



## **AN ANALYSIS OF THE SECOND YEAR ENGLISH DEPARTMENT STUDENTS' ABILITY IN USING ENGLISH GRAMMATICAL COLLOCATIONS AT UNIVERSITAS NEGERI PADANG**

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### **Abstract**

The study was aimed to find out the ability of the student of the second year English Department in using English grammatical collocations. The population were the students of the second year English Department at Universitas Negeri Padang. The samples were the students which take Essay Writing subject with academic year 2017/2018. The samples were taken by random sampling. They are 37 students from 5 classes. The level demonstrates that the use of English collocations are in the level of very good. Based on the quantitative data, the use of English grammatical collocations are 90.32% for correct collocations and 9.68% for incorrect collocations. English grammatical collocations are divided into 8 categories. They are G1, G2, G3, G4, G5, G6, G7, and G8. In addition, the use of English grammatical collocations for G1 is 91.67% for correct collocations and 8.33% for incorrect collocations. G2 shows 70% for correct collocations and 30% for incorrect collocations. G3 shows 94.01% for correct collocations and 5.99% for incorrect collocations. G4 and G5 show 100% for correct collocations. G6 shows 81.12 for correct collocations and 18.88% for incorrect collocations. G7 shows 100% for correct collocations. G8 shows 85.80% for correct collocations and 14.20% for incorrect collocations.

**Key words:** English Grammatical Collocations

### **A. INTRODUCTION**

English is an international language which is widely used in many countries around the world. It is very important for students to master English in all skills. The skills are Listening, Speaking, Reading, Writing. Those skills are related to each other. In this case, the researcher is going to focus on writing skill. Writing is a language skill that is very important.

The first significance of writing is that writing is the top level of a language. It is the last macro skill that has to be mastered by people who want to be able to communicate perfectly. The second significance is that writing is a

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productive skill. It involves producing language rather than receiving it. In writing, people will produce written language. The third significance of writing is that writing is the most complex macro skill in language mastery. In writing, people apply everything that they have got in the three stages before. The fourth or the last significance of writing is that it is the stage of language mastery where people can generate ideas. In writing, people should construct the idea perfectly to make it more understandable that other people can catch the meaning or the purpose of the message (idea) in writing.

According to Ngabut (2003:20) there are four common problems in writing; content, organizing ideas, vocabulary, and grammar. Dealing with the content, students usually encounter the problem of identifying main ideas and supporting sentences. This happens since they are not able to formulate main ideas and supporting sentences of a paragraph. Dealing with organizing, students encounter the problem to make an effective or good paragraph of text and to describe all the things in the paragraph logically, clearly, and easily to make readers understand. Dealing with vocabulary, vocabulary plays a very important role in constructing a good paragraph. By choosing appropriate words, students will be able to communicate his/her ideas, opinions, even disagreement smoothly. Dealing with grammar, a good paragraph of a text describes the sentence structure comprehensively covering the patterns of sentences construction and the good order of the words in sentences sequences.

Hamdi (2013) says that writing is one of the most important skills in learning English. In English Departments of UNP, writing courses is divided into four courses, Writing 1, Writing 2, Writing 3, and Paper/Thesis Writing. The purpose of dividing writing into four level skills is to teach writing intensively. In Writing 1, students are taught how to write a paragraph. In Writing 2, students are taught how to write an essay one to 5 paragraphs long. In Writing 3, students are taught how to write scientific writing. Lastly in Paper/or thesis writing, students are taught the steps and techniques of writing paper and thesis.

On students' writings, there were some common problems found like grammatical problems, mechanical problems, wrong organizations of ideas, and wrong use of words or wrong combination of words. Wrong word combination means that students misuse natural combination of words or collocation (Hamdi: 2013). For instance verbs can be followed by a noun clause beginning with the conjunction *that*. For example: *they admitted that they were wrong, she believed that her sister would come, he denied that he had taken the money, we hoped that the weather would be nice*. In colloquial English the *that* may be omitted: *they admitted they were wrong, she believed her sister would come*.

Based on the preliminary research that has been conducted in English Department at Universitas Negeri Padang, it was found that 25 of students' writing have problems in grammatical collocations. Many of them have problems in G8 collocations. G8 collocations consist of nineteen English verb patterns. One of them is *verbs* that can be followed by a noun clause beginning with the conjunction *that*. The students commonly did not use the correct pattern of grammatical collocations. It makes the readers confused to guess about the ideas in the paragraph. For example they tended to say *it shows the number of*

*population growth since the year 2000 until 2050.* If the students use the correct grammatical collocations, it will be easier to guess the idea in the paragraph, let us say *it shows that the number of population growth since the year 2000 until 2050.*

