Using English Collocation In Writing Narrative Text At The Ninth Grade Of Daar Et-Taqwa Boarding School

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Abstract

The use of collocation in writing is one of the important things in creating a good sentence. Most students, however, have problems with putting words together in a characteristic of "natural" English native speaker-like manner during writing. The purpose of this study is to know the students accuracy of using English collocation in writing narrative text. The method used in this research is a descriptive qualitative method by describing student collocation used that is gathered from students narrative text writing. The informants in this study was took 8 students of ninth grade at Daar Et Taqwa. The study showed two points; through the students written assignment show the result of students mistakes and understanding used of collocation and the interview would show the strategies in solving the problem of understanding collocation. Based on the results of the research, the researcher found that students understand how to write narrative text, but they do not understand how to express factual description in their writing with collocation accurately because they are not familiar with the collocation that should be used in English as the target language, so they still make mistakes in writing collocation sentences. Moreover the students of ninth grade has strategies in solving the problem of understanding collocation, such is by reading book/dictionary, asking the teacher, and exploring much information about collocation itself. Narrative writing of Daar Et Taqwa students that uses collocation is still not coherent not developed and there are still made many errors.

Keywords: *Collocation, Narrative Text, Mistakes*

Abstract

Penggunaan kolokasi dalam menulis merupakan salah satu hal penting dalam menciptakan sebuah kalimat yang baik. Namun sebagian besar siswa mempunyai masalah dalam merangkai kata-kata dengan ciri khas seperti penutur asli bahasa Inggris yang "alami" saat menulis. Tujuan dari penelitian ini adalah untuk mengetahui keakuratan siswa dalam menggunakan kolokasi bahasa Inggris dalam menulis teks narasi. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif dengan mendeskripsikan kolokasi siswa yang digunakan yang dikumpulkan dari penulisan teks narasi siswa. Informan dalam penelitian ini adalah siswa kelas IX Daar Et Taqwa yang berjumlah 8 orang. Studi tersebut menunjukkan dua hal; melalui tugas tertulis siswa menunjukkan hasil kesalahan siswa dan pemahaman penggunaan kolokasi dan wawancara akan menunjukkan strategi dalam memecahkan masalah pemahaman kolokasi. Berdasarkan hasil penelitian, peneliti menemukan bahwa siswa memahami cara menulis teks narasi, tetapi mereka tidak memahami cara mengungkapkan deskripsi

faktual dalam tulisan mereka dengan kolokasi secara akurat karena mereka tidak paham dengan kolokasi yang seharusnya digunakan dalam bahasa Inggris. Sebagai bahasa sasaran, sehingga masih melakukan kesalahan dalam penulisan kalimat kolokasi. Selain itu siswa kelas IX mempunyai strategi dalam memecahkan masalah pemahaman kolokasi, antara lain dengan membaca buku/kamus, bertanya kepada guru, dan menggali banyak informasi tentang kolokasi itu sendiri. Penulisan narasi siswa Daar Et Taqwa yang menggunakan kolokasi masih belum runtut, belum berkembang dan masih banyak kesalahan yang dilakukan.

INTRODUCTION

To create a good writing, the students have to be more careful and have knowledge about the grammatical structures, vocabulary, punctuation and others. In order to make a good writing, we need to recognize the component of writing skill such as content, forms, grammar, vocabulary, and mechanics (punctuation and capitalization)".(Harris, 1996) These components will help us to produce good writing. Writing is the process of thinking to create idea, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly.(David N, 1999) Not only that, but it is also supported by several other skills, such as mastering vocabulary and grammar rules being the main key to making good writing and others.

As a form of writing that must be studied, narrative is one of text types that should be understood by the students. The narrative text is a series of events that occur in time and overcoming a problem.(Morrow, 1989) The narrative includes fairy stories, fables, mystery stories, science fiction, romance, horror, etc. Narrative text tells a story about something that happens in the past.(Boardman, 2008) Then in writing narrative texts, students are required to be able to produce simple texts by telling things they have experienced, for example telling about holiday experiences. Personal experience is also included in the type of narrative text. In this type of text, the writer can write down what he has experienced into an interesting story that can be enjoyed by others.

