

Collocation Analysis in Twelve Grade English Textbook

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ABSTRACT

Learning foreign language needs several ways. One of the ways is collocation. Collocation is considerably prominent in learning foreign language due to the influence in language comprehension. The high proficiency in collocation reflects high proficiency in foreign language comprehension. It is therefore this study aims to scrutinize the collocation which used in twelve grade English Textbook. this study applied corpus software, namely antconc. the first step for collecting the data, was changing the data from pdf to txt and process it in antcont for finding the top twenty wordlist. Then, find the top twenty sentences based on the lexical which find from wordlist. Based on the antcont process, the finding illustrates that only two types of collocation which occurred in twelve grade English textbook. In addition, the type of collocation which appear are noun 1 + noun 2 and verb + noun. Considering the noun, the collocation phrases used lexical that reflected the concrete reference. Moreover, the verb illustrated the effective action. It means that the use of word is for introducing the vocabulary that related to the concrete referent for noun and concrete action for verb. The result also display that twelve grade English textbook limited provided collocation. Although, it is very crucial as learning material plays significant role in teaching learning process. As a result, this study is estimated to gain insight about in teaching English as foreign language, especially in the use textbook as a learning material.

Keywords: Collocation, English Textbook, Corpus

1. INTRODUCTION

Collocation is commonly known as combination of word and it is the most essential way for scrutinizing phrase and it is also very helpful for understanding in depth lexical used in a certain phrase (Kennedy, 2014; Seretan, 2011). Recently, several researches focused on collocation due to the increasing of corpus linguistics analysis. In addition, collocation also play important role not only in language use but also for learning foreign language.

With regard to the significant of collocation analysis, there are several reason why collocation is importance to analyze. First, collocation knowledge has significant role in learning L2 (Rahimi & Momeni, 2012). Speaker who has good speaking fluency, they must be good in collocation knowledge (Uchihara et al., 2022). Secondly, Collocation L1 also influence collocation in L2, it reflects on writing skill. It is related to Parkinson's research; it illustrates that L1 which has noun-noun phrases produces considerably greater of them in English than L1 which does not have noun-noun phrase (Parkinson, 2015). However, collocation considers difficult for foreign language learner. Based on Chen's research it shows that advance stage foreign language learners cannot achieve consistent improvement in the use of collocation (Chen, 2019).

Considering the significant role of collocation, it is prominence to analyze collocation and text book because text book is the source of learning material. According to (Guerrettaz & Johnston, 2013) textbook is classroom ecology because it is media for classroom interaction between teacher and student. Moreover, it also as the main material for classroom discussion. Textbook do not only provide learning material but also can arouse student's motivation (Shahmohammadi, 2013). It is therefore this study is interested in analyzing collocation in textbook.

There are several researches analyzes about collocation. First, numerous research about collocation in students writing and writing ESL skill (Chiekezie, 2021; Frankenberg-Garcia, 2018; Parkinson, 2015; Yoon, 2016). Second, Collocation is the most essential for improving skill in academic writing (Durrant, 2009; Gulec & Gulec, 2015; Wongkhan & Thienthong, 2021). Third, collocation has important relationship in student language performance, both in receptive and productive performance (Torabian et al., 2014). Fourth, collocation in novel can be media which is not only improving English language performance but also understanding better about genre (Zaabalawi & Gould, 2017). Fifth, there is also a study about improving collocation assessment in learning L2 (Lee & Shin, 2021). All previous studies about collocation are rarely discussed about collocation in EFL textbook. As a result, this research addressed to fill the gap in analyzing further about how collocation in Student English Textbook Grade 12.

Collocation has 7 types based on the world class which is combined in phrases, as follow (Benson et al., 1986):

a. Verb + Noun

It combines word class noun and noun, such as manufacture blackboards.

b. Adjective + Noun

This type is greater than others types of collocation. The word that reflects adjective + noun collocation is close attention.

c. noun + Verb

It combines the noun and verb; such as bomb blast.

d. Noun 1 + Noun 2

It is derived from noun and noun, such as company uniform.

e. Adverb + Adjective

The combination between adverb and adjective can be found in the phrase, such as sound asleep

f. Adverb + Verb

It can be found in the phrase such as carefully listen, the word carefully is adverb and listen is verb.

based on those types, this study will gain insight about the type of collocation in 12 grade English textbook.