Another problem made by students of English Department at UNP is *verbs* followed by a second *verb* in *-ing*. Students tend to say *Population in India is always increase every year.* It makes us confused to guess the idea in the paragraph. Let us try to say *Population in India is always increasing every years* or *Population in India is increasing every years.* However, some students misuse the pattern *verbs* followed by a second verb in *-ing*. They tend to say *Between 2020 and 2040 population in India having the significant changes.* There is no *verb as predicate* on that sentence and verb *have* cannot be *-ing*. Let us say *Between 2020 and 2040 population in India have the significant changes.*

The most common problems are *verbs* that can usually be passivized; in most instances, at least one object can become the subject of the passive construction. Examples are: *no questions were asked, ten pounds were bet, he was fined fifty dollars, they will be forgiven, the waiter was tipped five dollars.* On students' writing, they make mistake in using *verb* passive. They tend to say *It is use for many things such as climb the wall, fighting, and killing.* Let us say *It is used for many things such as climbing the wall, fighting, and killing.* Based on the common problem above, it is concluded that students in English Department at Universitas Negeri Padang have problems in grammatical collocations. Mostly they have problems in G8 collocations. G8 collocations is divided into 19 English verb patterns. Based on the problem above, this thesis is good to be conducted because it shows that English Department students of UNP have problems in English Collocations.

## **B. RESEARCH METHOD**

### **1. Design of the Research**

Arikunto states that descriptive research is not aimed at testing a certain hypothesis, but only describes the phenomenon, situation and condition during the research. The same context, descriptive research is to describe or to get information about the current condition of certain objects. Therefore, it includes describing, taking notes, analyzing, and interpreting the existing facts. Descriptive research also can use in quantitative or qualitative research, both quantitative and qualitative research describe the phenomenon about event or case. In quantitative descriptive describes to use the measurement, sum, or frequency, in contrast qualitative descriptive describes about quality.

### **2. Population and Sample**

The population were the students of the second year English department at Universitas Negeri Padang. Gay (2009:127) states that the desired sample size of 5000 are 10 percent. However, there were 143 students to be sampled. Researcher took 25 percent to represents the sample. So, each class represented 6 to 9 students. There will be 38 students be sampled. According to Gay (2009:125) A Random Sample consists of four basic techniques or procedures for selecting a random sample. They are simple random sampling, stratified sampling, cluster sampling, and systematic sampling. These techniques are known as probability

sampling techniques because they permit the researcher to specify the probability or chance that each member of a defined population will be selected for the sample. Gay (2009:125) states that simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. The selection of the sample is completely out of the researcher’s control; instead, a random or chance procedure selects the sample. In the other words, every individual has the same probability of being selected, and selection of one individual in no way affects selection of another individual.

3. Techniques of Data Collection

The researcher data was collected through writing test. There were some topics to choose. So, the writer chose without any interruption of the topic provided. The examiner gave 90 minutes to finish their writing. The text was taken from mid-term examination. There will be some lecturers who taught the samples. So, the researcher decided which lecturers will be taken to be sampled.

1) Writing test

Writing test was designed to see students’ application in using English collocation. By using the topic students were expected to use English collocations in order to write natural like native speaker does. This test was based on mid-term examination. Students were asked to choose the topic and write it into 4 or more paragraph. The topic was given by the examiner. They were:

1. The Development of tourism contributed to English becoming the most prominent language in the world. Some people think this will lead to English becoming the only language to be spoken globally. What are the advantages or disadvantages to having one language in the world?
2. Many people believe that social networking sites (such as Facebook) have had a huge negative impact on both individuals and society. Given this fact, do you agree or disagree if social networking sites are banned?

4. Technique of Data Analysis

The data will be analyzed by using quantitative and qualitative method. The researcher analyzed Grammatical Collocation in their writing. The data tabulation consists of columns of student, total collocation, correct collocation and incorrect collocations.