In English, study of word combination is called collocation. It is also usually called as couple of words, where if one word is replaced by the other word, it builds a disordered and an incomplete meaning. The collocation is produced from language consisting of word pieces. McCarthy and O'Dell indicate that collocation is a group of words consisting of pairs or more words used together.(Felicity & Mc Charty, 2008). The definition of collocation according to Baker in Sari, is a number of words that join regularly in language and have the same meaning. The term collocation can be defined as a word that leans together with two or more words in the discourse that use appropriate form. (Sari et al 2005). Benson, Benson and Ilson in their introduction to their The BBI Combinatory Dictionary of English classified collocations into two groups based on word classes, grammatical collocation and lexical collocation. A grammatical collocation is a phrase which consist of dominant word such as noun, adjective, verb and preposition grammatical structure such as an

infinitive or clause. Grammatical collocation are divided into eight major groups. While lexical collocation is a phrase consist of nouns, adjectives, verbs and adverbs (Benson & Ilson, 1986)

Hung Duong argued that errors and collocation problems are often found in EFL learners' writing and educational contexts. Incorrect choice of words or use of incorrect collocations is considered as a type of collocation error. The influence of the mother tongue is also considered as one of the many factors that hinder the use of collocations in writing.(Hung Duong & Nha Dai, 2021) The problem is that non-native speakers like us often translate words from our mother tongue into English that sound unnatural (weird, stiff, or never exist in English). In addition Attar argues that one of the most difficult tasks for students learning English is choosing the right words when writing assigment. Students are required to be able to find suitable words to be put together in a sentence. Every word that goes together always has a connection to another word.(Attar & Hamid, 2013) Choosing the right words is one of the difficulties that students often face when they are doing writing assignments. Therefore collocation is important to learn, because when they understand collocation, they will produce good language or writing in the future.

However, based on the researcher's observation in class IX Junior High School of Daar Et Taqwa, no one has ever researched collocations in this school. As a result students are often confused when they want to combine words. Which in the end they only use the dictionary as a benchmark for their writing. Translating word for word from the dictionary, which ended up being the wrong collocation. For this reason, many students often feel confused about word combinations as well as the use of appropriate collocations. Analyzing student texts is very important to do because it can help English teachers to find out where students' abilities and difficulties are in writing. To identify students' abilities in understanding word order or combinations when writing narrative texts, the researcher is interested in conducting research that aims to analyze and focus on students' understanding abilities about collocations when writing narrative text. Collocation is really helping students to fluent their English because by knowing collocation, they can produce words cohesion.(Syahruddin Nawir, et al., 2022) This is because students often get written assignments from the teacher, especially narrative text. If they do not master the collocations of writing that are still basic, then onwards when studying academic writing they will be more confused and do not understand at all. Because by using collocations, the results of student writing and other skill will be better and improve.

However, in previous studies, there are already some researchers who have studied collocations, but they only focus on other skills such as speaking and reading. Even if there are some who explain about writing skills, they lead to academic writing, persuasive text, and report text, but still no one has researched the use of collocations in writing narrative text. Therefore, this research was

conducted to analyze how collocations are used, whether the collocations that students use are correct or not, what types of collocations are often used by students when they have the task of writing narrative texts, and the importance of knowing collocations.

Therefore, with the reasons that have been described, the writer took the initiative to conduct research on this problem with the following research title 'Using English Collocation In Writing Narrative Text' The author hopes to help reduce students confusion in compiling narrative texts because they understand how to combining words into collocations.

Methods

In this study, the researcher use qualitative and descriptive approach. According to John W. Cresswell, qualitative research is means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.(Cresswell, 2014) In the researcher's understanding, Qualitative research is a method used in the social sciences with non- numeric data and can usually make it easier to help people understand social analysis. For this research, qualitative descriptive is used as a research design. Sliger and Shohamy defined qualitative descriptive research as a type of research refers to investigation which utilizes already existing data.(Seliger & Shohamy, 1989) While according to Kumar descriptive research is qualitative research that describes a systematic situation, phenomenon, problem that provides information about, says, or describes some attitudes towards the problem in detail and clearly.(Kumar, 2014) Researchers used a qualitative descriptive method as a design to analyze the data.