Since this study focuses on word combination, it is therefore this study analyzing data by using corpus. Corpus is text collection which is designed for linguistics research in order to find out language aspect (Sinclair, 2021; Stubbs, 1995). Based on corpus definition, this study used corpus because it applied corpus software in collecting the data and interpreted in linguistics aspects.

2. RESEARCH METHOD

Mixed-method is applied in this research because it combines both qualitative and quantitative (Cresswell, 2009). In quantitative, it applied antcont software and find out the frequency used of collocation in textbook. Meanwhile, in qualitative, it discussed about the lexical types and how it applied in textbook. The source of the data was Twelve grade English textbook.

Several steps for collecting the data, first. It changed the text book type from pdf to txt. Second, upload the text book in antcont software. Third, find out the data in the word list and choose the word class variety. Fifth, find out the frequency of word and find out collocation the top twenty sentences.

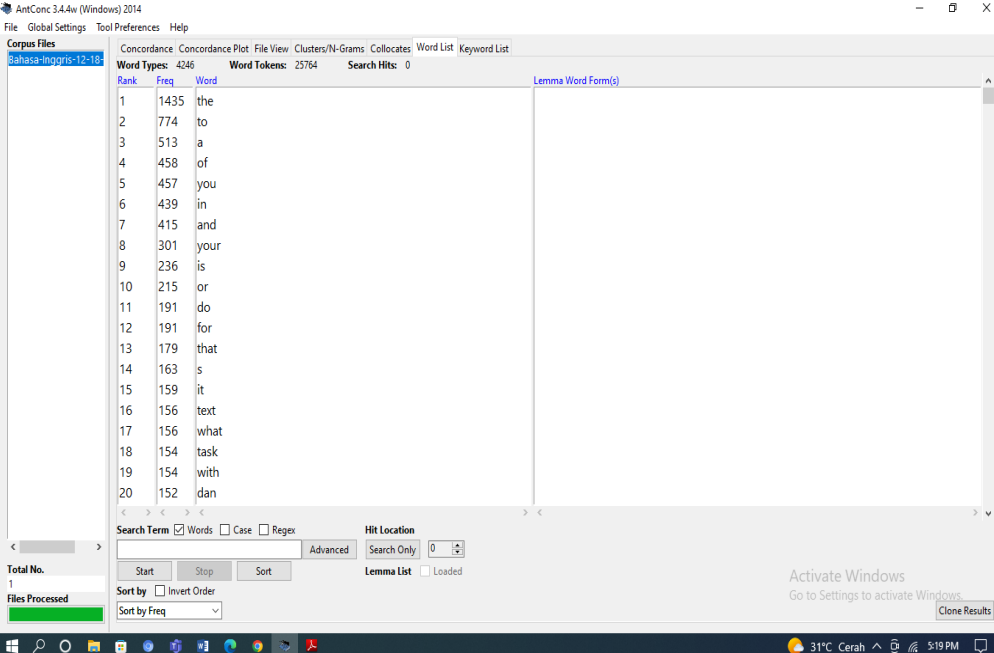
In Analyzing the data, there were several steps. First, separating the quantitative and qualitative data. In quantitative, the data is from the frequency of word in word list. In addition, the qualitative, describing in types of collocation based on the top twenty sentence which it took from the lexical who appeared in word list.

3. RESULTS AND ANALYSIS

The data displays about the most frequency rank of the word in order to know what. Then, find out the key word list and the concordance. Based on the concordance, It can be known about the collocation types which is used in twelve grade English Textbook.

3.1. Word List in Twelve Grade English Textbook

The figure 1 illustrates the most frequency words which appear in twelve grade English textbook.



Rank	Freq	Word	Lemma Word Form(s)
1	1435	the	
2	774	to	
3	513	a	
4	458	of	
5	457	you	
6	439	in	
7	415	and	
8	301	your	
9	236	is	
10	215	or	
11	191	do	
12	191	for	
13	179	that	
14	163	s	
15	159	it	
16	156	text	
17	156	what	
18	154	task	
19	154	with	
20	152	dan	

Figure 1. English Textbook Wordlist

In the figure, it shows top twenty word that most frequently appear in twelve grade English textbook. The most frequency is *the*. It is in the first rank and the appearance frequency is 1435. In addition, number twenty is Indonesian language word *dan*. It is very unique because in number one until number twenty, number 20 is the only Indonesian language. Most of them are proposition. It can be identified in the word such as to, of, in, for, with. Moreover, the rest of word classes only appeared twice. As a result, this research focuses on top ten word collocation.

