AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE COLLOCATION IN WRITING DESCRIPTIVE TEXT AT THE FIFTH SEMESTER ENGLISH DEPARTMENT OF IAIN METRO

By:
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TARBIYAH AND TEACHER'S TRAINING FACULTY
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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AN ANALYSIS OF THE COLLOCATION IN WRITING DESCRIPTIVE TEXT AT FIFTH SEMESTER ENGLISH DEPARTMENT OF IAIN METRO

Presented as a Partial Fulfillment of the Requirement For the Degree of Sarjana Pendidikan (S.Pd) In English Department

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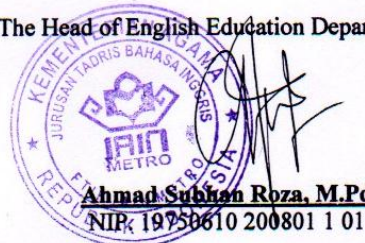
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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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AN ANALYSIS OF THE COLLOCATION IN WRITING DESCRIPTIVE TEXT AT THE FIFTH SEMESTER ENGLISH DEPARTMENT OF IAIN METRO

ABSTRACT

By:

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The objective of this research is to analyze the collocation in writing descriptive text at the fifth semester English department of IAIN Metro and to find the types of collocation that students commonly used in writing descriptive text.

This research applied qualitative research in the form of case study. In collecting the data applied documentation and interview. The researcher anlyzes the data by cresswell analysis technique. The participants of this research were fiveteen students who still fifth semester English Department of IAIN Metro.

The research findings showed that there were 45 collocation in students' descriptive text. The collocation is categorized into two types which are described in precentage, namely grammatical collocation and lexical collocation. From 45 collocation, there are 25 grammatical collocation (55%) and 20 lexical collocation(45%). This research shows that the students commonly used grammatical collocation than lexical collocation. Based on the result, The students should enhance the frequency of using collocation in writing, not only grammatical collocation but also lexical collocation.

(Keyword: Collocation (grammatical and lexical collocation), Descriptive Text, Qualitative Research)

ANALISIS KOLOKASI DALAM PENULISAN DESKRIPTIF TEKS
TERHADAP MAHASISWA BAHASA INGGRIS
SEMESTER LIMA IAIN METRO

ABSTRAK

Oleh:

Desi Mega Malasari

Tujuan dari penelitian ini adalah untuk menganalisis kolokasi dalam menulis teks deskriptif pada mahasiswa semester lima jurusan bahasa Inggris IAIN Metro. Dalam penelitian ini, peneliti bertujuan untuk menemukan tipe kolokasi apa yang sering digunakan mahasiswa dalam menulis teks deskriptif.

Jenis penelitian adalah penelitian kualitatif dalam bentuk studi kasus. Metode pengumpulan data penelitian menggunakan dokumentasi dan wawancara. Peneliti menganalisa data dengan teknik analisis cresswell. Para partisipan dari penelitian ini adalah lima belas mahasiswa semester lima program studi bahasa inggris IAIN Metro.

Temuan penelitian menunjukkan bahwa ada 45 kolokasi dalam penulisan teks deskriptif. Kolokasi dikategorikan ke dalam dua jenis yang dijelaskan dalam prosentase, yaitu kolokasi gramatikal dan kolokasi leksikal. Dari 45 kolokasi, ada 25 kolokasi gramatikal (55%) dan 20 kolokasi leksikal (45%). Kesimpulan dalam penelitian ini menunjukkan bahwa siswa umumnya menggunakan kolokasi gramatikal dari pada kolokasi leksikal. Berdasarkan masalah, Para mahasiswa harus meningkatkan frekuensi menggunakan kolokasi secara tertulis, tidak hanya kolokasi gramatikal tetapi juga mereka harus menggunakan kolokasi leksikal.

Kata Kunci: Kolokasi (kolokasi grammatikal dan kolokasi leksikal), teks deskriptif, dan Penelitian Qualitatif.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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State that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro,   November 2018

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2018

Yang Menyatakan

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MOTTO

وَمَن جَٰهَدَ فَإِنَّمَا يُجَٰهِدُ لِنَفْسِهِۦٓ ۚ إِنَّ ٱللَّهَ لَغَنِىٌّ عَنِ ٱلْعَٰلَمِينَ ﴿٦﴾

".......And whosoever striveth, striveth only for himself, Allah is altogether Independent of (His) creatures"

(Al-Ankabut:6)

"take care and maintain what you have now, because Allah gives something to you not without cause"

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved parents
(Mr. Suparman and Mrs. Sukiyati)

My beloved sisters
(Sucika Setiawati and Tria Anggraini)

My beloved Roudhatul Qur'an Islamic boarding school

My beloved friends that always support me
(Dara, Evi, Idestia, Kurnia)

My beloved lectures of English Department of The State Institute
For Islamic Studies of Metro

My Almamater

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In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah, the Lord of the worlds whom without His Mercy and Blessing, none of these would be possible. The researcher is very grateful the chances He has given her to accomplish this undergraduate thesis entitled "AN ANALYSIS OF THE COLLOCATION IN WRITING DESCRIPTIVE TEXT AT FIFTH SEMESTER ENGLISH DEPARTMENT OF IAIN METRO"

Moreover, Sholawat and salam to our prophet Muhammad SAW, who has brought us from the darkness to the brightness in the world. Amin

The researcher could not endure the obstacles which arose during the process without her family support. She is grateful to her father and her mother, brothers. She is indebted to many people whom she cannot mention one by one.

My greatest acknowledgements go to both of advisor, Mrs. Dr. Widhiya Ninsiana. M.Hum and Mr. Ahmad Subhan Roza, M.Pd. May Allah SWT give them reward for supporting and guiding to finish this undergraduate thesis.

The researcher realizes that this undergraduate thesis is in adequate. So, the researcher really needs reader valuable criticsm and suggestion. Finally, the researcher apologizes for all mistakes in this undergraduate thesis in which it was made in writing.

Metro, November 2018

DESI MEGA MALASARI
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the first important in human's life to communicate something in daily activity. Language is also a set of rules, which is used as a tool of human communication. It is used to communicate ideas, feelings, believes, love, knowledge, culture, etc. Language and human beings can not be separated. Human life can be a good socialist by the language. In other word, language is essential for human life intern of every day interaction.

Furthermore, English is known as an international language, which is used and learned by all countries as the first, second or the foreign language in many countries over the world. According to Jack C. Richards and Thedore S. Rodgers said that "Latin was most widely studied as foreign language five hundred years ago.[1] Indonesia is one of the countries that determines English as a foreign language. It is regarded as the important language to learn. It is signed by all of the school in Indonesia choose English as one of the subjects in curriculum because most people in a country should be able to use English.

Meanwhile, English has the four basic skills that should be mastered by students in school. They are listening, speaking, reading and writing. Writing is one of the important aspects in language learning.Writing is one of the most difficult among the others skill. In writing process, the students

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[1] Jack C. Richards and Theodore S. Rodgers, Approach and Methods in Language Teaching. (New York: Cambridge University press, 1986), p.1.

1

should have creative skill. Not only about that, but also it is supported by tight rules. Mastering vocabularies and the rule of grammar become the main key to create a good writing and the others. The students must choose appropriate words to arrange the sentence and develop it to be a paragraph and to be a text.

Writing becomes an interesting activity when the teacher knows how to teach it. One of important point is that the teacher can be an inspiration about their writing and becomes good supporter in writing learning process. Actually, writing is a tool for students to express what they really think and feel about something. They often discover what they really think and feel about people, issues, ideas and events only in the actual precess of writing. As a teacher, teachers have to guide their writing based on the purpose of the teaching and learning process. The purpose of teaching English as a foreign language is to enable the students to use the language in communication both spoken and written through speaking, listening, reading, and those includes in English teaching and learning.

Descriptive text is a type of text in writing subject. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. One of the difficulties to writing especially descriptive text is how to organize and sequence ideas. Writing involves not only putting sentences together in language that is grammatically correct and appropriate, but also organizing the ideas in those sentence in a

logical way so that they make a coherent text which is easy for the reader to follow.

Language consists of chunks which refer to collocations that will produce continuous coherent text when they combined.[2] Collocations itself are the word combination or the group of words that often combined together. With using collocation in wrting descriptive text, the learners will not use words as a single isolation but word is combined with other word as a group. The word will comes together and suitable in a certain context. For the example: "**beautiful girl**" is not "**beautiful man**", and "**fast car**" cannot be changed into "**quick car**".

In the term of collocation, there are two types those are lexical collocation and grammatical collocation. Lexical collocation is used to refer to the relations between two or more content words that "naturally" appear together in sentence. Although in English language, there are eight open/content word classes, yet only four of these collocate: noun, verb, adjective and adverb. Grammatical collocation is a phrase that consist from dominant word, those are: noun, adjective, and verb also a preposition or grammatical structure such as an infinitive or clause.

The following is the result of students collocation in writing descriptive text at the fifthsemesterEnglish Departmet of State for Islamic Studies of Metro is class C. The researcher has analyzed 15 students' writing descriptive text at the fifth semesterof English department of State for Islamic

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[2]Micheal Lewis, *implementing the lexical approach putting theory into practice* (Hove: Language Teaching Publications, 1997).p.7

Studies of Metro related to the use of collocation. Based on the result of a pra – survey, the researcher revealed out that the students use lexical collocation and grammatical collocation. The text below is one of the sample of students' writing descriptive text.

