

AN UNDERGRADUATE THESIS
AN ANALYSIS
OF ENGLISH LEXICAL COLLOCATION IN ENGLISH TEXTBOOK
ENTITLED *WHEN ENGLISH RINGS A BELL*
OF MTs N 1 EAST LAMPUNG

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR THE ISLAMIC STUDIES OF METRO

1442 H / 2021 M

AN ANALYSIS
OF ENGLISH LEXICAL COLLOCATION IN ENGLISH TEXTBOOK
ENTITLED *WHEN ENGLISH RINGS A BELL*
OF MTs N 1 EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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ENGLISH TEXTBOOK ENTITLED WHEN ENGLISH RINGS A
BELL OF MTs N 1 EAST LAMPUNG

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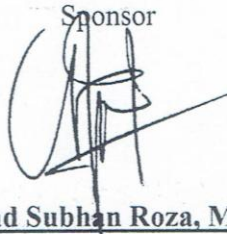
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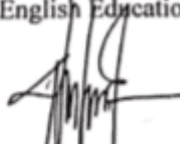
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Assalamu'alaikum Wr. Wb.

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Sudah kami dapat persetujuan dan dapat diajukan untuk dimunaqosyahkan,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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RINGS A BELL OF MTs N 1 EAST LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE

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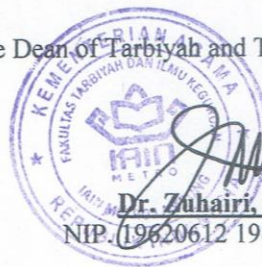
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**AN ANALYSIS
OF ENGLISH LEXICAL COLLOCATION IN ENGLISH TEXTBOOK
ENTITLED *WHEN ENGLISH RINGS A BELL*
OF MTs N 1 EAST LAMPUNG**

**ABSTRACT
BY
MUHAMAD NUR HALIM**

The aims of this research was conducted in order to find out lexical collocation used in the English textbook for grade VIII students in MTs N 1 East Lampung. The first to find out the types of lexical collocation used in English textbook for the eighth grade students in MTs N 1 East Lampung. The second objective is finding out the mostly type of lexical collocation that used in English textbook for eighth grade students in MTs N 1 East Lampung. The third objective is how are lexical collocation used in English textbook for eighth grade students in MTs N 1 East Lampung. The data of this research were the lexical collocations used in six genre texts, descriptive, recount, instruction, conversation, functional and expression of an English textbook for the eighth grade students in MTs N 1 East Lampung. After analyzing the data, the researcher found seven types of lexical collocations used in the six genre text. The result showed that the textbook use seven types of lexical collocations (verb (creation/activation) + noun, verb (meaning eradication) + noun, adjective + noun, noun + verb, noun + of + noun, adverb + adjective, verb + adverb), and the most dominant collocation used was the adjective + noun type of collocation. The use of lexical collocation in the conversation text was the biggest percentage of 33,8% compared to the other 6 other types of lexical collocation.

Keyword: *Lexical Collocation, Collocation, Qualitative Research, English Textbook.*

**ANALISIS KOLOKASI LEKSIS
BAHASA INGGRIS DALAM BUKU TEKS BAHASA INGGRIS
BERJUDUL *WHEN ENGLISH RINGS A BELL*
DI MTs N 1 LAMPUNG TIMUR**

**ABSTRAK
OLEH
MUHAMAD NUR HALIM**

Tujuan dari penelitian ini dilakukan untuk mengetahui *lexical collocation* yang digunakan dalam buku teks bahasa Inggris untuk siswa kelas VIII di MTs N 1 Lampung Timur. Yang pertama untuk mengetahui jenis-jenis *lexical collocation* yang digunakan dalam buku teks bahasa Inggris untuk siswa kelas delapan di MTs N 1 Lampung Timur. Tujuan kedua adalah untuk mengetahui jenis *lexical collocation* yang paling banyak digunakan dalam buku teks bahasa Inggris untuk siswa kelas delapan di MTs N 1 Lampung Timur. Tujuan ketiga adalah bagaimana penggunaan *lexical collocation* dalam buku teks bahasa Inggris untuk siswa kelas VIII di MTs N 1 Lampung Timur. Data dari penelitian ini adalah kolokasi leksikal yang digunakan dalam enam teks genre, deskriptif, recount, instruksi, percakapan, fungsional dan ekspresi dari sebuah buku teks bahasa Inggris untuk siswa kelas delapan di MTs N 1 Lampung Timur. Setelah menganalisis data, peneliti menemukan tujuh jenis *lexical collocation* yang digunakan dalam enam genre teks. Hasil penelitian menunjukkan bahwa buku teks menggunakan tujuh jenis *lexical collocation* (*Verb* (penciptaan/aktivasi) + *Noun*, *Verb* (arti pemberantasan) + *Noun*, *Adjective* + *Noun*, *Noun* + *Verb*, *Noun* + *of* + *Noun*, *Adverb* + *Adjective*, *Verb* + *adverb*), dan kolokasi yang paling dominan digunakan adalah jenis kolokasi *Adjective* + *Noun*. Penggunaan *lexical collocation* dalam teks percakapan memiliki persentase terbesar yaitu 33,8% dibandingkan dengan 6 jenis *lexical collocation* lainnya.

Kata Kunci: *Kolokasi Leksikal, Kolokasi, Penelitian Kualitatif, Buku Teks Bahasa Inggris.*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 2021
The Researcher,



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

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MOTTO

(..... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ)

“Verily, Allah will not change the good condition of a people as long as they do not change their state of goodness.”

(Q.S. Ar-Ra’d: 11)

DEDICATION PAGE

This piece of work is heartedly dedicated to:

Allah SWT and Prophet Muhammad SAW who always takes care of me, listens to me, and gives me the best thing ever.