3.2. Collocation The First Rank “to”

The figure 2 displays about twenty sentences which consist of *to*.

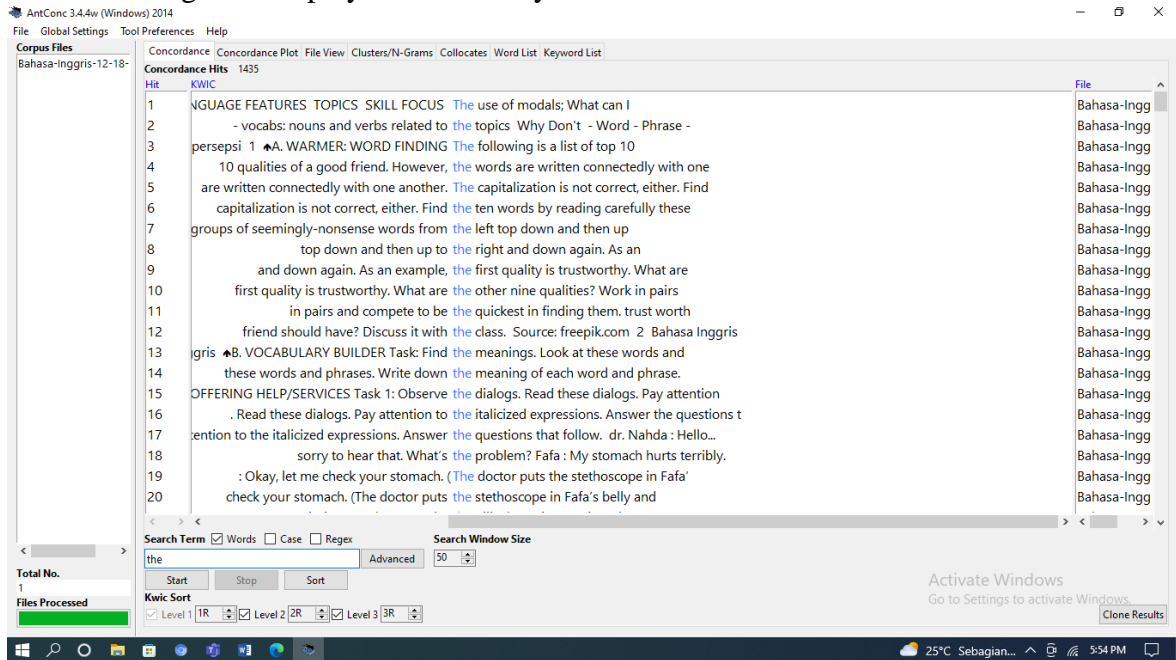


Figure 2. The Top Twenty Sentence Which Used ‘to’ based on the top twenty sentences which used, there is one collocation appear in the phrase *pay attention to*. This phrase reflects category of verb+noun collocation.