<p style="text-align: center;">Class XII IPS 3</p>

Class XII IPS 3 has become like home for us at school. It was there that we met **very kind** and **warm friends**. There we also **seek knowledge** for the future. Although our class is not so wide but this class is**very clean** and comfortable.

In the **classroom walls** are white and clean, also **decorated by the image of heroes,**photos of presidents**,** pancasila and **pearl word** on the back wallof the class. There is also a mading decorated with pantun, poetry, and pearl word of all of us.

The analysis of collocation from the text:

1. **Very kind = very (preposition) + kind (noun)**

   This collocation is correct because it is included into grammatical collocation.

2. **Warm friends** is incorrect collocation, because the word of warm is should be use for weather, so it is not suitable to describe people.

3. **Seek knowledge = seek (verb) + knowledge (noun)**

   Although the formula is correct, and include in lexical collocation but the word selection is incorrect. The word of **seek** should be

used for concrete noun and **knowledge** is abstract noun. That must be collocated with **strive for knowledge**.

4. **Very clean = very (preposition) + clean (noun)**

This collocation is correct and suitable word and include into grammatical collocation.

5. **Decorated by = decorated (verb) + by (preposition)**

This collocation is correct and suitable word and include into grammatical collocation.

6. **The image of heroes** is incorrect collocation, because the word of image is use to describe someone's personality or character. The most suitable word is **picture (the picture of heroes).**

7. **Pearl word** is incorrect combination of word, so is not included to collocation. The correct collocation for the term "kata mutiara" in Indonesian is **word of wisdom**.

Based on the analysis above, it can be inferred that there are some incorrect collocation words that still be used by fifth semester students. By this, the researcher would like to analyze the collocation in writing descriptive text at the fifth semester English department of IAIN Metro In academic year 2018/2019.

B. Focus of Research

In this research, the researcher focused on Analyzing of students collocation in writing descriptive text at the fifthsemester English department of State for Islamic Studies of Metro.

C. Research Question

1. What are the types of collocation commonly used by the students' writing descriptive text at the fifth semester of State Institude for Islamic Studies of Metro?.

2. Why do the students use collocation in their writing descriptive text at at the fifth semester of State Institude for Islamic Studies of Metro?

D. The Objectives and Benefits of the Study

1. Objectives of the Study

   a. To know the types of collocation in students' writing descriptive text at at the fifth semester of State Institute for Islamic Studies Metro.

   b. To know the reason of the students use collocation in their writing descriptive text at the fifth semester of State Institute for Islamic Studies Metro.

2. The benefits of the study

   a. For students:

   1) To enrich students' knowledge about collocation.

2) To increase their performance by using collocation in writing descriptive text.

  b. For lecturer of writing:

1) As information about the important of collocation in writing subject.

2) As inspiration to the lecture in order to teach collocation better.

E. Prior Research

There are many researchers which have done the research about collocation which is relevant to this topic. The first journal is from Fatima Muhammad Shitu, entitled "Collocation Errors in English as Second Language (ESL) Essay Writing". Based on the analysis of the data , the researcher gave samples some nine hundred essays collected from three hundred undergraduate learners of English as a Second Language in the Federal Collage of Education, Kano, North- West Nigeria, i.e. three essays per each student. The essays which were given on three different lecture times were of similar thematic preoccupations (i.e. same topics) and length (i.e. same number of words). The errors were identified in a systematic manner were by errors so identified were recorded only once even if they occur severally in students' essays. The data was collacted using precentages in which the identified numbers of occurances were converted accordingly in precentages. The findings from the study indicate that there are similarities as well as regular and repeated errors which provided a pattern.

The research has the similarity and difference with researcher's title which is both analyzing collocations and second language. The difference is that the journal used essay writing, which is more complexthan descriptive writing, because essay writing usually refers to academic writing such as thesis or research.[3]

The second is the udergraduate thesis entitled "Students' Ability In Using Lexical Collocations in Narrative Writing at The English Department Of Padang State Polytechnic", by Yalmiadi Jufrizal Hamzah. Thisresearch is qualitative design. Based on the analysis of the data the researcher revealed out that the students used the seven types were used by the students. They are (L1 = Verb (*creation and or activation*)+ Noun, L2 = Verb (*eradication and or nullification)+ Noun,* L3 = Adjective + Noun, L4 =Noun + Verb, L5 = Noun1 + of + Noun2, L6 = Adverb + Adjective, and L7 = Verb + Adverb. However, even though they have paired the words, the students were still unable to make the correct or fixed lexical collocations. The incorrect lexical collocations made by the students could be observed in the subsequent details based on their respective classifications.[4]

The differences of the research is focused on Students' ability in using collocation in narrative writing, while this research analyze the collocation in descriptive writing. The similarity of this research both of the research is discuss about collocations and also the data are taken from the students.

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[3]Fatima Muhammad Shitu, "Collocation Errors in English as Second Language", *Word Academy of Science* , Engineering and Technology International Journal of Cognitive and Language Sciences, Vol. 9 No. 9, 2015.

[4]Yalmiadi Jufrizal Hamzah. *Students' Abality in Using Collocations in Narrative Writing at The English Department of Padang State Polytechnic*. (Padang,2013)

The third is Dewanti Eka Larasati with the tittle "An Analysis on The Translation of The Collocation in Negeri 5 Menara". This research discusses the way Indonesian collocations in Negeri 5 Menara translated into the English version *The Land of Five Towers*. The research reveals that the translator mostly tranlated the Indonesian collocations to English using indirect translational equivalence. The research also shows that there are similar pattern on the Indonesian collocations which are tranlated into English. There are two untranlated collocations and almost all the Indonesian collocations are not translated in the form of the complete English Collocation.[5]

That research has some deffernces, the first, the journal of Collocation Errors in English as Second Language (ESL) Essay Writing. The secondd is Students' Ability In Using Lexical Collocations in Narrative Writing at The English Department Of Padang State Polytechnic and the third is the translation of the collocation in Negeri 5 Menara.

The similarity of this research is that both of the research are mainly discuss about collocations and also the data are taken from the students. While in Dewanti Eka Larasati, the similarity is only found in the discussion of collocations.

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[5]Dewanti Eka Larasati. An Analysison on The Translation of The Collocations in Negeri 5 Menara. (University Salatiga,2013)

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Review of The Related Theories

This chapter contains the theories which support the research. It includes concept of writing, concept of descriptive writing, the nature of collocation, and the explanations of each sub-topic are as follows:

1. The Concept of Writing

a. The Definition of Writing

Writingis the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. In the St. Martin's Guide to Writing book, The Philosopher Edmund Burke said that "reading without reflecting is like eating without digesting."[6]Means that reading applies to putting down on the paper in order and interlize the idea, its named writing. R.R Jordan stated that "writing is method of human intercommunication by means of conventional visible marks".[7] It is explain that writing is the people's manner to express the feeling or opinion by their words.

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[6]Rise B. Axelrod and charles R. Cooper, *The St. Martin's Guide to Writing.* (New York: St Martin's press, inc, 1985),p.1

[7]R.R Jordan, *Academic Writing Course*, longman, England, 2003,p.41

Andrew P. Johnsonsays thatwriting is having ideas, organizing ideas, and communicating ideas.[8]Means that writing is to express an idea that we have by arranging the idea with a good sentence.

According Jack C. Richard in Ken Hyland Booksaid "Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic."[9]It should be means that writing is the activity of human to resign the information in written text by incerminate the phsyc and mental.

Based on some expert above, the reseacher can conclude that writing is the way of human to pour some ideas, feeling, or opinion on the paper that include the information which has creatively and suitable rules in writing.

b. **Types of Writing**

In general, there are some types of writing as followings:

1. Descriptive

Description is a paragraph in which tries to picture out an object to the readers. The object can be a concrete object such as a person, an animal, a plan, a car, etc. It can also be an abstract

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[8]Johnson, Andrew P. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students.* (United States of America: Rowman and littlefield publisher, inc, 2008).p.203

[9]Jack C. Richard. *Ken Hyland: Second Language Writing. Cambridge University press).p.9*

object such as an opinion, idea, love, hate, belief, etc. The text functions to reflect what is being described to the readers. [10]

2. Narrative

Narrative is a text focusing some specific participants that have several structural features making different from other genres. Narrative text has social function that is to tell stories such as present narrative, past narrative, and future narrative. Narrative text is used most often in: fables, myths and legends, detective stories, adventure stories.[11]

3. Recount

Recount text is a type of written texts which tells a record of events in the past. The root word coes from "re" means "again" and "count" means "report". Both small part of words become recount that means to retell. Recount can easly be found in any kind ofwritten text such as newspaper articles-preceding of a trial, description of a succer match, events before and after the occurence of natural disaster, police reports, biograpies, diary, historical reports, etc.

