

COLLOCATIONS FOUND IN THE DIALOGUE TEXTS WRITTEN BY THE ELEVENTH GRADE STUDENTS OF MAN 1 KUDUS

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Abstract:

Lexical collocation is one of the grammar material in English subjects that is taught by the English teacher for the eleventh grade students in the High School. Therefore, it is important to analyze the students' level of understanding after learning the material. This research aims to classify the types of lexical collocation and to find out the students' ability in writing dialogue text using lexical collocations. In this research, the descriptive qualitative was used as a research design. The writer did documentation as data collection technique. The participants of this research were the XI MIPA 6 students of MAN 1 Kudus in the academic year 2021/2022. The writer had analyzed 13 dialogue texts written by the students who worked in a pair. The findings show that there are seven types of lexical collocation found, those are verb with preposition + noun/pronoun (8.93%), verb + noun (19.64%), adjective + noun (35.71%), noun + verb (1.79%), noun + noun (25%), adverb + adjective (1.79%), and verb + adverb (7.14%). Moreover, the percentage of the correct lexical collocations shows that the students have excellent skills in writing dialogue text using lexical collocations.

Key words: *Lexical Collocations, Dialogue Texts, Students' Writing Ability.*

INTRODUCTION

Aziz & Magdalena (2016) stated that writing is one of the essential skills in learning English. Many people prefer to transmit communication through writing than any other type of media (Syafei, 2019). Writing is not just copying the words, but also pouring out the writer's ideas and then assembling them into good sentences with certain writing structures and rules. If a text is written with the correct rules, the message from the writer to the reader will be conveyed correctly without misunderstanding (Utari, 2019). Those certain writing structures and rules are called grammar. Grammar is the first thing that should be mastered by the EFL learners before they are writing. Therefore, the material of grammar is always taught by the English teachers to the students starting from the Elementary School until Senior High School. One part of grammar that is taught to the students is Collocation. Talakoob & Koosa (2017) defined collocations as words that are located together in patterns both of speech and writing.

Meanwhile, Teaching Internship 2 (PLP 2) is one of the subjects that must be followed by the seventh semester students of English Education Department at Muria Kudus University. During PLP 2, the writer had been given the responsibility to teach English for the eleventh graders. One of the material was Grammar about Lexical Collocations. In contrast to grammatical collocations, lexical collocations only involve content words that consist of a combination of nouns, adjectives, verbs, and adverbs, without using grammatical elements. According to Benson et al (1997), lexical collocations can be divided into 7 types, those are verb with preposition + noun/pronoun, verb + noun, adjective + noun, noun + verb, noun +

noun, adverb + adjective, and verb + adverb. Therefore, it is important to analyze the students' ability in writing dialogue text to express their opinion and thought using lexical collocations. As cited in Hasibuan & Handayani (2018), writing skills can be defined as the ability to initiate and develop ideas, then make certain revisions and edits to develop them into an understandable collection of information.

This research aims to classify the types of lexical collocation and to find out the students' ability in writing dialogue text using lexical collocations. By conducting this research, the writer hopes that this research will be beneficial theoretically and practically. Theoretically, it is hoped that this research can be used as one of the references by the future researchers who will conduct the same research topic. Practically, the writer hopes that this research will be useful for the English teachers to help them in measuring and understanding how their students' ability in writing dialogue text using lexical collocations. And the writer also hopes that this research will be useful for the students to make them realize about their ability in writing dialogue text using collocations, especially lexical types.

RESEARCH METHOD

In this research, the writer applied a qualitative approach. More detail, the descriptive qualitative was used as research design. The participants of this research were the eleventh-grade students of MAN 1 Kudus in the academic year 2021/2022, especially in XI MIPA 6. The data of this research were the lexical collocations found in the dialogue texts written by the eleventh-grade students of MAN 1 Kudus. While the data source of this research was the files of dialogue text. The writer used documentation as the instrument of this research. There were some steps to collect the data, the first was getting permission from the headmaster of MAN 1 Kudus and also the English teacher who teaches the eleventh-grade students. After that, the writer got the files of dialogue text containing lexical collocations written by the students. Then, the writer read the students' dialogue texts until found the lexical collocations. And the last step was writing the data on the notepad.