3.3. Collocation The First Rank ‘of’

The word is *of* shows in the figure 3

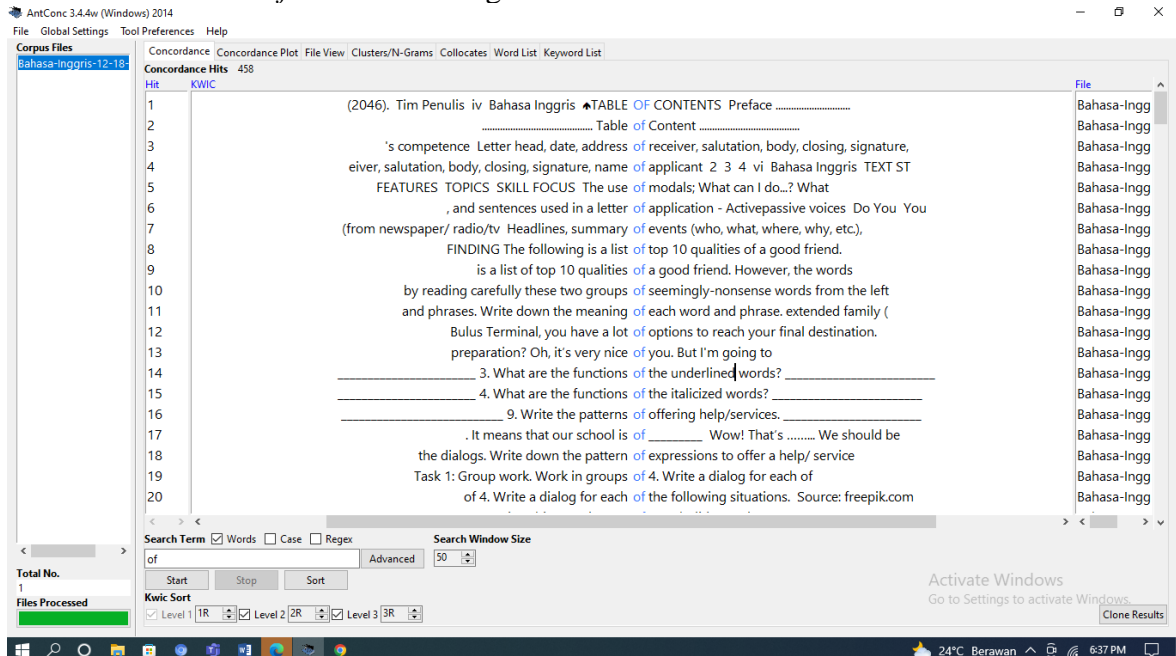


Figure 3. The Top Twenty Sentence Which Used ‘of’ noun 1+noun 2 was appeared in the Twelve Grade English Textbook. The phrase is *letter of application*.

Regarding the top word list, mostly the word class which appears in twelve grade English textbook is article and preposition. Moreover, the top three-word list are *the*, *to* and *a*. The frequency word *the* appears 1435 times and the frequency of the word *to* is 774 times. In addition, the word *a* is 513 times. In addition, the types of collocation which occur in twelve grade English textbook are noun + verb from the top ten-word list *to*. The phrase is *pay attention to*. The other type of collocation which occurs in twelve grade English textbook is noun 1 + noun 2. It comes from the phrase *letter of application*.

Based on the finding of the most frequently twenty words and sentences, there are only two collocations which is appeared in the Twelve Grade English Textbook. The first is belong to verb and noun in the phrase *pay attention to* and the second is *letter of application*. It means that the class word which frequently appear is noun. As in semantic noun class language parameters, there are four type of parameters. The parameters are, sex, human vs nonhuman, rational vs nonrational, animate vs inanimate (Aikhenvald, 2006). Regarding the noun in collocation phrase, it belongs to nonhuman for *letter*. It means that the lexical *letter* and *application* is reference or the thing which belongs to nonhuman. Another noun category in collocation phrase is *attention*. It belongs to rational noun parameter that reflects verbal classifier. This type is S (intransitive subject) or O (direct object). It means that this type of noun is applied when in condition of sequence of sentence when direct object is needed such as in sentence *give me a pencil*. Therefore, this noun classification function in terms of orientation or stance in space. Considering the noun semantics parameters, it can be concluded that in Twelve Grade English Textbook display the noun for introducing vocabulary because in semantics noun parameters the nouns reflects nonhuman reference and introducing terms of orientation or stance in space for direct object sentence.

Based on noun semantics parameter, there is also verb function in collocation phrases. In verb category verb can be classified into categories of effective action, contact reflective, affected agent, pursuit, interaction, motion sensation, emotion, cognition, perception, and spontaneous (Malchukov, 2005). It is therefore in the collocation phrase the verb belongs to effective action. It means that the book, describe about an activity that can be done and the purpose is the learner can understand the meaning and applied in the use of English language both in oral and verbal.

It can be concluded that the use of word is for introducing the vocabulary that related to the concrete referent for noun and concrete action for verb. Moreover, the Twelve Grade English Textbook provides limited collocation phrase. Although, collocation is crucial part

in teaching English as foreign language (Rahimi & Momeni, 2012). As a result, this study can be as a reflection for considering better how to put collocation. Moreover, it can be as a topic of teaching material because in twelve grade English textbook, there is no collocation.

4. CONCLUSION

This study aimed to analyze collocation due to the significant role of collocation in learning English. However, based on the result, there is only twice collocation which appeared in top twenty sentences. It is therefore this study is expected to gain further about how to prepare teaching material in textbook. Moreover, further research can elaborate more about the use of collocation in textbook, especially for the frequency of the word. It can be more than top twenty word and top twenty sentences.

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