4. Argumentative

Argumentative is a vital form of human cognition. Argumentative normally involves identifying relevant assumptions and conclusions for a given problem being

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[10]Sanggam Siahaan, *The English Paragraph,* (Yogyakarta: Graha Ilmu,2008),p.119
[11]Dedi Turmudi, *Developing Writing 2,* (Lampung: Laduny,2014),p.3

analyzed. Furthemore, it often involves identifying conflict, resulting in the need to look for pros and cons for particular conclusions. The argumentative gives the information about conflict, and the people or the reader are forced to deal with the resulting in consistencies.[12]

5. Expository

Expository is a paragraph in which tries to reveal out a new truth of fact of a certain object to the readers. The object can be anything. It can be a concrete object such as a person , an animal, a plan, a car,etc. It can also be an abstract object such as an opinion, idea, love, hate, belief, etc. The text functions to reflect what is being described to the readers.

c. **The Process of Writing**

Writing is a process that incriminates several steps. In the Andrew P. Johnson's book, Donald Graves described that There are five steps in the writing process, those are:[13]

1. Prewriting

The goal here is to generate ideas. Listing, brainstorming,outlining, silent thinking, conversation with a

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[12]Besnard Philippe and Anthony Hunter, *Elements of Argumentative,* (USA: Library of Congres Cataloging-in-Publication Data, 2008),p.1

[13]Johnson, Andrew P. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students.* (United States of America: Rowman and littlefield publisher, inc, 2008).p.179-185.

neighbor, or power writing (described below) are all ways to generate ideas.

Means that prewriting is a way to produce the concept or warming up the brain about our topic before doing to write.

2. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is rambling, disconnected accumulation of ideas. On the other hand drafting is the way after we finshed prewriting. Means that after thinking the ideas or concept about the topics, we have to write down on the paper or began to draft it.

3. Revising

Revising is shaping the blob, adding parts, taking parts away, and continually molding and changing. And reread the paragraphs and moving around.

4. Editing

This is the step where grammar, spelling, and punctuation errors are corrected. A word of caution: the quickest way to ruin a good writing project or demage a writer is to insist that step 4 be included in step 1,2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and

connecting ideas will instead be utilized worrying about writing mechanics.

5. Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspaper, school or class magazines, or displaying short samples of writing in the hall or out in the community.

d. The Characteristic of Writing

There are some charactheristics of writing. According to Fred D. White, there are four characteristic of a good writing, these are:

1. *The appeal to a target audience.* It means that the writer have to know the necessary of her or his writing should be interest and precise with the readers' desire.

2. *A coherent structure.* It means thatwriting have organizational scheme or outline.

3. *A smooth, detailed development.* It means that the writing should be has detail idea.

4. *An appropriat, well –articulated style.* It means that the words that writer selected have to appropriate and coherent. So, when

the writer explain the idea didnot ambiguous sentence and be a good idea.[14]

Based on the explanation above, the researcher conclude that the characteristic of writing are the appeal to a target audience, a coherent structure, a smooth detailed development, an appropriate and articulated style.

e. The Purpose of Writing

According to Penny Ur "the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing".[15]

It is explain that the writers have to consider the purpose of their writing, so the readers will easier to understand. Andthe writers must produce the type of text, especially language that they use and the information that they choose.

2. The Concept of Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place

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[14]Fred D. White, *The Writer's Art, (California: Wadswarth Publishing Company, 1986)*,p.18

[15]Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p.163

or thing.Same with the definition above Thomas S. Kane stated that description is about sensory experience how something looks, sounds, and tastes. [16]

From the interpretation above, the reseacher concludes that descriptive text is text that describes person, place, mood, situation and etc in detail.

b. The Generic Structure of Descriptive Text

Every kind of Text has generic structure. It is aimed to make easier for the writers in writing. Below, the researcher will explain the generic structure of writing descriptive text.

The generic structure of Descriptive Text consist of identification and description.

1. Identification

   This stage contains identification that identifies phenomenon to be described.

   2. Description

   This stage contains important description that describes parts, qualities, characteristics, etc.

   Based on the statement above, it can be concluded that the generic structure of descriptive text is identification and

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[16]Thomas S. Kane, *The Oxford Essential Guide To Writing*, (New york: Oxford University Press, 1988),p.351

description. In descriptive text there are language feature. Such as:

a. A description is often written in the present simple active tense (verb stem + s e.g. it *comprises).*

b. Description grammar uses articles a and the.

c. Descriptive text uses specific noun such as father, mother, my cat, and etc.

d. Descriptive text uses simple present tense.

e. Descriptive text uses detailed noun phrase.

f. Adjective which is describing, numbering, clasifying, for example: sharp white fang.

g. Relational process uses verb which describes participant condition and showspossesion.

h. Descriptive text uses figurative language such as simile or metaphors a way to give comparision illustration. Example: her skin white as snow.

Based on the interpretation above, the researcher conclude that descriptive text have many language features as generic sructure.

3. **The Nature of Collocation**

    a. **The Definition of Collocation**

        Collocation means a natural combination of words, it refers to the way English words are closely associated with each other. Collocation is habitual co-occurance of words or group of words. Language consist of chunks which refer to collocations that will produce continuous coherent text when they combined.[17] Collocations itself are the word combination or the group of words that often combined together. With using collocation in wrting descriptive text, the learners will not use words as a single isolation but word is combined with other word as a group. The word will comes together and suitable in a certain context.

        Collocation is usually a combination of the meanings of its components. Words in collocation can be classified into lexical and grammatical collocations. Collocation is a combination of words that differ from regular combinations in that their components co-occur in a short span of text more often than chance would predict. Seems like Sinclair in Violeta Seretan Bookstate that collocation is the coocurrence of two or more word within a short space of each other in a text. The usual measure of proximity is a maximum of four words intervening. [18]

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[17]Micheal Lewis, *implementing the lexical approach putting theory into practice* (Hove: Language Teaching Publications, 1997).p.7

[18]Violeta Seretan, *Syntax-Based Collocation Extraction,* p.11

Based on some interpretation about collocation above, reseacher conclude that collocation is the combination of two or more words which has semantic and suitable meaning.

There are various types of collocation. Categorization is introduced as follows: strong collocation, fixed collocation, and weak collocation.

1. Strong Collocation

A strong collocation is one in which the words are very closely associated with each other, for example, the adjective mitigating almost always collocates with circumstances or factors; it rarely collocates with any other word. *Although she was found guilty, the jury felt there were mitigating circumstances.*

Examples :

Collocation	Comment
Inclement weather was expected.	(very formal) = unpleasure weather Inclement collocates almost exclusively with weather.
She has **auburn hair**	Auburn only collocates with words connected with hair (e.g. curls, tresses, locks).

2. Fixed Collocation

Fixed collocations are collocations so strong that they cannot be changed in any way. For example, you can say *i was walking to and fro (*meaning i was walking in one direction an then in the opposite direction, a repeated number of times). No other words can replace *to* or *fro* or *and* in this collocation. It is completely fixed. The meaning of some fixed collocations cannot be guessed from the individual words. These collocations are called idioms and are focused on in the book *English Idioms in Use*

3. Weak Collocation

Weak collocations are made up of words that collocate with a wide range of other words. For example, you can say you are **in broad agreement** with someone (generally in agreement with them). However, *broad* can also beused with a number of other words: a broad evenue, a broad smile, broud shoulders, a broud accent and so on. These are weak collocations, in the sense that broad collocates with a broad range of different nouns.[19]

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[19]Felicity O'Dell Michael McCarthy, *English Collocations in A dvanced Use.*(Cambridge University Press. 2008), p.8

b. Types of Collocation

1. Grammatical Collocation

The grammatical collocation was a phrase that consist from a dominant word, those are: noun, adjective, and verb also a preposition or grammatical structure such as an infinitive or clause.

a. Noun + Preposition collocation

Example :

Noun	Preposition	Collocation	Meaning
Increase	In	Increase in	Peningkatan dalam
Talent	For	Talent for	Bakat Dalam
Fall	In	Fall in	Jatuh
Claim	On	Claim on	Tuntutan terhadap

The case was a suitable preposition placed after noun. For example: *talent collocates with for,* the meaning of talent is bakat and the preposition of "for" is untuk. But, when the word of talent collocates with for the meaning become "bakat dalam". And why the word of talent didnot collocates with another preposition that has a meaning "dalam", such as (in,on and etc)? The answer is because talent more suitable with for.

b. Preposition + Noun Collocation

Example:

No	Collocations	Meaning
1.	In the class	Didalam kelas
2.	In front of the class	Di depan kelas
3.	Behind the scane	Belakang layar/ dibalik layar

The sample above have fixed phrase. They could not be translated directly. For eaxample: preposition *di* meant *at, in, on, upon*. When writing *di depan kelas* used *in* become *in frot of the class* not *at/on/upon front of the class* because front collocated with in.

c. Adjective + Preposition Collocation

No	Collocation	Meaning
1.	Angry with	Marah kepada
2.	Kind to	Baik kepada
3.	Proud of	Bangga kepada
4.	Rely on	Bertumpu kepada

Adjective followed by preposition namely: angry with, angry (adjective) collocated with preposition with not to, in, on although pada or kepada meant to in English.

d. Collocation consist ofpredicate adjectives and a following to + infinitive.

For example : it was necessary to work, it was necessary for him to work, it was necessary to supervise them closely, it was stupid of them to go, itwas stupid for them to go. Another example was: she is ready to go.

e. Verb + Preposition collocation

No	Collocation	Meaning
1.	Depend on	Bergantung pada
2.	Interested in	Tertarik pada
3.	Dream of	Mencita-citakan

The example of verb + preposition collocation: *pada* meant at, to, in, on but verb *depend* did not collocates with in but collocated with on.