My beloved parents Darmin and Siti Aminah, who always pray, motivate and support their endless loved.

My beloved lecturers Mr. Ahmad Subhan Roza, M.Pd and Mrs. Trisna Dinillah Harya, M.Pd who have assisted and guided me during this time.

My friends in English Education Department, especially GH Bekantans Family, and all of my classmates JOBI SQUAD, who always lend a hand, encourage, and support me in every situation.

My Almamater of State Institute for Islamic Studies (IAIN) Metro the place where I got much knowledge and good experience.

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First of all, praise is to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled An Analysis of English Lexical Collocation In English Textbook Entitled *When English Rings A Bell* Of The MTs N 1 East Lampung Published by Ministry of Education and Culture of Eight Grade of Junior High School” is presented to the English Education Study Program of Lampung.

The deepest gratitude would be addressed to her beloved parents, for understanding and supporting the researcher to finish the Thesis, and always pray for her to be a successful person someday (Aamiin). The greatest gratitude would also be addressed to both of her advisors, Mr. Ahmad Subhan Roza, M.Pd and Mrs. Trisnah Dinillah Harya, M.Pd. May Allah SWT gives them reward for supporting and guiding during the thesis writing process.

Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Metro , July 2021

The writer

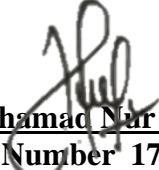

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a symbol or sound of communication. Language has an important role in our life because it has primary function for daily communications and social interactions. Every day, language has a role for communication, giving information and to describing our experience.¹ Language and human beings cannot 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 and learned by all countries around the world as the first, second, or foreign language. In addition, English has an important role in politics, commerce, industry, and education. In Indonesia, English is becomes an important subject which should be leant and thought at school from junior high school until university level.

In teaching and learning process of English, textbooks are the important media of learning in education. The existence of textbook gives impact in supporting teaching learning process. Textbook is one of the significant factors in the success of learning. It can develop learner's ability. Teacher and learner can

¹ Grugeon Elizabeth, at.all, 2005, "*Teaching Speaking & Listening in the Primary School.*" (London: David Fulton Publishers), 2.

use textbook as a source of learning. From the textbook, they find knowledge and exercises.

In language schools, textbooks for English Language Teaching (ELT) play a critical role. It is even more important when English is studied as a foreign language, as it is in Indonesia. English is likely to be taught only in the classroom by Indonesian students as a language to study alongside their mother tongue. As a result, the English textbook may be a student's only source of language in the classroom. The textbook is often used by most teachers as a primary reference book for ideas and instructional exercises, as well as providing guidelines for what they do.

Textbooks and learning materials have the ability to transmit information, develop skills, and influence how students communicate with the world.² It means that the textbook will cover all of the necessary information, skills, and activities. The textbook is a method, and the instructor must understand not just how to use it but also how beneficial it can be.³ Textbooks were expected to be valuable resources in guidance teaching as a guide. The primary goal of a textbook is to convey constant awareness, beliefs, attitudes, skills, and actions.⁴ It was mentioned that a textbook was an effective learning tool since it offered all learning capabilities. From the above, it can be deduced that a textbook was a set

² Education Sector. *A Comprehensive strategy for textbooks and learning materials*. France: the United Nations scientific and cultural education. 2005, i.

³ David Williams. Developing Criteria for Textbook Evaluation. *ELT Journal* Volume 37/3 July 1983, 254.

⁴ Education Sector. *A Comprehensive strategy for textbooks and learning materials*. France: the United Nations scientific and cultural education. 2005, 1.

of learning materials that included information, abilities, values, attitudes, and activities, as well as motivating learners to achieve educational capability.

Moreover, to help students understand the English language, the use of vocabulary in textbooks must be right. In the teaching and learning process, textbooks play an important role. Students can not gain knowledge of the textbook if they are unable to comprehend the substance of the text inside the textbook.⁵ The students will be able to interpret the words correctly if it is necessary. To interpret the meanings found in a sentence, it is necessary to have a clear understanding of the language. In this case, careful use of the word match becomes one of the most important aspects of language interpretation.

Furthermore, textbook terminology must be used correctly to help students understand the English language. In the teaching and learning process, textbooks are crucial. Students can not gain information from a textbook if they are unable to comprehend the substance of the text contained inside it. Students would be able to understand the terms correctly if they are necessary. To interpret the meanings found in a sentence, it is necessary to have a strong grasp of the language. In this case, one of the most important aspects of language interpretation is careful usage of the word match.

Besides that the appropriateness of the use English vocabularies will be influenced by the understanding of collocation. A collocation is a combination of two word or more words which frequency occur together.⁶ For example, *do* and

⁵ C. Lubis, *A Discourse Analysis of Collocation in English Textbook for Grade X in Senior High School*. (Medan: Thesis. UNIMED. 2016.)

⁶ F. O'dell & M. Michael, 2008, *English Collocation in Used English Advanced*. (Cambridge: Cambridge University Press). 6.

homework go together, as do *make* and *mistakes*; *tall* goes with *man/woman* and *high* with *mountain*. If someone says, “She is got *yellow hair*”, they would probably understand, but it is not what would ordinarily be said in English. We need say, “She is got *blond hair*”. In other words, yellow does not collocate with hair in everyday English. *Yellow* collocates with *say*, *flowers* or *paint*. You need to learn collocations because they will help you to speak and write English in a more natural and accurate way. Learning collocations will also help you to increase your range of English vocabulary.