After collecting the data, the writer gave code by giving different colors for each type of lexical collocation. The writer also gave different color on the error of lexical collocations. After giving codes, the writer generated the types of lexical collocation and the error as well. Next, the writer counted the percentage to know the dominant lexical collocation type and also the percentage between the correctness and error of those lexical collocations. Then, the writer classified the students' writing ability based on the following interval as suggested by Harris (1969) in Adilla, Adnan, & Fitrawati (2016):

Table 1
The Classification of Students' Writing Ability

Interval Percentage of the Correctness	Classification
81 – 100	Excellent
66 – 80	Good
56 – 65	Average
41 – 55	Poor
0 – 40	Very poor

RESULTS AND DISCUSSION

Types of Lexical Collocations Found in the Dialogue Texts

The writer had analyzed 13 dialogue texts written by the students who worked in a pair. In analyzing the data, the writer used Benson et. al (1997) theory that classified the types of lexical collocation into seven, those are verb with preposition + noun/pronoun (L1), verb + noun (L2), adjective + noun (L3), noun + verb (L4), noun + noun (L5), adverb + adjective (L6), and verb + adverb (L7). From the data, the writer found 56 lexical collocations which are divided into 7 types of lexical collocation as explained in the tables below.

Table 2
Lexical Collocations found in the Students' Dialogue Texts

L1	L2	L3	L4	L5	L6	L7
ask for your help	do some homework	traditional market	lion roar	broadmarker	completely satisfied	come late
look for me	done your homework	double tape		box file		wake up
waiting for my packet	done your homework	good idea		cupcakes		do be correctly
wait for you	continue our job	heavy traffic		driving license		do quickly
thank you for your information	go home	friendly match		mathematics homework		
	do my homework	old TV		math teacher		
	wait a minute	whiteboard		pencil case		
	debate competition	whiteboard		cheesecake		
	elected candidate	busy's man		sleeping time		

do a	good idea	ice tea			
homework					
doing your	fried rice	Airplane			
homework					
	direct	online			
	election	meeting			
		application			
	direct	sunglasses			
	democracy				
	competent	broadmarker			
	leader				
	whiteboard				
	medical kit				
	heavy				
	traffic				
	whiteboard				
	whiteboard				
	heavy				
	traffic				
			Total		
5	11	20	1	14	1
				4	

After getting the lexical collocations and counting the total or frequency of each lexical collocation type, the writer calculated the percentage to get the most dominant type of lexical collocation in the dialogue texts. The percentage of each lexical collocation type are presented in the table below.

Table 3
Percentage of Lexical Collocation Types

Types of Lexical Collocation	Frequency	Percentage (%)
1. verb with pre + noun/pronoun	5	$\frac{5}{56} \times 100\% = 8.93 \%$
2. verb + noun	11	$\frac{11}{56} \times 100\% = 19.64 \%$
3. adjective + noun	20	$\frac{20}{56} \times 100\% = 35.71 \%$
4. noun + verb	1	$\frac{1}{56} \times 100\% = 1.79 \%$
5. noun + noun	14	$\frac{14}{56} \times 100\% = 25 \%$
6. adverb + adjective	1	$\frac{1}{56} \times 100\% = 1.79 \%$
7. verb + adverb	4	$\frac{4}{56} \times 100\% = 7.14 \%$
Total	56	100 %

The tables above show the research findings that the total of L1 is 5 with the percentage of 8.93%. Then the total of L2 is 11 with the percentage of 19.64%. And the total of L3 is 20

with the percentage of 35.71%. While the total of L4 is only 1 with 1.79% as the percentage. Then, the total of L5 is 14 with the percentage of 25%. Besides, the total of L6 is only 1 with 1.79% as the percentage. And the total of L7 is 4 with the percentage of 7.14%. Based on the findings, the most dominant type of lexical collocation found in the dialogue texts written by the students is L3 (adjective + noun).