This method also describes how to describe the structure and pattern of the collected data. The analysis in this qualitative method begins when the data has been collected. A descriptive method is one that is used to explain, analyze, and categorize something using various techniques such as a survey, interview, questionnaire, and test.

a. **Time and place of the research**

This research was conducted on 21-22 June 2023. While the location of this research was in boarding school Daar Et-Taqwa, Cigodeg, Petir, Serang-Indonesia. Daar Et-Taqwa was founded by K. Ahmad Mugist, S. Ag, on July 17, 1997 AD, under the auspices of the Daar Et-Taqwa Foundation with notarial

deed H. M. Islamiyah Arifin, S.H No. 01, October 20, 2000 Serang. This school is a modern Islamic boarding school and now managed by K. Asja Rifa'i S.Ag.

b. Participants

The participants in this research was took 8 students grade IX in Daar Et Taqwa. Moreover, The participants are students who have studied narrative text and get a good score in this subject.

This research used purposive sampling to select the sample. Creswell 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.(Cresswell, 2014)

c. Technique of data collection

1. Document

In collecting the data, the research employs documentation method from student assignment sheet. It means that the data were taken from worksheet students when writing narrative text. In conducting this research, the authors gave assignments to students to translate text in Indonesian into English with collocation of the text they have written, and students are also instructed to write narrative text so that the writer gets the appropriate information researcher needs in obtaining student knowledge about collocations in writing narrative text. The researcher free choice of themes to help students determine topic they will tell. After it finishes translate it into English and write narrative text, students then submit the results of their writing for further analysis by researcher about the accuracy of using collocations in narrative text.

2. **Interview**

Interviews are used in gathering data from people about opinions, beliefs, and felling about situations in their own words. There are three types of interview; they are structure interview, unstructured interview, and semi structure interview. In this research, the researcher used semi structured interview because the researcher used a list question and also the researcher can ask additional question to complete the topic. According to Ari, semi structured interview is the combination of both structured and unstructured types. It used a list of questions like in the structured type and also permits the interviewer to ask additional question to explore the topic more detail.(Ari, 2010)

In this research, interview is which aim to answer the second formulation of problem and to hone student knowledge about collocations. The interview is a very important data collection tool in qualitative research, then it

involves humans as informants or subjects related to the reality or symptoms chosen for research.

d. Techniques of Data Analysis

1. Data Reduction

Data reduction become the first steps to do in analyzing the data in this research. According to Miles data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field notes, interview, transcripts, documents and other empirical materials.(Miles & Matthew, 2014) In this research the data is in the form of documents of students written assigment. In this step, the researcher firstly provide participants with an understanding of what collocation is and what examples are, etc. After that, Students are instructed to write narrative text. After finishing writing the narrative text, the researcher started analyzing the data by checking and reading the collocation used by students when they write a narrative text. Next, the researcher selecting the sentences included in the collocation, collect and write related data. Only relevant data will be researched. After that, the researcher accuracy of what they have written, whether the collocations used are correct or not, so categorizes the data based on two categories of collocation, those are grammatical collocation and lexical collocation that often used by students when they write narrative text.

2. Data Display

Generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.(Miles & Matthew, 2014) In this step, the researcher shows or displays the data which is contains the collocations, not only as generally but specifically and clearly. The researcher show which sentences contains collocation, what categories of collocation in those sentence, and then see if their writing is correct in using collocations when writing narrative text.

3. Conclusing Drawing

After finished doing data reduction and data display, The last step the researcher will conclude the research result based on the data that has been collected. Final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used.(Miles & Maatthew, 2014) In this step, the researcher concludes the result of the research based on the research problems and the accuracy collocation writing that students use in narrative text and also the difficulties they experience when writing collocations.

RESULTS AND DISCUSSION

1. Student writing text

Based on the result from the students writing narrative text, there are still some students who combine the words freely or still not coherent and there many errors. Therefore it has been found that there are 5 errors of grammatical collocations and 7 errors of lexical collocations. For grammatical collocations including 1 noun + preposition, 2 preposition + noun and 2 verb + to infinitive. Whereas in lexical collocations such as 3 verbs + noun, 1 noun + verb and 3 adverb + adjective. From the students' writing assignment sheets, most of students made the mistakes lexical collocations in from the verb that combined with a noun freely, they transferred the information in form of written based on their exact spoken language. But overall, this error occurs because wrong word placement. In addition, one of the problems that students have due to a lack of knowledge of collocations, ways of how to combine longer phrases and utterances because of their inability to express themselves.

In summary, some of them wrote this narrative text with great difficulty, but the words they wrote were still not quite right and were still not appropriate in terms of collocations. It means that students do not understand to choose the right words based on collocation rules. Then, from the results obtained stated that the most dominant collocation students use in writing narrative text is lexical collocations.