However, many students do not understand and continue to avoid the use of collocation, despite the fact that it is already right in the textbook. In fact, Indonesian students have been perplexed by collocations because their meanings are not conveyed through translation. Many students clearly enjoy translating words from English to Indonesian. The translation results are unsatisfactory and also amusing.⁷ Take *medicine*, for example, means minimum *obat*, which directly translates to *drink medicine* in English. This type of collocation does not exist in the English language, so it is not suitable. Another example is *heavy smoker* which in Indonesia means *perokok berat*. However, if *heavy smoker* translated literally or word by word, the definition will be *berat perokok*. These kinds of collocations confuse students since it does not have the same meaning as Indonesian collocation.

In the term of collocation, there are two types those are lexical collocation and grammatical collocation. The term lexical collocation refers to the

⁷ S. Lubis, S., “Collocation as Source of Translation Unacceptability Indonesian Students’ Experiences,” *International Journal of English Linguistics*, Vol. 3 No. 5, September 2013.

relationships between two or more content terms that occur together in a sentence "naturally." While there are eight open/content word classes in the English language, only four of them collocate: noun, verb, adjective, and adverb. A grammatical collocation is a phrase made up of the dominant words noun, adjective, and verb, as well as a preposition or grammatical form like an infinitive or clause.

Collocation perplexes Indonesian students because it has a different sense than Indonesian collocation. Students must read a lot to become acquainted with such types of collocations. However, it is not only students who do not understand collocation but teacher also do not really understand about English collocation. As researcher found when conducting a pra-survey in MTs N 1 East Lampung. The teacher only delivered a little material about the collocation of English textbooks that teacher used in the learning process.

By analyzing the collocation that used in the English textbook, the teacher and students will understand the true meaning of the text in the textbook, so the teacher can give the explanation about English collocation and students do not have any difficulty in interpreting them.

Based on the explanation above, this study tries to find out the use of collocation in English book "When English Ring A Well" published by Ministry of Education and Culture in 2017 for grade at MTs N 1 East Lampung.

B. Problem Identifications

Based on the explanation in the background of study, problem identifications are formulated as follows:

1. As foreign learners, students in Indonesia face many difficulties in learning English; one of them is how to interpret the meaning of a text in the English textbook.
2. Collocation usually appears in textbook so that the text content sounds more natural. It's common if a text consists of many types of collocation, and English collocation is very different from Indonesian collocation.

C. Problem Limitation

The main objectives of the this research will be focused on the analysis types of English lexical collocation by Benson Theory and to identify realization collocation realized in the English textbook for eight grade in junior high school entitle "When English Rings A Bell" published by Ministry of Education and Culture in 2017.

D. Problem Formulation

Based on the background of study, the researcher formulated the problem as follow:

1. What are the types of lexical collocation used in English textbook for the eighth grade students in MTs N 1 East Lampung?

2. What type of lexical collocation is the most dominantly used in English textbook for the eighth grade students in MTs N 1 East Lampung?
3. How are the lexical collocation used in English textbook for the eighth grade students in MTs N 1 East Lampung?

E. Objectives and Benefits of The Study

1. Objectives of the Study

The research is aimed to:

- a. Find out the types of lexical collocation used in English textbook for the eighth grade students in MTs N 1 East Lampung.
- b. Find out the type of lexical collocation most dominantly used in English textbook for the eighth grade students in MTs N 1 East Lampung.
- c. Analyze the lexical collocation used in English textbook for the eighth grade students in MTs N 1 East Lampung.

2. Benefits of the Study

The result of this research is expected to give essential contributions to English teaching. Specifically, the benefits are listed as follows:

- a. For the Students

The result of this research benefits for students who are studying collocation to improve their knowledge and theoretical understanding about collocation and improve the technical ability for students progressively.

- b. For the English Teacher

The result of this research is as the contribution to help the teacher when explaining the English collocation to the students in English learning process.

c. For the Headmaster

The result of this research is as the consideration in learning process in the school and the headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.

F. Prior Research

In compiling this study, three previous relevant studies are relevance to the references to analyze the collocation in the English textbook and the realization of those collocations. The first is study that had been done by Lubis (2016) in her research entitled "A Discourse Analysis of Collocation in English Textbook for Grade X in Senior High School." She analyzed three types of text from the textbook to find out the collocation, they are; descriptive text, narrative text and explanation text. Then she found six types of collocation which used in the textbook, and they are adjectives and nouns, verbs and nouns, noun and noun, verbs and expression of preposition, verbs and adverbs, adverbs and adjectives. The result of this study were verb and nouns collocations as the most dominant type of collocation.⁸

Previous study conducted by Roohani (2011), who investigated the extent to which lexical and grammatical collocations are used in high school and pre-

⁸ C, Lubis. *A Discourse Analysis of Collocation in English Textbook for Grade X in Senior High School*. Thesis UNIMED. Medan, 2016.

university English textbooks, compared with the New Interchange book series. The frequency and proportion of collocations in high school and pre-university English textbooks is typically lower than those in the New Interchange book series, according to the results 4.⁹

Another previous study was conducted by Larasati (2013) entitled "An Analysis on The translation of the Collocations in "Negeri 5 Menara". She looked at how Indonesian collocations are converted into English collocations for that analysis. She used documentary analysis, which is a form of text analysis. She discovered 45 collocations in four chapters of the novel, 14 direct translational equivalences and 29 indirect translational 3 equivalences, as well as two groups that cannot be translated into English collocations, based on her study. She discovered 22 collocation patterns in both Indonesian and English for the structure of Indonesian to English.¹⁰

Based on those findings of the previous studies related to this research, this research has the difference and similarity with researchers title which both analyzing collocation and English textbook. The similarity of the prior research with this research are mainly discuss about collocations and one of the previous studies the data was taken from English textbook. Another research, the similarity is only found in the discussion of collocations.

In other side, the difference between this research and prior research is focused on students' ability in using collocation in narrative, while this research

⁹ A. Roohani, *Collocations in High School and Pre-University English Textbooks Versus New Interchange Book Series*. The Journal of Asia TEFL, Vol. 8 No. 3.