The Students' Ability in Writing Dialogue Text Using Lexical Collocations

After analyzing lexical collocations found in the dialogue texts, the writer grouped the error and the correct one. The writer analyzed the correct and the error of lexical collocations using Macmillan Collocations Dictionary and English Collocations Dictionary IELTS. Then, the writer counted the total both of the error and the correct lexical collocations written by the students. The findings of the correct and error lexical collocations are presented in the table below.

Table 4
Correct and Error Lexical Collocations in the Students' Dialogue Texts

No.	Correct	Error	Correction
1.	Ask for your help		
2.		Look for me	Look at me
3.	Waiting for my packet		
4.	Wait for you		
5.	Thank you for your information		
6.	Do some homework		
7.	Done your homework		
8.	Done your homework		
9.		Continue our job	Keep working
10.	Go home		
11.	Do my homework		
12.	Wait a moment		
13.	Debate competition		
14.	Elected candidate		
15.		Do a homework	Done the homework
16.		Doing your homework	Done your homework
17.	Traditional market		
18.	Double tape		
19.	Good idea		
20.	Heavy traffic		
21.	Friendly match		
22.	Old TV		
23.	Whiteboard		
24.	Whiteboard		
25.		Busy's man	Busy man
26.	Good idea		
27.	Fried rice		
28.		Direct election	General election
29.		Direct democracy	Democratic election

30.		Competent leader	Good leader
31.	Whiteboard		
32.	Medical kit		
33.	Heavy traffic		
34.	Whiteboard		
35.	Whiteboard		
36.	Heavy traffic		
37.	Lion roar		
38.	Broadmarker		
39.	Box file		
40.	Cup cake		
41.	Driving license		
42.	Mathematics homework		
43.	Math teacher		
44.	Pencil case		
45.	Sleeping time		
46.	Ice tea		
47.	Airplane		
48.	Online meeting application		
49.	Sunglasses		
50.	Broadmarker		
51.	Cheesecake		
52.	Completely satisfied		
53.	Come late		
54.	Wake up		
55.		Do be quickly	Do it fast
56.		Do be correctly	Do it well
Total	46	10	

After grouping and counting the total of the correct and error of lexical collocations found in the dialogue texts, the writer got 56 lexical collocations which were divided into 46 correct and 10 error. Then, the writer calculated the percentage between the correctness and the error. The writer only counted the percentage of all correct and all error in all lexical collocation types. It is used to find out the students' writing ability in general. The percentage of the correct and error lexical collocations are presented in the following table.

Table 5
The Percentage of Correct and Error Lexical Collocations

	Frequency	Percentage (%)
Correct	46	$\frac{46}{56} \times 100\% = 82.14\%$
Error	10	$\frac{10}{56} \times 100\% = 17.86\%$
Total	56	100 %

The percentage of correct lexical collocations is 82.14%, while the percentage of the error is 17.86%. Based on the interval percentage in classifying the students' writing ability, the correct lexical collocations are in the 81-100. It means that the students of the eleventh grade in MAN 1 Kudus have excellent skills in writing dialogue text containing lexical collocations.

CONCLUSION

In line with the research findings and the discussion in the previous chapter, the writer would like to conclude that there are seven types of lexical collocations found in the students' dialogue texts, those are verb with preposition + noun/pronoun (8.93%), verb + noun (19.64%), adjective + noun (35.71%), noun + verb (1.79%), noun + noun (25%), adverb + adjective (1.79%), and verb + adverb (7.14%). The findings also show that the percentage of correct lexical collocations is 82.14% and 17.86% for the error. Based on the interval percentage in classifying the students' writing ability, the correct lexical collocations is in the 81-100. Therefore, the writer concludes that the students have excellent skills in writing dialogue texts using lexical collocations.

In addition, it is suggested for the next researcher who conduct the research topic related to the lexical collocations in the students' dialogue texts to focus on the number of lexical collocations which will be written by them. It is supposed to make validity and balance in analyzing the overall students' writing ability, not pair by pair.

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