2. Lexical Collocation

In contrast to grammatical collocation, lexical collocations consisted of nouns, adjectives, verbs, and adverb. The various types of lexical collocation were described in the following explanation:

a. Verb + Noun Collocation

The example:

Verb	Noun	Example	Meaning of verb
Draw up	A list A contract	Our lawyer drew up a contract for us to sign	Prepare something, usually official , in writing.
Pass up	A chance An opportunity	I didn't want to pass up the chance of seeing Hongkong, so i agreed to go on the trip.	Fall to take advantage of

b. Noun + Noun Collocations

Noun + noun collocations used to describe group or sets: there's been **a spate of attack/thefts** in our area recently. (unusually large number happeningin close succession). Noun+noun collocations used with uncountable nouns: by a stroke of luck i found my keys in the rubbish la bin! (sudden, unexpected piece of luck).[20]

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[20]Felicity O'Dell Michael McCarthy, *English Collocations in A dvanced Use.*(Cambridge University Press. 2008), p.10

c. Adjective + Noun Collocation

The example:

Collocations	Meaning
Fast food	Makanan cepat saji
Quick glance	Pandangan sesaat
Fast car	Mobil yang berkecepatan tinggi

CHAPTER III

RESEARCH METHOD

A. The Characteristic and Type of the Research

Commonly, there are three types of doing research are qualitative research, quantitative research, and action research. This reseacrch is to analyze the Collocation in Writing Descriptive Text at Student English Department of Fifth Semester IAIN METRO in Academic Year 2018/2019. The researcher anlyzed the ability of the student about collocation in writing descriptive text. It is surely more suitable using qualitative study.

Qualitative research is fundamentally interpretive. It means that the research make as interpretation of the data. This research is qualitative. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm. It is different from quantitative research which identically uses numeric language.

According to John W. Creswell, qualitative research is a means for exploring and understanding the meaning individuals or groups escribe 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 buildingfrom particulars to general themes, and the

researcher making interpretations of the meaning of the data. The final written report has a flexible structure.[21]

In this research, the reseacher considered the phenomenons of effective domain in language learning. The researcer has been used qualitative approach to investigate and to analyse the abality of the students about collocation in writing descriptive text. The reseach has been conducted in IAIN Metro.

B. Data Resource

In discovering an accurate data, a researcher should gather information from qualified sources. There are two kinds of resources, primary sources and secondary sources.Primary sources provide main informationdirectly from the documents and observation of the students of English education department of IAIN Metro. Secondary sources are from the interview or relevant materials in order to support the primary data.

C. Data Collecting Technique

Creswell said that "in many qualitative studies, inquires collect multiple forms of data and send a considerable time in the natural setting gathering information".[22] Therefore, the data will be gained through several techniques in triangulation as follows:

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[21]Creswell, W. John, *Researcher Design: Qualitative, Quantitative, and mixed methods approaches,* (United States of America: Sage, 2009),p.22

[22].Creswell Jhon W. *Research design :Qualitative,Quantitative,andmixedd methods approaches* (2nd Ed),New Delhi,Sage Publications,2003, P.184

1. Documentation

   Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.The students' journal is used to support the researcher to note the event or information related to students' writing.

2. Observation

   JhonW.Creswell explained that "observations, in which the researcher takes field notes on the behavior or activities of individuals at the research site. The researcher chooses participant observation. Sugiono said that "in participant observations, the researcher observes what people do, listen to what they say, and participates in their activities". The researcher would observe the participants directly, then notes what they do, say, and act.

3. Interview

   Interview is a meeting of two persons to excahange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.From the quotations, it can be noted that what thedata must be memorized and controlled over the line of questioning. The writer used the depth interview, by the reason that the participants are not equally as the interviewer.Hence, they will be enjoy to answer the questions. The writer will use open-ended questions. In the open ended-questions, the writer will varies some questions in the form of 5WH/1H questions that allow

the participants answer in free thought, suggestions, and detailed answer. As it was explained by Creswell "these interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants".

D. Data Analysis Technique

Analysis data in qualitative research was used when the data collecting was going on. Miles and Huberman explained that activity in qualitative data analysis was used interactively and pass of continously until complete, so the data have already saturated. The steps of analysis were shown in the figure below:

Figure 1.1

The Component in Data Analysis (Interactive Model) by Miles and Huberman.
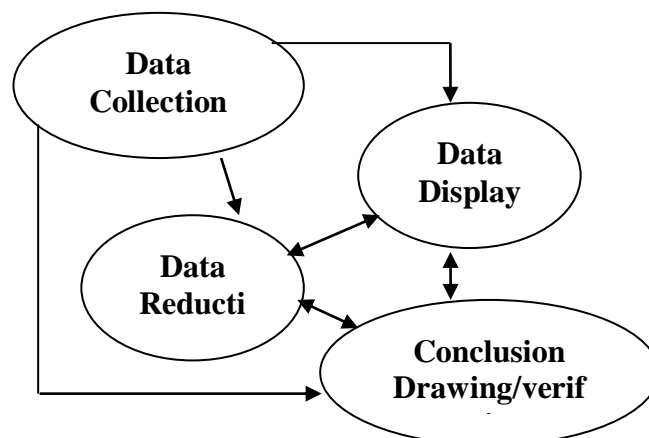
The activity in analysing the data of the figure above was mentioned by the following explanation:

1. Data Collection

It is the first step in conducting the qualitative research. The researchershould gather the information asw many as possible. In this case the researcher gained the information from the students'analysis collocation in writing descriptive text as the major data, transcription of conducted interview, and also documents.

2. Data Reduction

Data reduction was the process of selecting, focusing, simplifying, abstracting, and transforming the information that appear in transcription.

3. Data Display

Data display was the presentation of the information that was done in short essay, draft, relationship among the catagory, flowchart and etc. The display should be able to describe the content of the entire data.

4. Conclusion

Conclusion included drawing and verifying. It was the process of elaborating with lengthy argumentation and review of the conducted research.

E. Research Approach

In this study, the researcher will use the case study approach related to the researcher's intention that is to analyze the Collocation in Writing Descriptive Text at The Fifth Semester English Department of IAIN METRO.

The following are several steps to conduct this approach in the research:

1. Selecting a problem. The first step is to select the problem to investigate. The problem should be consequential enough to warrant investigation. Also, the answer to the problem is not already available, but the means for finding answers are available.

2. Reviewing the literature on the problem. Researchers should thoroughly review the relevant literature to gain more understanding and insight into the problem and to determine what research may already have been done. The begining researcher will likely turn to the literature for help in locating and formulating a researchable problem.

3. Designing the research. The investigator next plans how to conduct research to answer the question. The design is the researcher's plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom. In qualitative research, the design is flexible and may change during the investigation if appropriate. The design of qualitative research is thus often described as "emergent".

4. Colloecting the data. The next step involves executing the research plan. Quantitative researchers use a wide variaty of instruments to gather data, including test, quistionnairs, ratings, and attitude scales. Qualitative researchers also have a toolbox of data / gathering techniques, including indepht interviewing, participant observation, and document analysis.

5. Analyzing the data. The data collected in research must be analyzed quantitative data ar usually in the form of numbers that researchers analyze using various statical procedure. Event verbal data, such as compesitiones written by his school student, would be converted through the scoring process to a numercial form. The researchers must organize and categorize or code the large mass of data so that they can be described and interpreted. Although the qualitative research doesnot deal with satatics, analyzingqualitative data is not easy. It is a time – consuming and painstaking process.

6. Interpreting the findings and stating consquence. The researchers next tries to interprete the findings in terms of the research problem. Qualitative research present their interpretations and explanation in descriptive form. They do not talk about probality but try to emphasize the trustworthiness and credibility of the findings.

7. Reporting result. Researchers must make their procedures, findings, and conclusions available in a form intelligible to others who may be interested.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Description of the Research Setting**

1. **The Historical Background of IAIN Metro**

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.[23]

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN couldnot be separable with the history of IAIN Raden Intan

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[23]Taken from http://metrouniv.ac.id, accessed on September 28th, 2018

Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung. [24]

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

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[24]*Ibid,..*

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the adminwastrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

2. Organization Structure of IAIN Metro

The Organization Structure of IAIN Metro in academic year 2016/ 2017, as follows:
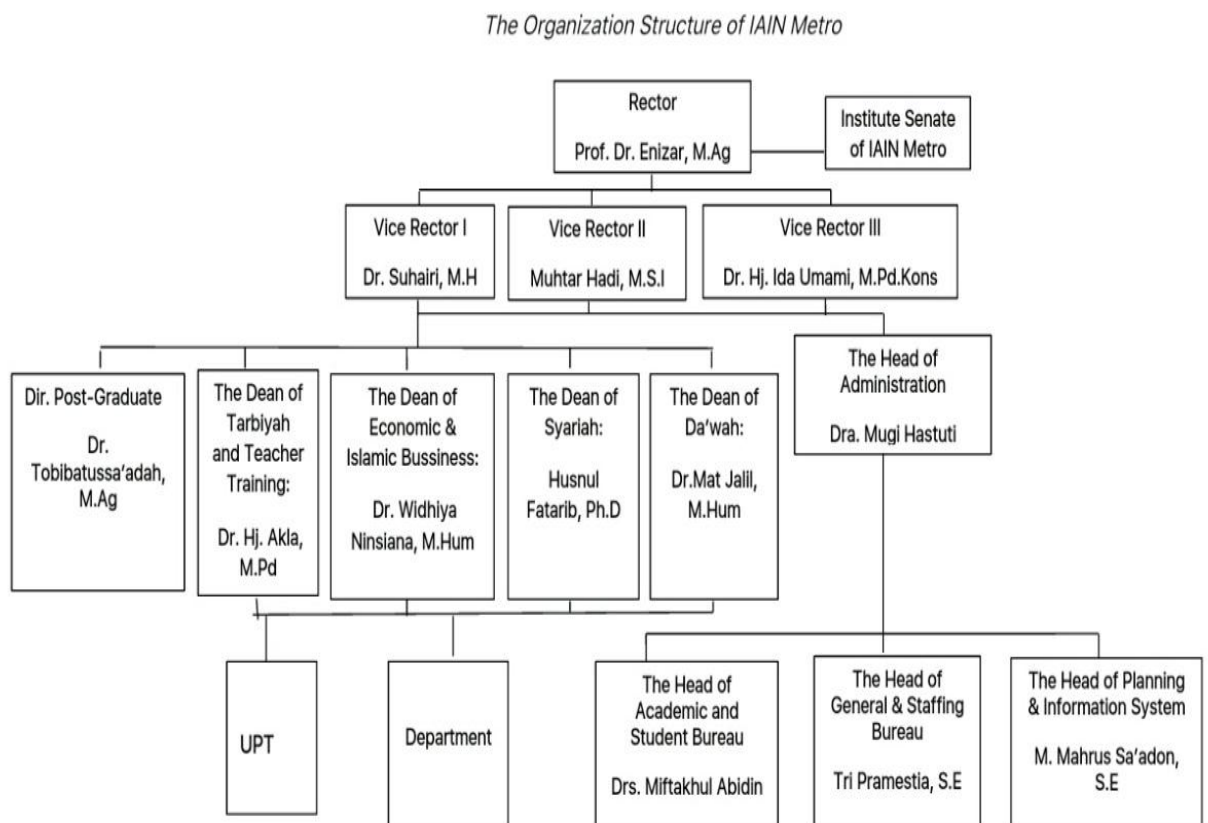