The researcher found that there were 82 students collocation words in writing narrative text, there were 36 grammatical words collocations and 46 lexical collocations. From 36 grammatical collocations there are 5 collocations still incorrect. While in lexical from 46 collocations, there are 7 still incorrect. But when viewed from the results obtained, it turns out that the use of lexical collocations are more frequently used by students. It means, lexical collocations are quite easy to accept and use in terms of learning and writing narrative text. Then the way they translate from Indonesian to English is quite good. Although there are still some sentences that are still lacking to be understood, but they are able to make a narrative text with a good and interesting story. So from explanation above, It can be concluded that lexical collocations are frequently used by ninth grade students of Daar Et-Taqwa to write narrative texts, academic year 2022/2023.

2. Result of interview

Based on the result of analyzing the interviews, the researcher discussed eight students on six questions based on their experience. About study about collocation, the definition of collocation, the important of learning collocation, student 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 question, about studying narrative text, they learned this narrative text material in grade ninth. Even when they were asked again, they still easily understood the instructions given by the researcher. After being given instructions to write a narrative text about personal experience, they immediately asked a lot of questions; they had even decided what experience story to write about.

In the second question, the researcher asked if they had studied collocations before. Beyond the researcher expectations, it turns out that many of them have studied it, even if only a little. They are even able to provide an understanding of collocations with examples. By asking the question above, they can open up their knowledge about collocation.

In the third question, the researcher found out about the students definition of collocation. According to the interview results, many of them knew about collocation, but not specifically. Those five students answered the same meaning of collocation in different words and terms. The result can be concluded: the definition of collocation based on students' knowledge was a pair word combination or group used by native speakers to express the writing and speaking idea in a phrase or sentence. Collocation is a combination of two or more words that go together and sound natural to native speakers of the language.

In the fourth question, the interviews show the importance of learning collocations. In this case, the eight students are more likely to have the same ideas, and some are even close friends with one another. For example, the four informants had the same reasons and thoughts when answering the importance of learning collocations. In short, learning collocations is important because collocations can make the language we use more correct and easier to understand. Besides that, collocations also make it very easy to compose good sentences when writing, and when writing, we use the right sentences.

On the fifth question, the student difficulty was discovered. This result was based on the students' experience in writing the narrative text. These were the results of students' difficulties: confusion over the right word, lack of collocation vocabulary, confusion over matching words, and difficulty finding the right words.

For last question interview, show the problem solve of the difficult above. Based on the result of analyzing interviews, the average answer to solving their problem is to ask the teacher, ask their senior, learn and read more about collocations, and practice more collocations.

CONCLUSION

Based on the data analysis and discussion of the research, the research can generally summarize the conclusion of the ninth grade of Daar Et-Taqwa academic year 2022/2023 when they use collocation in their writing narrative text below.

Understanding in using the collocation of Daar Et-Taqwa students is still lacking. Based on the result from the students writing narrative text, there are still some students who combine the words freely or still not coherent and there many errors. Coherent is a combination of sentences that are arranged neatly and correctly, so that the sentence can be easily understood. Therefore it has been found that there are 5 errors of grammatical collocations and 7 errors of lexical collocations. For grammatical collocations including 1 noun + preposition, 2 preposition + noun and 2 verb + to infinitive. Whereas in lexical collocations such as 3 verbs + noun, 1 noun + verb and 3 adverb + adjective. Most of students made the mistakes lexical collocations in from the verb that combined with a noun freely, they transferred the information in form of written based on their exact spoken language. Then it can also be concluded that the dominant collocation used by students to write narrative text lexical collocations, because lexical collocations are quite easy to accept and use in terms of learning and writing narrative text.

After conducting an interview, the researcher found some factors that caused students difficulties in writing collocation in narrative text. It showed that the difficulties experienced by students included confusion of the right word, a lack of collocation vocabulary, confusion of matching words, and difficulty finding the right words. Then average the student's strategy for solving problems in understanding collocations is read a book or dictionary, ask the teacher, ask a senior, find a lot of information about the collocation, and practice.Based on case studies conducted by researchers using three research instruments, namely interviews, performance tests and questionnaires in cases of anxiety to speak in fluency in English speech, the conclusions are as follows.

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