¹⁰ Dewanti Eka Larasati, "An Analysis On The Translation Of The Collocations In Negeri 5 Menara," (Salatiga: Universitas Kristen Indonesia, 2013)

analyze the English lexical collocation in English textbook. The researcher tries to find out the use of lexical collocation in English textbook for grade eight of the MTs N 1 East Lampung by Benson Theory.

G. Research Method

1. The Characteristic and Type Of The Research

In this case, the researcher explore the English lexical collocation in English book at MTs N 1 East Lampung. The research was conducted by using qualitative research. In qualitative research was used to analyze lexical collocation.

Qualitative research is fundamentally interpretive. It means that the research make as interpretation of the data. 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.

Qualitative analysis, according to John W. Creswell, is a way of investigating and interpreting the importance that individuals or groups assign to a social or human issue. Emerging questions and techniques are part of the research process, as are data collected in the participant's environment, data analysis that builds inductively from specifics to broad themes, and the researcher's interpretations of the data. The final written report's structure is adaptable.¹¹

¹¹ Creswell, W. John, *Researcher Design: Qualitative, Quantitative, and mixed methods approaches*, (United States of America: Sage, 2009), 22

Characteristics of qualitative research according to Creswell, as follows:¹²

- a. Investigating an issue and gaining a thorough understanding of a central phenomenon.
- b. Having the literature review play a minor role but justifies the issue justification.
- c. Defining the objective and research questions in broad terms, with a focus on the participant experiences.
- d. Collecting data based on words from a small number of individuals so that the participants' views are obtained.
- e. Using text analysis, analyze the data for descriptions and patterns, and interpret the broader context of the results.
- f. Creating a study that incorporates the researchers' subjective reflexivity and bias, as well as versatile, evolving frameworks and evaluation criteria.

Based on the explanation above, the researcher investigation used a descriptive qualitative research in order to describe and interpret the data or the result.

2. Source of Data

¹² *Ibid.* 185

In this research the source of the data would be based on two kinds of data. They are primary and secondary data. For gathering information, it is must to discover important and accurate data from qualified source.

a. Primary Source

The primary data of this research is the English textbook entitled “When English Rings a Bell.” English for Junior High School Grade VIII published by Ministry of Education and Culture in 2017 written by Siti Wachidah, Asep Gunawan, Diyantri, and Rulani Khatimah. The textbook was arranged based on curriculum 2013. The data of this research were collocations found in each text of the English textbook. There are 234 pages that consist of 13 chapters.

b. Secondary Source

Then, in secondary resource, it offers an interpretation or analysis based on primary resource. They may explain primary resource and often used them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary resource is data resource that provided the data to researcher indirectly such as English literature about lexical collocation.

3. Data Collecting Technique

In this research, the researchers used documentation techniques as a data collection technique. Documentation was used to obtain data directly from research, including relevant books, studying, reporting on activities, and relevant research data. Documentation is a way that used a written source

such as public documentation (such as: magazines, official report, newspaper) or private documentation (such as: journal, diaries, letters, email and blog). In this research, the researcher will use documentation as the technique of data collection by documenting the English book entitled “When English Rings a Bell”. The data of this research was collected by using the following steps:

- a. Finding the English textbook based on Curriculum 2013 for eight grade of junior high school.
- b. Reading the text contained in the English textbook.
- c. Selecting the text in the English textbook to be analyzed based on genre.
- d. Coding the text in the English textbook to make it easier to copy and finding out the collocations in each type of text.

4. Data Analysis Technique

Analyzing data is a vital aspect of a research analysis because the outcome becomes a conclusion from all of the research. The process of organizing data in order to achieve regularity in the pattern of type of the study is known as data analysis. Data analysis is the process of organize the data in order to obtain regularity of the pattern of form of the research. Data review is carried out in order for the researcher to gain a better understanding of the data and to present the findings of the study to the readers. According to Miles, and Huberman in analyzing the data, the researcher needs three concurrent flows of activity: *Condensation of data, display of data, and drawing/verification of conclusions* to analyze the results. The researcher

would apply Miles, and Huberman model to analyze the data. This diagram depicts the components of the research model.

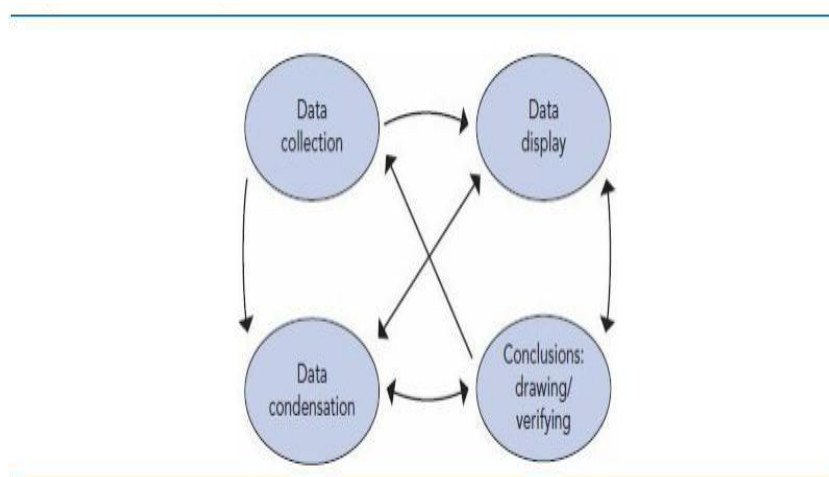


Figure 1. Components of Data Analysis: Interactive Model

(Source: Miles & Huberman, 1994)

Data analysis by Miles and Huberman model conducts the following steps.¹³

a. Data collection

The researcher's method of collecting data is referred to as data collection. The data is collected by the researcher in accordance with the research's goals or objectives. The extent to which the researcher's goals are defined determines the data collection process. The data is collected in a number of ways, including through the use of an English textbook.

b. Data condensation

¹³ Ibid, 31.