Figure 2: The Organization Structure of IAIN Metro
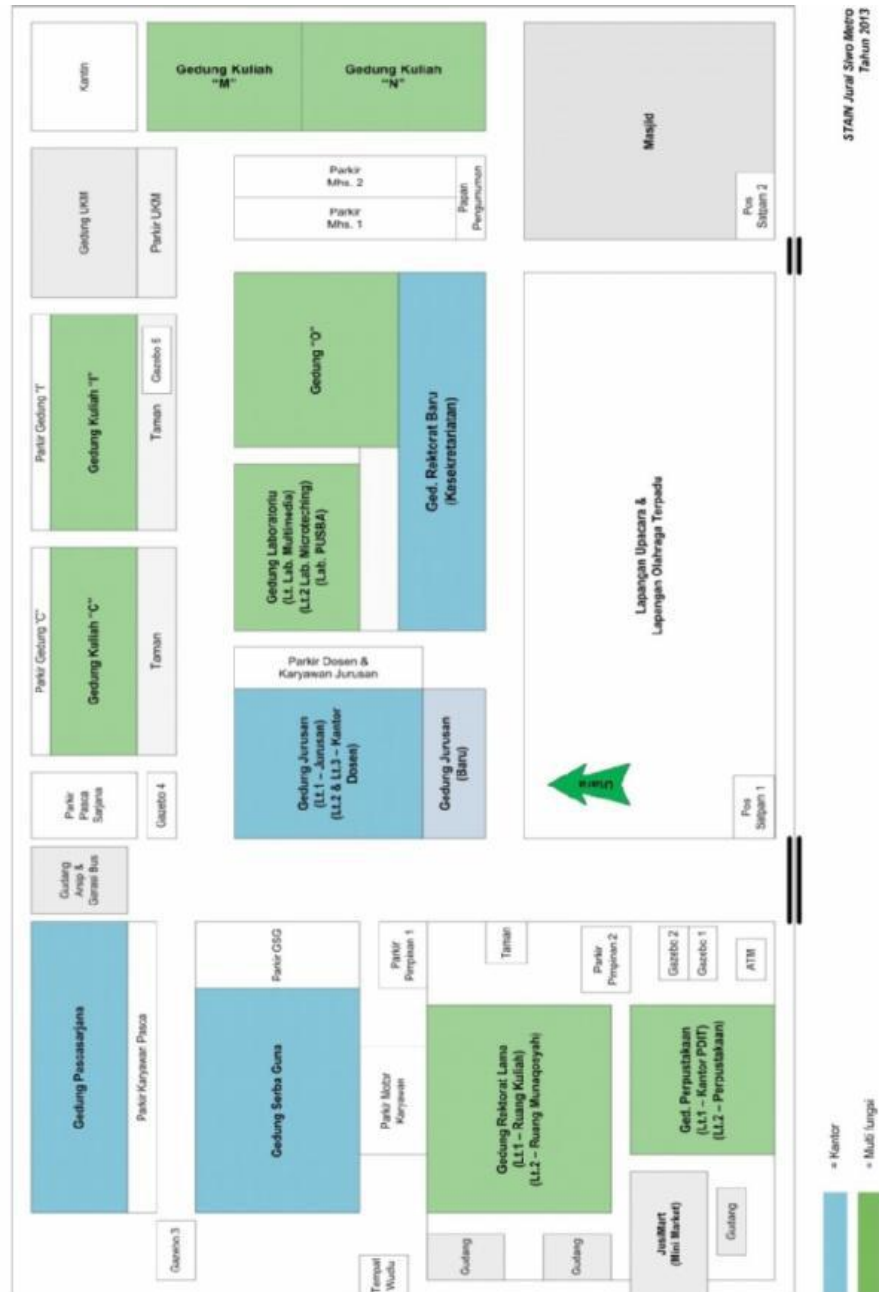
3. The Location Sketch of IAIN Metro

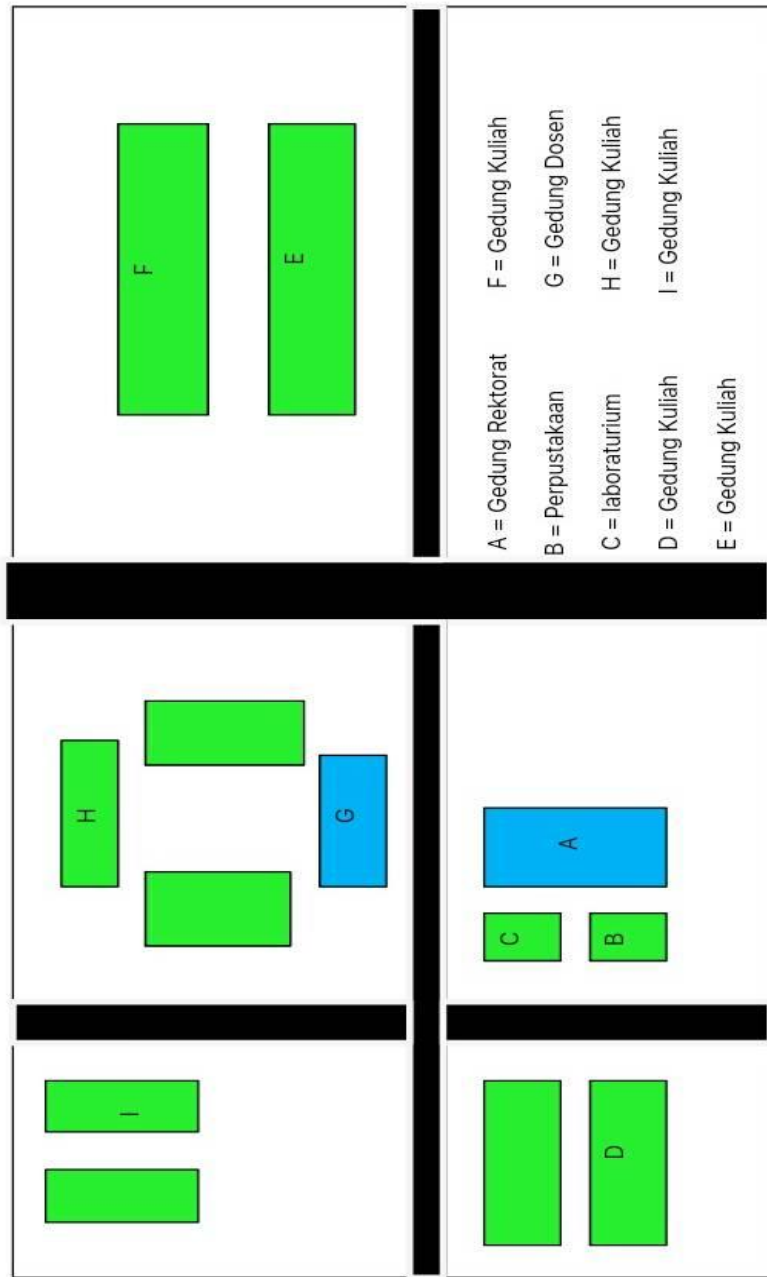*Figure 3: Location Sketch of IAIN Metro Campus 1*

Figure 4: The Location Sketch of IAIN Metro Campus 2

4. **The Condition of Lecturer of TBI**

   The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

   Table 2

   Total of lecturers educational background of TBI in IAIN Metro

No	Educational Background	Total
1	SI	-
2	S2	30
3	S3	2
	TOTAL	32

   Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau

B. **The Types of Students' Collocation**

   In this research, the researcher analyses the types of collocation in the students' writing descriptive text. The researcher has analyzed 15 students' writing descriptive text at the fifth semester of English department of state for islamic studies of Metro. In analyzing the types of students' collocation in their writing, the researcher uses documentation which is taken from the students' writing descriptive text. Then, interview is used to analyze the reason of the students' collocation.