**C. RESULT AND DISCUSSION**

**1. Research Finding**

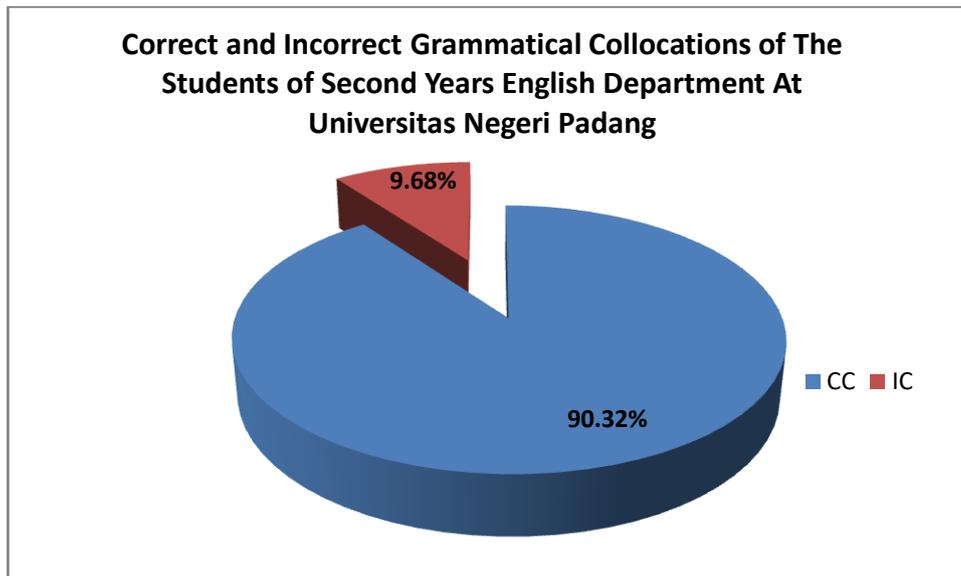
*Table 1. Data tabulation*

ST	TC	CC								IC							
		G1	G2	G3	G4	G5	G6	G7	G8	G1	G2	G3	G4	G5	G6	G7	G8
1	25	1	1	3					14			1					5

2	14								13			1					
3	22	1		3			1	1	15								1
4	38			5					27								6
5	42	1		3					34	1		1					2
6	23			1	1		1		13		1						6
7	36		1	2	2		1		26								4
8	46			8	2	1			33								2
9	37			3					29								5
10	61	1		2			1	1	20			1			1		34
11	40			2		1	1		34								2
12	27	1		1			3		19		1						2
13	42		1	2					36								3
14	50		1	8		1		1	38								1
15	22			1					17								4
16	27			1	2		2		18								4
17	11					2			1		1				1		6
18	24			2		1			17								4
19	37			2	2				29								4
20	38		3	6			3		19								7
21	34			5			1		27								1
22	32			6					18		1						7
23	22			2		1			19								
24	25		1	3			6		11						1		3
25	28			3			1		23								1
26	28		1						24						1		2
27	26		1	4					18		1						2
28	26			2					23								1
29	29		1				1		26		1						
30	38			3					32								3
31	20		1	3					15								1
32	20			2		1			15								2
33	43			6					34								3
34	23			2					20								1
35	27			2					21								4
36	18	1	1	1			2		13								
37	23			2					21								
$\Sigma$	1124	6	13	101	9	8	24	3	812	1	5	5	0	0	4	0	133

## 2. Discussion

### 1) Pie Chart



From the data above, it can be seen that percentage of correct and incorrect grammatical collocations are 90.32% for Correct collocations and 9.68% for Incorrect collocations. The grammatical collocations were found as many as 1124 collocations. Where G1 is to be the lower of the total number of collocations. It gives 7 collocations where 6 are for correct collocations and rest of it (1) is for incorrect collocations. G2 on the other hand, gives 18 of the total numbers of collocations. Where 13 are for correct collocations and 5 are for incorrect collocations. G3 is to be the higher of the total number of collocations. It gives 106 of the total number of collocations. Where 101 are for correct collocations and 5 are for incorrect collocations. G4 shows 9 for the total number of collocations. Where it is entirely correct. In addition, G5 is also entirely correct where it shows 8 of the total number of collocation. G5 is also to be the low of the total number of collocations. On the other hand, G6 is to be the high of total number of collocations. It gives 28 of the total number collocations. Where 24 are for correct collocations and rest of it (4) are for incorrect collocations. G7, on the other hand, is to be the lowest of total collocation. Where it gives 3 of total collocations and all of them are entirely correct. G8 is to be the highest of total collocations. Total of number collocations are 945 collocations where 812 are correct collocations and 133 are incorrect collocations.

From the data above, it can be concluded that G1 reaches 91.67% for correct collocations. On the other hand, 8.33 % is for the incorrect collocations. G2 shows 70% for correct collocations and 30% is for incorrect collocations. G3 gives the higher of total collocations where 94.01% is for the correct collocations and 5.99% is for the incorrect collocations. G4 where entirely correct shows 100%. In addition, G5 is also entirely correct showing 100% for correct collocations. G6 shows the high of total collocation reach 81.12% for correct collocations and 18.88% is for incorrect collocations. G7 where entirely correct shows 100% for correct collocations. G8 is to be the highest of total collocations where 85.80% is for correct collocations and 14.20% is for incorrect collocations.

Overall the entire correct from G1 to G8 are 90.32%. On the other hand, the incorrect collocations from G1 to G8 show 9.68%.