The process of selecting, concentrating, simplifying, abstracting, and/or transforming data from the entire corpus (body) of written-up field notes and documents is known as data condensation. In this case, the researcher will refer to the research questions to determine the data related to the use of partner reading in a textbook.

c. Data Display

The data display is described as an ordered, compressed collection of data that allows for conclusion drawing or action taking. The researcher will use a table to represent the research data in this study.

d. Drawing and Verifying Conclusions

The drawing and verification of conclusions is the final step. Depending on the size of the corpus of field notes, the coding, storage, and retrieval methods used, the complexity of the researcher, and any required deadlines to meet, final results may not appear before data collection is complete. The researcher collects data to be analyzed, interprets it, and then comes to a specific conclusion by addressing the research query.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Textbook

1. The Definition of Textbook

Textbook is a type of written printed material that is widely used in schools or other educational institutions as a teaching and learning medium. It acts as a source and guide for both students and teachers, making it one of the most relevant media in the learning and teaching process. Richards explained that textbooks serve as the base for much of the language input since students obtain and provide the content of the lessons, the balance of skills learned, and the types of language practice they participate in.¹⁴ This explains why textbooks remain a valuable resource for students at all levels of language learning.

According to Hutchinson and Torres, textbooks are an almost universal part of (English Language) instruction.¹⁵ Warren states that “A textbook is written instructional material in bound form, the contents of which are properly arranged and intended for use in elementary or secondary school curricula”.¹⁶ “A textbook can be any book or a book substitute, including hardcover or paperback books, workbooks designed to be written in and used up, some

¹⁴ Jack C. Richards. *The Role of Textbooks in a Language Program*. (New York: Cambridge University Press, 2001), 1.

¹⁵ Biljana B.Radic Bojanic, *Textbook in the EFL classroom: Defining, Assessing, and Analyzing*, 138.

¹⁶ Kahlid Mahmood., Aga Khan University Pakistan. *The Process of Textbook Approval: A Critical Analysis*, Buletin of Education & Research, Vol.28, No.1, June 2006, 3.

newspapers, news magazines, and manuals which a student is expected to use as a text or a text substitute in a specific class or program as a primary source of study material intended to incorporate a significant part of the curricula,” according to Hamilton.¹⁷

It can be inferred that textbook is a published printed material that serve as a sources and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book, work book or subject book. The textbook is the most commonly used written educational resource. The textbook becomes one of many resources that students can use to obtain a better understanding of the subject matter.

According to Richards, “textbooks are used in different ways in language program.¹⁸ A reading textbook, for example, could serve as the foundation for a reading ability course, offering both a collection of reading texts and exercises for skill practice. Model compositions and a selection of subjects for students to write about may be found in a writing textbook. A grammar textbook may be used as a reference book, with examples and activities to help students enhance their grammatical skills. Students could read and discuss passages from a speaking text. In a listening course, the primary listening input may be a listening text combined with audio cassettes or CDs. Textbook was considered as the primary instructional resources in school.

¹⁷ Biljana B.Radic Bojanic, *Textbook in the EFL classroom: Defining, Assessing, and Analyzing*, 138.

¹⁸ *Ibid*, 4.

Moreover, the term textbook refers to a collection of teaching and learning instructions as well as a course book. A textbook, according to Pope in the Karen Bargate article, is a book for teaching and learning that is specifically written with students and teachers in mind.¹⁹ Furthermore, Kolahi and Shirvani describe a textbook as a printed and bound book with illustrations and instructions for facilitating sequences of learning activities; historically, a printed and bound book with illustrations and instructions for facilitating sequences of learning activities.²⁰ The textbook was created to be one of the learning aids and to achieve a particular educational goal.

The researcher concluded that a textbook was a cohesive body of materials in the form of printed text and/or photographs that was used as an instructional material in the teaching and learning process based on those meanings.

2. A Standardized Textbook

Standardized textbook were necessary to understand, so the decision was made to select textbook itself and write textbook as the author. The write textbooks must make it clear what those limitations are, such as whether the use by an instructor and a group of students. As a result, textbook purchasers

¹⁹ Karen Bargate, *Criteria Considered by Accounting Faculty When Selecting and Prescribing Textbook- A South African Study*, International Journal of Humanities and Social Sciences Vol. 2 No.7, April 2012, 114.

²⁰ Sholeh Kolahi and Elaheh Shirvani, *A Comparative Study of the Readability of English Textbooks of Translation and Their Persian Translations*, International Journal of Linguistics, Vol. 4, No. 4, 2012, 346.

should be aware of the textbook's quality requirements. When using a structured textbook as instructional materials, consider the following factors:

- a. The purpose of learning.
- b. The curriculum and education programs structure.
- c. The degree to which school tuition has advanced or the goal.
- d. The state of the school infrastructure and services.
- e. The wearer's circumstances.²¹

Based on explanation above, it can be inferred that a great textbook should have a norm in arrangement that included a learning objective based on current curriculum and syllabus, as well as infrastructure adaptation in a popular school. The criteria for using an English textbook as a second language or a foreign language must be different from those used in other textbooks. As a result, the learning goal will be met. The ESL textbook should contain the following:

- a. Give introductory guidance on the presentation of language items and skills (general).
- b. Recommend aids for teaching pronunciation, such as a phonetic system (speech).
- c. Have relevant circumstances and a range of teaching methods for structural units (grammar).
- d. Understand the various purposes and skills involved in vocabulary training (vocabulary).

²¹ Kahlid Mahmood., Aga Khan University Pakistan. *The Process of Textbook Approval: A Critical Analysis*, 4.