   Based on the using of documentation, it can be described that there are 45 students' collocations, those are:

1. **In the world** = in (Preposition) + the world (noun)

    This collocation is correct, because included into grammatical collocation.

2. **Very clean** = very (preposition) + clean (noun)

    This collocation is correct and suitable and include into grammatical collocation.

3. **Easy to learn** = easy (adjective) + to learn (to infinitive)

    This collocation is correct and included into grammatical collocation.

4. **He is so beautiful** is incorrect collocation, because **"he"** is for man and **"beautiful"** is for woman. That must collocation with **she is beautiful or he is handsome.**

5. **In the kitchen** = in (preposition) + the kitchen (noun)

    This collocation is correct and included into grammatical collocation.

6. **Talked about** = talked (verb) + about (preposition)

    This collocation is suitable and included into grammatical collocation.

7. **Thin body** = thin (adjective) + body (noun)

    Although the formula is correct, and include in lexical collocation but the word is not suitable. The most suitable word is **slim body.**

8. **Very dirty** = very (preposition) + body (noun)

This collocation include in grammatical collocation.

9. **Fast food** = fast (adverb) + food (noun)

This collocation is correct and included into lexical collocation.

10. **Seek knowledge** = seek (verb) + knowledge (noun)

This collocation is incorrect combination of word, because the word of "seek" is should be used for concrete noun and "knowledge" is abstract noun. That must collocates with strive for knowledge.

11. **Brown skin** = brown (adjective) + skin (noun)

This collocation is correct and included into lexical collocation.

12. **Crazy friend = crazy (asjective) + friend (noun)**

This collocation include in lexical collocation.

13. **Tall body** = tall (adjective) + body (noun)

This collocation is correct and included into lexical collocation.

14. **Many money** = many (noun) + money (noun)

Although the formula is correct and included into lexical collocation, but the word selection is incorrect. The word of "many" should be used for countable word and "money" is uncountable word. That must collocates with **much**

money. This collocation is correct and included into lexical collocation.

15. **Straight hair** = straight (adjective) + hair (noun)

    This collocation is correct and included into lexical collocation.

16. **Located on** = located (verb) + on (preposition)

    This collocation include in grammatical collocation.

17. **See the picture** = see (verb) + picture (noun)

    The formula is correct and included into grammatical collocation, but the selection of the word is incorrect. This collocation is should be use **look at the picture.**

18. **Dark eyes** = dark (adjective) + eyes (noun)

    This collocation is correct and included into lexical collocation.

19. **Tall body** = tall (adjective) + body (noun)

    This collocation is correct and included into lexical collocation.

20. **White shirt** = white (adjective) + shirt (noun)

    This collocation is correct and included into lexical collocation.

21. **Take a bath** = take (verb) + a bath (noun)

    This collocation is correct and included into grammatical collocation.

22. **Hard worker** = hard (adjective) + worker (noun)

This collocation include in lexical collocation.

23. **Oval face** = oval (adjective) + face (noun)

This collocation is correct and included into lexical collocation.

24. **Popular people** = popular (noun) + people (noun)

This collocation is incorrect, because the word of **populer** as a noun, and noun should be use to subject or object. And the word of **people** is noun. That must collocates with **famous people.** Famous include in adjective and the function of adjective is to explain noun.

25. **In our country** = in (preposition) + our country (noun)

This collocation is correct and oncluded into grammatical collocation.

26. **In the kitchen** = in (preposition) + the kitchen (noun)

This collocation is correct and oncluded into grammatical collocation.

27. **Depend on** = depend (verb) + on (preposition)

This collocation is correct and oncluded into grammatical collocation.

28. **Quality of** = quality (noun) + of (preposition)

This collocation is correct and oncluded into grammatical collocation.

29. **Sharp nose** = sharp (adjective) + nose (noun)

This collocation is not suitable word. That must collocates with **pointed nose.**

30. **Around the house** = around (preposition) + the house (noun)

This collocation is correct and oncluded into grammatical collocation.

31. **In the living room** = in (preposition) + living room (noun)

This collocation is correct and oncluded into grammatical collocation.

32. **Thin faced** = thin (adjective) + faced (noun)

This collocation is not suitable. That should be used long faced.

33. **Put on** = put (verb) + on (preposition)

This collocation is correct and oncluded into grammatical collocation.

34. **Small eyes** = Small (Adjective) + Eyes (Noun)

This collocation is correct and oncluded into lexical collocation.

35. **Fast food** = Fast (Adjective) + Food (Noun)

This collocation is correct and oncluded into lexical collocation.

36. **Dashing man** = Dashing (Adjective) + Man (Noun)

This collocation is correct and oncluded into lexical collocation.

37. **Great Man** = Great (Adjective) + Man (Noun)

This collocation is correct and oncluded into lexical collocation.

38. **Go Out** = Go (Verb) + Out (Preposition)

This collocation is correct and oncluded into grammatical collocation.

39. **Capital of Indonesia** = Capital (Noun) + of (Preposition) + Indonesia (Noun)

This collocation is correct and oncluded into grammatical collocation.

40. **Curly Hair** = Curly (Adjective) + Hair (Noun)

This collocation is correct and oncluded into lexical collocation.

41. **Favorite place =** favorite (adjective) + place (noun)

This collocation is not suitable. Although the formula is correct and include in lexical collocation, but is more suitable use special place.

42. **Lucky woman =** lucky (adjective) + woman (noun)

This collocation is correct and included into lexical collocation.

43. **In conclusion = in (preposition) + conclusion (noun)**

This collocation is correct and included into grammatical collocation.

44. **In front of the class = in front of (preposition) + the class (noun)**

This collocation is correct and included into grammatical collocation.

45. **In the morning = in (preposition) + the morning (noun)**

This collocation is correct and included into grammatical collocation.

Based on the analysis above, the researcher found 45 students' collocation in writing descriptive text, there are 25 grammatical collocations and 20 lexical collocation. From 25 grammatical collocation ther are two collocations that still incorrect. In contrast to grammatical collocation, the use of lexical collocation isvery acceptable and comprehensible. However, the frequency of using lexical collocation is more less than grammatical collocation in their writing. From 20 lexical collocations that found in the students writing is still there are seven incorrect collocation. Based on the regarding above, the researcher know that 23 correct grammatical collocation and 13 correct lexical collocation.

It can be conclude that grammatical collocation is commonly use by the students of English Department of State for Islamic Studies of Metro in Academic year 2018/2019.

C. The Students' Reason About Collocation

The data shows that almost students use collocation in writing descriptive text, the collocation is classified into two types these are grammatical and lexical collocation. Morever, based on the data of students interview, there have been various reasons about collocation. The answer below is one of the sample of students' interview about collocation.

1. Do you ever write descriptive text?

   Answer: yes I do

2. What do you know about collocation?

   Answer: collocation is a text that containing the general and specific thing that related.

3. What are the types of collocation commonly used in writing descriptive text?

   Answer: I don't know clearly.

4. Why you use collocation in writing descriptive text?

   Answer: because, I think collocation is very important in writing descriptive text and by using collocation is to create a natural witing to be a good writing.

5. Have you any problem in learning collocation? What is it?

   Answer: I can't identify the types of collocation.

6. How do you solve the problem, when you learn collocation?

   Answer: I try to do the exercise to solve my problem.

Based on the students' interview, the researcher concluded that students must study more about collocation especially about the types of collocation, because, collocation is very important in writing descriptive text.

D. Discussion

The result of this analysis show that there are two types of collocation in the students' writing descriptive text. Those can be shown as the following chart:

Figure I: The types of students' collocation in writing descriptive text.

The Types of Students' Collocation
- grammatical collocation
- lexical collocation
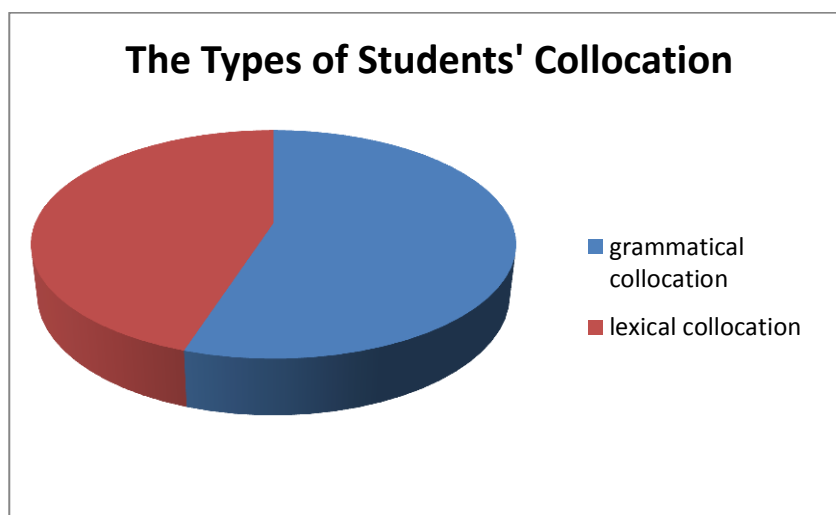
Based on the chart above, the students tend to use the grammatical collocation in their writing. It is described that there are 55% grammatical collocation and 45% lexical collocation in their writing. They are commonly used by the students of English department of State for Islamic studies of Metro in academic year 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the discussion of the research data, the researcher can generally summarize the conclusion that the fifth students semester English department of IAIN Metro still made errors when they use collocation in their writing descriptivr text.

