your-self?

**Interviewee:**

Actually I have understand about it at long time ago, during I learn about writing. But when someone asked me about it, I get doubt actually what collocation is, because I don't familiar with the collocation, I just write and write. To get understand about it, I have to learn more and practice or asking with my lecturer.



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B- 13446/UN.08/FTK/KP.07.6/12/2018

TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 16 Januari 2018

MEMUTUSKAN

Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1024/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

1. Drs. Luthfi Aunie, MA Sebagai Pembimbing Pertama  
2. Dr. Muhammad AR, M.Ed Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Rizkina Putri  
NIM : 140203130  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Collocations Used in Written Assignment

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 4 Desember 2018

An. Rektor  
Dekan.



Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

**Surat Keterangan**

Nomor: B-465/Un.08/KJ.PBI/TL.00/11/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Kepala Bagian Tata Usaha, Nomor: B-7172/Un.08/TU.FTK/TL.00/07/2018 tanggal 18 Juli 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Rizkina Putri  
NIM : 140203130  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

**An Analysis of Collocations Used in Written Assignment**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 23 November 2018

Ketua Prodi Pendidikan Bahasa Inggris,



**Zulfikar**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
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18 Juli 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Rizkina Putri  
N I M : 140 203 130  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : VIII  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Jl.Laksamana Malahayati Desa Cadek Kab.Aceh Besar

Untuk mengumpulkan data pada:

**Mahasiswa / Mahasiswi Pendidikan Bahasa Inggris UIN Ar-Raniry**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**An Analysis of Collocations Used in Written Assignment**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



**An. Dekan,**  
**Kepala Bagian Tata Usaha,**

**M. Said Farzah Ali**

BAG.UMUM BAG.UMUM

Kode 4063

## AUTOBIOGRAPHY

Name/NIM : Rizkina Putri / 140203130

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Phone Number : 085260614585

Religion : Islam

Status : Single

Occupation : Student

Nationality : Indonesian

Parents

Name of Father : M. Syukri

Name of Mother : Nur'aini

Father's Occupation : Officer

Mother's Occupation : Teacher

Address : Pulo Kiton, Bireuen.

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Junior High School : MTsS Al-Zahrah Bireuen

Senior High School : MAS Al-Zahrah Bireuen

University : UIN Ar-Raniry Banda Aceh.