- e. Give advice on how to present passages for reading comprehension at first (reading).
- f. Contain relevant images, graphs, tables, and so on (technical).²²

Based on explanation above, English textbook should maintain English skills of reading, writing, listening, speaking, and the items of vocabulary, grammar, pronunciation, and technical. Therefore textbook as learning tool performs well, it can also measure quality of teaching learning process.

3. The Role of Textbook in English Language Teaching (ELT)

According to Ravitch and Valverde et.al, In Okeeffe's paper, textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of school subjects.²³ Horsley and Laws claim that notion of teachers not using textbooks effectively cannot be correct if there are good textbooks in place. It means that textbook plays an important role.²⁴

The position of the textbook varies greatly from one classroom to the next and from one teacher to the next. In Okeeffe's paper, Gelfman, Podstrigich, and Losinskaya provide a basic outline for the textbook's intermediary role:

- a. To teach and inspire students to build new knowledge,
- b. To balance information detail and precision,

²²*Ibid.*, 4.

²³ Lisa Okeeffe, *A Framework of Textbook Analysis*, Int. Rev. Cont. Lear. Res. 2, No. 1, 1-13 (2013), 2

²⁴ Kahlid Mahmood., Aga Khan University Pakistan. *The Process of Textbook Approval: A Critical Analysis*, 2

- c. To provide a rational and consistent mathematical system,
- d. To bring about new questions,
- e. To provide students with active, creative, many sided information.²⁵

Since textbooks provided the material and content of the lessons to their students, the researcher concluded that textbooks became a key and main source for teachers in teaching English language. The textbook may also assist the instructor by providing suggestions for lesson planning and teaching, as well as formats that teachers can use.

4. The advantages of Textbook

Textbook had a lot of advantages that we can get from using it. According to Graves, the advantages of using textbook are:

- a. It contains a course syllabus and the developers of the syllabus have decided what will be learned and in what order.
- b. It gives students a sense of protection because they have a path map for the course: they know what to expect and what is expected of them.
- c. It includes a collection of visuals, games, readings, and other resources, saving the instructor time in searching for or creating those materials.
- d. It gives teachers a framework for evaluating students' progress. Tests and assessment methods are used in some textbooks.
- e. It could include resources such as a teacher's guide, a CD, worksheets, and a film.

²⁵ *Ibid*, 2.

- f. If all teachers use the same textbook, it ensures continuity within a curriculum at a given stage. It provides continuity between levels if textbooks adopt a sequence, as in a series.²⁶

From the explanations mentioned above, it can be said that textbook helped the teacher in giving materials needed by students because it provides a set of visuals, activities, and readings. It also provided test to measure the students understanding.

5. Disadvantages of Textbook

Besides the advantages mentioned above, textbook also had some disadvantages. Richards also mentions the negative effects or the disadvantages of textbook. They are:

- a. Textbook may contain inauthentic language
- b. Textbook may distort contain
- c. Textbook may not reflect students' needs.
- d. Textbook is expensive.²⁷

To mitigate the textbook's drawbacks, teachers needed to be resourceful and grasp the text that was being used at the required level for the students. In reality, not only the textbook but also the teacher played an important role in the classroom's teaching and learning process. As a result, teachers must think beyond the box when a textbook isn't appropriate for their students.

²⁶ Kathleen Graves, *Designing Language Courses: A Guide For Teachers*, (Boston: Heinle & Heinle Publisher, 2000), 175.

²⁷ Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), 255 – 256.

B. The Concept of Collocation

1. The Definition of Collocation

Collocation is a combination of word that is commonly used together. According to McCarthy and O'Dell, a collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. These combinations just sound right to native speakers of English who use them all the time. On other hand, other combinations may be unnatural and just sound wrong. For example, the adjective *fast* collocates with *cars*, but not with *a glance*.²⁸

In addition, Benson et.al, explains that In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions, such group of words are called recurrent combination or collocation.²⁹ Collocations are fixed phrases stored in the mind. Lewis says that collocation is words which are statistically much more likely to appear together than random chance suggests.³⁰

Collocations are the association of two or more lexemes (roots) recognized in and defined by their occurrence in a specific range of grammatical construction, and it is sometimes very difficult to distinguish collocation from free combination, one possible criterion being that free

²⁸ Felicity O'Dell Michael McCarthy, *English Collocation in Use*, (New York: Cambridge University Press, 2008), 6

²⁹ M. Benson, M. Benson, E. & R. Ilson. *Lexicographic Description of English*. (Amsterdam: John Benjamins, 1986). P. 252

³⁰ A.M., Alfahadi, S.A., Zohairy, & M.M. Momani, Promoting awareness of teaching collocations techniques to beginners (adjective-noun collocation). (*European Scientific Journal*, 10: 2014), P. 390

combination are structured on the basis of grammar.³¹ Nonnative speakers cannot combine words freely because words usually have their natural combination, if they combine the words freely, their collocation usage will be wrong. If nonnative speakers can use collocation accurately, their writing and speaking will be natural and accurate. This means that the ability in using collocation is an important thing for the nonnative speakers.