Based on the data, the researcher found that there were 45 collocation in their writing. The collocation is categorized into two types which are described in precentage, namely grammatical collocation and lexical collocation. From 55 collocation, there are 25 grammatical collocation (55%) and 20 lexical collocation(45%). It can be assumed that the students commonly use grammatical collocation in their writing. Besides that, the students argue that collocation is to create a natural writing and a good writing.

B. Suggestion

1. For the students

The students should enhance the frequency of using collocation in writing, not only grammatical collocation but also they have to use lexical collocation.

2. **For the lecturers**

The lecturers are expected to give an opportunity for the student to use

collocation in their writing.

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581

No	: B-2121/In.28.1/J/TL.00/10/2017	20 Oktober 2017
Lamp	: -	
Prihal	: **IZIN PRA-SURVEY**	

KepadaYth,
Rektor IAIN METRO
Di-
Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: Desi Mega Malasari
NPM	: 14121127
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)
Judul	: An Analysis of Collocation in Writing Descriptive Text at Students English Department of Fifth Semester IAIN METRO in Academic Year 2017/2018

Untuk melakukan pra-survey di IAIN METRO

Demikian permohonan ini disampaikan atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

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Nomor : B-4736/In.28/R.1/TL.00/10/2017   25 Oktober 2017
Lampiran : -
Perihal : Balasan Izin Pra Survey

Kepada Yth.
Desi Mega Malasari
di

     Tempat

Assalamu'alaikum Wr. Wb.

     Menindaklanjuti surat Saudara tanggal 29 Mei 2017 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

     Nama   : **DESI MEGA MALASARI**
     NPM   : 14121127
     Jurusan   : Tadris Bahasa Inggris (TBI)
     Judul proposal : An Analysis of Collocation in Writing Descriptive Text at Students English Department of Fifth Semester IAIN Metro in Academic Year 2017/2018

     Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

         An. Rektor
         Wakil Rektor Bidang Akademik dan
         Kelembagaan

         Dr. Suhairi, S.Ag, MH
         NIP. 19721001199903 1003

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Nomor   : B-2667/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
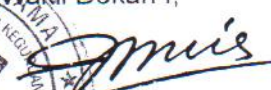di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2666/In.28/D.1/TL.01/08/2018, tanggal 20 Agustus 2018 atas nama saudara:

Nama	:	**DESI MEGA MALASARI**
NPM	:	14121127
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE COLLOCATION IN WRITING DESCRIPTIVE TEXT AT THE FOURTH SEMESTER ENGLISH DEPARTMENT OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Agustus 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

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S U R A T   T U G A S

Nomor: B-2666/In.28/D.1/TL.01/08/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**DESI MEGA MALASARI**
NPM	:	14121127
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE COLLOCATION IN WRITING DESCRIPTIVE TEXT AT THE FOURTH SEMESTER ENGLISH DEPARTMENT OF IAIN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 20 Agustus 2018

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Desi Mega Malasari   Jurusan : TBI
NPM : 14121127   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	21 September 2018			Ukuran Font Abstrak Analysis Data	
2.	15 October 2018		✓		
3			✓	Au ungozar Seu 1st Adoryot	

Mengetahui
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Dosen Pembimbing II

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NPM : 14121127   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	03-10-2018	✓		Cover Analysis Data Abstrak Statement Original Daftar isi	
2.	15-10-2018	✓		- Cover - abstrak Revisi - Tables of Content - penulisan capital letters - Analysis the data - Statement originality	
3.	05-11-2018			Acc to Munaqasah	

Mengetahui
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Dr. Widhiya Ninsiana, M.Hum
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Desi Mega Malasari   Jurusan : TBI
NPM : 14121127   Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 05-04-2018			1. Revisi Cover 2. Revisi Table of content 3. Problem Limitation 4. " Formulation 5. Bibliography	
2	Rabu, 11-04-2018			1. Revisi Pra Survey 2. (Background of study 3. Prior research 4. Revisi chapter III	
3.	Rabu, 25-04-2018			1. Revisi Daftar isi, Nomor halaman 2. Pengertian Gramatical d logical collocation 3. Pra-Survey 4. Revisi Problem formulation	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing I

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Desi Mega Malasari**   Jurusan   : TBI

NPM : 14121127   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
4.	Jum'at, 04-04-2018			- Revisi Chapter I Pra-Survey Prior Research - Revisi Chapter III Data Resource Resourch Approach - Bibliography	
5.	senin 28/5/18			Acc to seminar	

Diketahui :
Ketua Jurusan TBI

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Desi Mega Malasari   Jurusan : TBI
NPM : 14121127   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Kamis, 15-03-2018		II	- Format Penulisan	
2.	Kamis, 22-03-2018		II	Background of study Pra Survey footnote	
3.	Jum'at, 30-03-2018		III	BIBLIOGRAPHY Daftar Isi Prior Research	
4.					
5.			IV	Acc Proposal	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
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LIST OF THE QUESTION INTERVIEW

1. Do you ever write descriptive text?
2. What do you know about collocation?
3. What are the types of collocation commonly used in writing descriptive text?
4. Why you use collocation in writing descriptive text?
5. Have you any problem in learning collocation? What is it?
6. How do you solve the problems when you learning collocation?

RESULT OF INTERVIEW

Student 1

1. Yes i do
2. Collocation is text that containing the general and specific thing that related
3. I don't know clearly
4. Because I think collocation is very important in writing descriptive text and by using collocation is to create a natural witing to be a good writing.
5. I can't identify which if collocation or other text
6. I try to do the exercise to solve my problem

Student 2

1. Yes i do
2. I don't know about collocation
3. I don't know it
4. Because, I think collocation is very important.
5. I have a problem i don't know what is collocation
6. First, i have to know what is collocation, second i have to try to make a sentence about collocation and continued

Student 3

1. Yes i do
2. The combination of words formed when two or more often used together in a way that sounds
3. I don't know about that
4. I don't know
5. I have many problems in learning collocation, such as: i can't collect the suitable word and difficult to know the meaning
6. Learning more and practice it in the descriptive text

Student 4

1. Yes i do
2. I don't know about collocation
3. I don't know it
4. Because, I think collocation is very important.
5. I have a problem i don't know what is collocation
6. First, i have to know what is collocation, second i have to try to make a sentence about collocation and continued

Student 5

1. Yes i do
2. I don't know about collocation
3. I don't know it
4. I don't know
5. I have a problem i don't know what is collocation
6. First, i have to know what is collocation, second i have to try to make a sentence about collocation and continued

Student 6

1. Yes i do
2. Collocation is the combination one words with others.
3. Lexical and grammatical collocation
4. Because, I think collocation is very important.
5. I can't to differentiate between lexical and grammatical
6. Learning more, and practice it in the descriptive text

Student 7

1. Yes i do
2. The combination of words formed when two or more often used together in a way that sounds
3. I don't know about that
4. Because I think collocation is very important in writing descriptive text and by using collocation is to create a natural witing to be a good writing.
5. I have many problems in learning collocation, such as: i can't collect the suitable word and difficult to know the meaning
6. Learning more and practice it in the descriptive text

Student 8

1. Yes i do
2. Collocation is text that containing the general and specific thing that related
3. I don't know clearly

4. I can't identify which if collocation or other text
5. I don't know
6. I try to do the exercise to solve my problem

Student 9

1. Yes i do
2. Collocation is text that containing the general and specific thing that related
3. Grammatical collocation
4. I can't identify which if collocation or other text
5. I don't know
6. Study more about collocation

Student 10

1. Yes i do
2. I don't know about collocation
3. I don't know it
4. I have a problem i don't know what is collocation
5. Because collocation is to create a natural writing
6. First, i have to know what is collocation, second i have to try to make a sentence about collocation and continued

Student 11

1. Yes i do
2. Collocation is text that containing the general and specific thing that related
3. I don't know clearly
4. Because collocation make me easy to write descriptive text
5. I can't identify which if collocation or other text
6. I try to do the exercise to solve my problem

Student 12

1. Yes i do
2. Collocation is text that containing the general and specific thing that related
3. I don't know clearly
4. Because I think collocation is very important in writing descriptive text and by using collocation is to create a natural witing to be a good writing
5. I can't identify which if collocation or other text
6. I try to do the exercise to solve my problem

Student 13

1. Yes i do
2. Collocation is text that containing the general and specific thing that related
3. I don't know clearly

4. Because I think collocation is very important in writing descriptive text and by using collocation is to create a natural witing to be a good writing
5. I can't identify which if collocation or other text
6. I try to do the exercise to solve my problem

Student 14

1. Yes i do
2. The combination of words formed when two or more often used together in a way that sounds
3. I don't know about that
4. I don't know
5. I have many problems in learning collocation, such as: i can't collect the suitable word and difficult to know the meaning
6. Learning more and practice it in the descriptive text

Student 15

1. Yes i do
2. The combination of words formed when two or more often used together in a way that sounds
3. I don't know about that
4. Because collocation is to create a natural writing
5. I have many problems in learning collocation, such as: i can't collect the suitable word and difficult to know the meaning
6. Learning more and practice it in the descriptive text

Ahmadulloh Al
16010 70062

" Meong

Meong is my cat. Actually, it is a (wild cat) which come everyday to our house. And we always give some food for it. Meong is a (funny cat). It body is clean because it always take a bath (in our house) the meong color is white and yellow. It like play a ball with my sister. Meong is very kind. It is never steal foods or fish (in the kitchen). We love meong.