#### 1. Classification of Interval Percentage

ST	CC	IC	Interval Percentage
1	87.17%	12.83%	A
2	50%	50%	C-
3	98.75%	1.25%	A
4	90.91%	9.09%	A
5	73.14%	26.86%	B
6	73.69%	26.31%	B
7	97.33%	2.67%	A
8	98.57%	1.43%	A
9	92.65%	7.35%	A
10	70.74%	29.26%	B
11	98.61%	1.39%	A
12	78.09%	21.91%	B+
13	97.43%	2.57%	A
14	99.48%	0.52%	A
15	90.48%	9.52%	A
16	95.45%	4.55%	A
17	28.57%	71.43%	E
18	93.66%	6.34%	A
19	95.96%	4.04%	A
20	93.26%	6.74%	A
21	98.81%	1.19%	A
22	57.33%	42.67%	C
23	100%	0%	A
24	91.07%	8.93%	A
25	98.62%	1.38%	A
26	64.1%	35.9%	C+
27	90%	10%	A
28	97.92%	2.08%	A
29	83.33%	16.67%	A-
30	95.71%	4.29%	A
31	97.92%	2.08%	A
32	96.07%	3.93%	A
33	95.95%	4.05%	A
34	97.62%	2.38%	A
35	92%	8%	A
36	100%	0%	A

37	100%	0%	A
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From the table above, the lowest grades is student number 17. Where She gets E for the grades or 28.57% for the correct collocation and 71.43% for the incorrect collocations which make her fail using grammatical collocation on her writing .The lower grades is student number 2. Where he gets C- for the grades or 50% for correct collocation which make her not enough to use English grammatical collocations. The low grades is student number 22. Where he gets C for the grades or 57.33% for correct collocations and 42.67% for incorrect collocations which make him reach enough using English grammatical collocations on his writing. On the other hand, the high grades is student number 12. Where she gets B+ for the grades or 78.09% is for correct collocations and 21.91% is for incorrect collocations which make her reach very good using English grammatical collocations in her writing. The higher grades is students number 29. Where she gets A- for the grades or 83.33% for correct collocation and 16.67% is for incorrect collocations which make her reach very very good using English grammatical collocations on her writing. The highest grades are as many as 28 students. Where she or he gets A for the grades. Besides the top of students get A grades are students number 23, 36 and 37 or 100% is for the correct collocations which make them reach with compliment using English grammatical collocations.

#### D. CONCLUSION AND SUGGESTIONS

##### 1. Conclusions

The aim of this research is to find out the ability of the second year students of English Department at Universitas Negeri Padang in using English grammatical collocations on their writing. Based on the data gathered in the previous chapters, it can be concluded that the ability of the student of second year English Department in using English grammatical collocations is in the level A or with compliment. Where it reaches 90.32% for correct collocations and 9.68% for incorrect collocations.

Based on finding of the research, it can be concluded that total number of collocations were found as many as 1124 collocations. Where G1 reaches 7 of total number of collocations. G2 reaches 18 of total number of collocations. G3 is to be the higher of total number of collocations reach 106 collocations. G4 reaches 9 of total number of collocations. G5 reaches 8 of total number collocations. G6 reaches 28 of total number of collocations. G7 which is to be the lowest of total number of collocations reach 3 collocations. On the other hand, G8 is to be the highest of total number of collocations reach 945 collocations.

In addition, the percentages were calculated based on total number of collocation. Where G1 shows 91.67% for correct collocations and 8.33% for incorrect collocation. G2 reaches 70% for correct collocations and 30% for incorrect collocations. G3 gives 94.01% for correct collocations and 5.99% for incorrect collocations. G4 shows 100% for correct collocations. In addition, G5 also shows entirely correct which give 100% for correct collocations. G6 reaches

81.12% for correct collocations and 18.88% for incorrect collocations. G7, which is the same as G4 and G5, shows entirely correct where give 100% for correct collocations. G8 shows 85.80% for correct collocations and 14.20% for incorrect collocations.

For the classification of interval percentage, the lowest grades comes from students number 17. Which is in the level fail with E grades. The lower grades is student number 2. Which is in the level not enough with C- grades. The low grades come from student number 22. Which is in the level enough with C grades. The high grades come from students number 12. Which is in the level very good with B+ grades. The higher grades come from student number 29. Which is in the level very very good with A- grades. The highest grades come from students amount 28 students. Besides, the top of student comes from student number 23, 36 and 37 show 100%. Which is all of them in the level with compliment with A grades.

#### A. Suggestions

Regarding to the results of the study, some suggestions are proposed to increase the students' ability in using English grammatical collocations.

##### 1. For the English Teacher.

Based on the result of this research, there are still many mistakes in using English collocations especially for G1, G2, G3, G6, and G8. The English teacher is suggested to teach more about grammatical collocations so that the student will understand English grammatical collocations very well.

##### 2. For Other Researcher.

This study is aimed to find out the ability in using English grammatical collocations. However, there are still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the student's ability in using English grammatical collocations.

##### 3. For the Student

The students are suggested to use English grammatical collocation correctly. Even though, there are still improvement in using English grammatical collocations. The students should always practice writing to build the writing habit so that each time the grammatical collocation will always be practiced.

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