Collocation is not an unusual linguistic phenomenon like idiom and phrase. According to McCarthy and O'Dell, idioms are group of words in a fixed order that have a meaning that cannot be guessed by knowing the meaning of the individually words. For example, *fight like cat and dog* (argue violently all the time), *hard cash* (money in form of cash, not a credit card).³²

Based on some interpretation about collocation above, researcher 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.³³

a. Strong Collocations

A strong collocation is one in which the word are very closely associated with each other. For example, the adjective **mitigating** almost always collocates with **circumstances** or **factors**; it seldom collocates

31 N. Kurniawan. The Eleventh Years Students' errors in translating Indonesian Collocation into English at SMA Negeri 2 Lubuklinggau. (Unpublished Undergraduate Thesis: STKIP-PGRI Lubuklinggau, 2009). 10

³² Felicity O'Dell Michael McCarthy. *English Idioms in Use*. (Cambridge: Cambridge University Press: 2010), P. 6

³³ Felicity O'Dell Michael McCarthy, *English Collocations in A dvanced Use*. (Cambridge University Press. 2008), 8.

with any other term. *Despite the fact that she was found guilty, the jury found **mitigating factors**.*

Examples:

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

b. 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 and 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.

c. 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). Wide, on the other hand, can be used with a variety of other terms, such as *a broad avenue, a broad smile, broad shoulders, and a broad accent*. In the sense that large collocates with a wide variety of nouns, these are weak collocations.³⁴

2. Types of Collocation

Benson and Ilson (1985) divide collocations into two types in their 90,000-entry dictionary of collocations – one of the largest so far because of the large number of entries and of words that collocate to the entries. The two types of collocations are: grammatical collocation and lexical collocations.

a. Grammatical Collocation

A grammatical collocation is a phrase made up of a dominant word, such as a noun, adjective, or verb, as well as a preposition or grammatical form, like an infinitive or clause.

1) Noun + Preposition collocation

Example:

noun	Preposition	Collocation	Meaning

³⁴ *Ibid*, 8.

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 did not collocates with another preposition that has a meaning “*dalam*”, such as (in, on and etc.)? The answer is because talent more suitable with *for*.

2) 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 scene	Belakang layar/ dibalik layar

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

3) 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

Angry with, angry (adjective) collocated with prepositions such as *not to, in, and on*, despite the fact that “pada” or “kepada” in English meant to.

4) Collocation consist of predicate 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 unnecessary for them to go.* Another example is: *she is all set to leave.*

5) Verb + Preposition collocation

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

The following is an example of a verb + preposition collocation:
 pada means *at, to, in,* and *on,* but the verb depend does not collocate with *in* but does with *on.*

b. Lexical Collocation

Lexical collocations, in contrast to grammatical collocations, consisted of nouns, adjectives, verbs, and adverbs. The following description explains the different forms of lexical collocation:

L1	verb (creation/activation) + noun	She <i>does the laundry</i> everyday
L2	verb (eradication/nullification) + noun	The teacher <i>declined</i> our <i>invitation</i> .
L3	adjective + noun / noun + noun	The room has a <i>sour smell</i> .
L4	noun + verb (action)	<i>Bombs exploded</i> across Bangladesh.
L5	noun (unit) + of + noun	David gave Elisa <i>a bouquet of flowers</i> .
L6	adverb + adjective	They are <i>closely acquainted</i> .
L7	verb + adverb	They <i>argued heatedly</i> in that debate

1) Verb (creation/activation) + Noun Collocation

L1 collocations consist of a verb (usually transitive) and a noun/pronoun (or prepositional phrase). Most L1 collocations consist of a verb denoting *creation* and/or *activation* and a noun/pronoun. We call such fixed lexical combinations *CA collocations*. Here are examples of collocations with verbs denoting creation: *come to an agreement, make an impression, compose music, set a record, reach a verdict, in flick a wound*. Here are examples of collocations that express the concept of activation: *set an alarm, fly a kite, launch a missile, punch a time clock, spin a top, wind a watch*. In some instances, the same noun collocates with one verb (or verbs) to denote creation and with another verb (or verbs) to denote activation:

establish a principle (= creation) — *apply a principle* (= activation);
draw up a will (= creation) — *execute a will* (= activation).

2) Verb (Eradication/nullification) + Noun Collocations

L2 collocations consist of a verb meaning essentially *eradication* and/or *nullification* and a noun. Such fixed lexical combinations are called *EN collocations*. Typical examples are the following: *reject an appeal, lift a blockade, break a code, reverse a decision, dispel fear, squander a fortune, demolish (raze, tear down) a house, repeal a law, revoke a license, annul a marriage, suspend martial law, scrub (cancel) a mission, withdraw an offer, countermand an order, renege on a promise, crush (put down) resistance, break up a set (of china), rescind a tax, ease tension, quench one's thirst, denounce (abrogate) a treaty, exterminate vermin, override a veto*, etc.

3) Adjective + Noun / Noun + Noun

L3 collocations consist of an adjective and a noun. One well known pair of examples is *strong tea* (not **mighty tea*) and *weak tea* (not **feeble tea*). In many instances, more than one adjective (or more than one form of the same adjective) can collocate with the same noun: *warm, warmest* (not **hot*); *kind, kindest; best* (not **good*) *regards*. Other examples of L3 collocations are: *reckless abandon, a chronic alcoholic, a pitched battle, a formidable challenge, a crushing*

defeat, a rough estimate, an implacable foe, a sweeping generalization, etc.

4) Noun + Verb (Action)

L4 collocations consist of a noun and verb; the verb names an action characteristic of the person or thing designated by the noun: *adjectives modify, alarms go off (ring, sound), bees buzz (sting, swarm), blizzards rage, blood circulates (clots, congeals, flows, runs), bombs explode (go off), etc.* The *Dictionary* does not include predictable combinations such as *bakers bake, boxer's box, cooks cook, dancers dance, fencer's fence, etc.*

5) Noun (Unit) + Of + Noun

L5 collocations indicate the *unit* that is associated with a noun. The structure of an L5 collocation is often *noun1 of noun2*. Such collocations may indicate:

- a) The larger unit to which a single member belongs: *a colony (swarm) of bees, a herd of buffalo, a pack of dogs, a bouquet of flowers, a pride of lions, a school of whales, etc.*
- b) The specific, concrete, small unit of something larger, more general: *a bit (piece, word) of advice, an article of clothing, an act of violence, etc.*