Meong always come to (our house) (in the morning) It asking for food in our house. My mother always give it foods. It like food such as fish, meat, pork and etc. It also like (drinking milk) Milk is Meong (favorite drink) Meong loves milk.

Name : Andre Nandita
Class : C
Npm : 160 !07 0 064

The Irian Crocodile

Irian Crocodile is one type of corcodile that often found and spread in fresh (water areas) the interior of the island of papua. The body shap of this Irian crocodile is very similar to estuarine crocodile, but different the crocodile Irian (skin darker) and (smaller shapes).

(Take a picture) crocodiles often in habits the inland region of papua which has often in habits the fresh (watch areas) such as in rivers, swamps and lakes. This type of crocodile is often found also in (blackish water) and will not be found in area where there are (estuary crocodiles.)

The crocodile population of Irian in Indonesia is close to extinction due to the large number of exploited by humans who take advantage of their (beauty skin) and pearls. Taking into account the high pressure on the population in our country, our goverment, Indonesia has included it as an animal protected by law.

Nama = Syarifudin Ikrom
Class = C
Npm = 16007026

8.

My BEST FRIEND

I have best friend, she live in Kota bumi, she is second child from from 2 brother, her her hobby is take a bath, singing and listening music, her name is Ayu anugrah ilahi.

Ayu has beutiful Face, Ayu has beutiful eyes she has bive eyes, she has short hair and her hair has colour the colour is black, she is not tall and not small she is medium. Ayu from rich family, she her Father is manager in one of bank and her mother as house wife, she family always give her anything.

Ayu is beutifull women and she is love her family because she always got what she want, Ayu life is so perfect she has beutiful face and has rich, family well base on my opinion Ayu is lucky women in the word.

A + N

My Favorite Necktie

My favorite necktie of all ties in my collection is the one that my father gave me on my birthday a year ago. I do not use it every day because my job as a writer does not require me to get dressed formally but whenever I have a special occassion such as attending a wedding party or going to a dinner with my client, this necktie always be my first choice. I like the color and I think the size is also perfect.

The type of my favorite necktie is 'four in hand necktie' It is made of sateen so it is very shiny. It is thick and the width is around 5cm and it gets larger to the bottom. The material, the size and its thickness make it easy for me to make windsor knot or four-in-Hand knot with it. It is full of red and dark blue stripes arranged diagonally from top to the bottom. The size of the red stripes is a lot smaller than the dark blue stripes. I can match many color of shirt with this necktie but most of the time I put it on with white shirt or light blue shirt. The bottom part of the necktie is like and arrowhead, and in the center of this it there is a trademark of the company who produce it.

Describing Physical

I have a close friend. Her name is Mahdatul Aini Putri, she usually called by "endul". She is crazy, but I love her ^^ She has oval and beautiful face, and of course not more than me ^-^. She has a thick eyebrows and brown skin. She has a quite sharp nose and curly hair. I think she has a small and thin body, same like me. Many people think we are twin.

We've together since 2013 until now. At the first time I meet her, when I move to her room at first complex, because we're in Islamic boarding school, so we're eat together everyday, sleep together, go to school together, and everything we do together. Since that time we're to close to each other. May our friendship always in a good condition everlasting ^-^

NAME : Ayu Puspitasari
Class : C
NPM : 1601070006

Class XII IPS 3

Class XII IPS 3 has become like home for us at school. It was there that we met very kind, friendly and warm friends. There we also seek knowledge for the future. Although our class is not so wide, only about 7 x 6 m2 but this class is very clean and comfortable.

The grade floore is lined with very clean and shinty white tiles. Not only clean, our class is also very complete. we have 31 chair and tables, in front of which there are 2 large white chalksboard. To the left of the blockbuard is a teacher's is a desk and a large closet.

In the classroom walls are white and clean alsa decorated by the image of heroes, photos of presidents, pancasila and pearl words. on the back wall of the class there is also a macling decorated with pantum, poetry, and pearl word of all of us.

Sekar Ayu Anggraini

No.

Date

My Pet Mveza

We know, most cats look so cute and clean, so is my cat. My pet name is Mueza, he looks so cute and make me always want to hug him every day. He has a beautiful eyes and the colour is brown. And he also has sharp teeth and of course my scar. The whiskers in his mouth to make the funny. However, altough he looks very cute and funny, when he is angry or want to catch preg such as mice, It was scary for me. I redly love my pet Mueza. He is so beautiful. and always make me laugh.

Wahyuni /1601010133/ IV/C

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother's name is Iswanti. She is outstandingly beautiful anyway she is not tall. She has straight hair. Her eyes are dazzling and amazing. I really love her eyes. She is a greatly kind person. She venerates to divert and engross her adolescents when her children were exasperates. She is patient and compelling woman I have ever known. She appreciates to help people. She is an average individual, as a wife and mother.

She adores her home to be clean and faultness. She does most of the assignments without home accomplice and she similarly can manage her work. For my father, my mother is everything. She is his life.

Riska Widia Sari

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the word; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 world's fair.
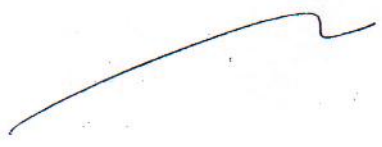
Nama: Ayu hardiyanti Rukmana.

His name is kevin anggara,
kevin anggara is my classmate, he has
tall body, he is 170 cm. he has
straight black hair, he has oval face.
he has small eyes. he has Sharp nose,
he has thick lips, he dark brown Skin,
he has thin body, he always wears black
Shirt, he is kind, he is smart
he is ~~Smart~~ helpful. he is generous.
and he is dilligent.

Describing Physical

I have a close friend. Her name is Mahdatul Aini Putri, she usually called by "endul". She is Crazy, but I love her ^^ She has oval and beautiful face, and of course not more than me ^^. She has a thick eyebrows and brown skin. She has a quite sharp nose and curly hair. I think she has a small and thin body, same like me. Many people think we are twin.

We've together since 2013 until now. At the first time I meet her, when I move to her room at first complex, because we're in Islamic boarding school, so we're eat together everyday, sleep together, go to school together, and everything we do together. Since that time we're to close to each other. May our friendship always in a good condition everlasting ^^

Dwi Cahyani Aprilianti
160070198.
C.

No _____

My Mother

My mother is a very (beautiful woman) and (strong woman). Her tall is about 165 cm and her weight is about 55 kg. She has a black and (shiny curly hair). She also has a (pointed nose) and a dimple that makes her beautiful. Her eyes are brown like my eyes. My mother has a (light (brown) skin) color like most common women in Indonesia. Her red lips and white teeth combine to form a (beautiful smile). My mom is not fat and skinny too. I think her body is (pretty proportional).

JOYKO° 30 Lines, 6 mm

Name: Yuni Erlina Wati

Indonesia

Indonesia is the place where I
can stand and live. It is a country in Southeast
Asia, as I know it well, is in archipelago comprising
at around 17,000 islands. It has 33 Provinces with
over 230 million people, including myself and is the
world's fourth most populous country.

I stand for years here, wasting my time
to work hard for its beauty. This country is too
much perfect to live in, especially the nation's
capital city, Jakarta, the city in which I fall
in love.

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debb to what she has been doing to me until right now. And here is my mother.

My mother's name is Tri Setiawati. She was born 58 years ago. She is short, but not too short. She is little skinny. And she is old. She has got short straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

Della Berliani Riantiarno
1601020076

11 v collocat
No ....
Date ....

My Father

My father name is Nano Riharno. He is 53 years old. They He is very handsome and dashing man. He has a sturdy body and wide chest. My father's tall is about 170 cm and his weigh is about 65 kg. My father like a strong coffee. His eyes are great and black. He has fair complexion and thick eyebrows.

My father is very great man. He could be a father and a best friend for his children. Unlike the other dad. He is always say "never order fast food" because this is not good for us. He always understands condition and needs of his children. My father is a hard worker.

My father and I, have a same hobby. We particularly love travelling and going to new places which is new for us. My father is very concerned with time for family. He considers his family a priceless treasure. When the holidays come, he always invite us to travel and spend time together. I'm very thankful to have a father who could be the father and best friend for me.

10

Name : Hermi Maria
Class : C
Npm : 160107050

My Cat.

I have a cat in my house. His name is Jimie. He is an energetic cat because his body is not too fat. He is a cute cat because sometime he do like a human. Having black and white fur I call him Jimie.

I really love to cuddle him because his fur feels soft and clean, because I am used to taking him a bath twice in a week. Every morning my mother gives him a fish and other cat meal. Sometime he scratches out my sofa made of leather when I play with him. He likes to run around the house in the afternoon. He likes chasing everyone in my house. When he feels tired or sleepy, he usually sleeps in the living room after having some meals in the evening.

Jimie often goes out to find out some foods at night. Sometimes, he brings a mouse on his mouth after chasing it around my house. Then he eats the mouse in the back yard. He is a smart and funny cat.

DOCUMENTATION

CURRICULUM VITAE

The name of writer is Desi Mega Malasarishe was born in Sekampung, on December 10th 1996. She is the second child of happy couple, Mr. Suparman and Mrs. Sukayati. She has two sisters. Her old sister's name is Sucika Setiawati and her young sister's name is Tria Anggraini.

She wasenrolled at SDN 2 Bumi Tinggiin 2002 and graduated in 2008. She continued her study atSMP N 3Sukadana, and graduated in 2011. She studied in MAN 2 Metro and graduated in 2014. She was continued her study in 2014, she registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.