6) Adverb + Adjective

L6 collocations consist of an adverb and an adjective. Examples are: *deeply absorbed, strictly accurate, closely (intimately) acquainted, hopelessly addicted, sound asleep, keenly (very much) aware, etc.*

7) Verb + Adverb

L7 collocations consist of a verb and an adverb. Examples are: *affect deeply, amuse thoroughly, anchor firmly, apologize humbly, appreciate sincerely, argue heatedly, etc.*³⁵

³⁵ M. Benson, E. Benson, & R. Ilson. *The BBI dictionary of English word combinations* (Rev. ed.). (Amsterdam: John Benjamins Publishing Company: 2010). xxx-xxxv

CHAPTER III

RESEARCH RESULT AND DISCUSSION

A. RESEARCH RESULT

1. Descript of Research Data

In describing the research data, the researcher has found the result based on the objective of this research. To ensure that the result is correlated to the objectives of the research, the researcher described about the types of lexical collocation that used in English textbook entitled *When English Ring's A Bell*. Moreover, the researcher analyze the most dominant of lexical collocation that used in English textbook.

The data was taken from reading the English book, consisting of 13 chapters. The English Lexical collocation took from 6 genre texts in *When English Ring's A Bell* textbook published by Ministry of Education and Culture, where instruction, conversation, recount, descriptive, narrative, functional text. Based on the types of text in the English textbook, the researcher analyze the types of lexical collocation,

In the other side, to analyze types of lexical collocation, the researcher classified the data based in the table. The classification of the data of lexical collocation in English textbook entitled *When English Ring's A Bell* can be seen on the table below:

Table 3.1 List of Lexical Collocation Classification

No.	COLLOCATION	Page	TYPES OF LEXICAL COLLOCATION							Text
			L1	L2	L3	L4	L5	L6	L7	
1.	English class	4			√					Conversation
2.	Play the rules	8	√							Instruction
3.	Bright colours	9			√					Conversation
4.	Very dirty	10						√		Conversation
5.	Very interesting	10						√		Conversation
6.	Listen carefully	12							√	Instruction
7.	Very fast	13						√		Conversation
8.	Clean the classroom	14	√							Conversation
9.	Very beautiful	15						√		Conversation
10.	Diligent student	16			√					Conversation
11.	Invitation card	16			√					Conversation
12.	Wonderful picture	17			√					Conversation
13.	Learning process	18			√					Instruction
14.	Sing an English song	21	√							Conversation
15.	The wall of classroom	25					√			Instruction
16.	Play the flute	26	√							Descriptive
17.	Folk song	26			√					
18.	English songs	26			√					
19.	Fry eggs	26	√							
20.	Draw pictures	26	√							

21.	Play basketball	26	√							
22.	Ice tea	28			√					Conversation
23.	Close the window	28		√						Conversation
24.	Make a table	28	√							Conversation
25.	Take leave	34	√							Instruction
26.	Try harder	35	√							Instruction
27.	Decide a suggestions	36	√							Instruction
28.	A piece of paper	36					√			
29.	Listen carefully	40							√	Instruction
30.	Wear a uniform	40	√							
31.	Batik shirt	40			√					
32.	A pair of black pants	40					√			
33.	Black pants	40			√					
34.	Scout uniform	40			√					
35.	Proper shoes	40			√					
36.	Flag ceremony	41			√					Instruction
37.	Security guard	41			√					
38.	Gives us permission	41	√							
39.	Sign a paper	41			√					
40.	Hand in a notice	41					√			
41.	Put the garbage	41	√							Instruction
42.	Sweep the floor	41	√							

43.	Very loudly	42						√		Instruction
44.	Voice low	42						√		
45.	State the rules	43	√							Instruction
46.	A list of the rules	43					√			
47.	Telephone conversation	46				√				Instruction
48.	Best friends	47			√					Conversation
49.	Birthday party	47			√					
50.	Invitation card	47			√					
51.	Outdoor games	47			√					
52.	Wear a T-shirt	47	√							Conversation
53.	Purple T-shirt	49			√					
54.	Celebrating Lina's birthday	49	√							
55.	The students in the conversations	50				√				Instruction
56.	Really beautiful	51						√		Conversation
57.	Hot water	51			√					
58.	Favourite song	51			√					Conversation
59.	Break time	53			√					Conversation
60.	Fresh air	53			√					
61.	A little bit more	53						√		
62.	Just wait a minute	53	√							
63.	Next page	54			√					Instruction
64.	I wash my hand	58	√							Conversation

65.	A half of it	60					√			Conversation
66.	Very cold	61						√		Conversation
67.	Wrap the gift	61		√						Conversation
68.	Table of analysis	62					√			Instruction
69.	Greeting cards	66			√					Instruction
70.	Happy birthday	67			√					Functional
71.	Dirty diapers	68			√					Functional
72.	Family gathering	70			√					Functional
73.	A fresh mind	70			√					Functional
74.	New year	70			√					
75.	Clean heart	70			√					
76.	Quick recovery	70						√		
77.	Reading contest	71	√							Functional
78.	The nicest woman	71			√					
79.	Study carefully	73							√	Instruction
80.	Wall magazine	73			√					
81.	Head scarf	76			√					Descriptive
82.	Curly hair	76			√					
83.	Loose hair	76			√					
84.	Straight hair	76			√					
85.	Wavy hair	76			√					
86.	Big cities	77			√					Conversation

87.	Traffic jams	77			√					
88.	Big buses	77			√					
89.	Mini buses	77			√					
90.	Very busy	77						√		
91.	Kind of vehicles	77			√					
92.	The Descriptives about conditions	77			√					
93.	Traditional transportation	78			√					
94.	Small villages	78			√					
95.	Rainy season	78			√					
96.	Dry season	78			√					
97.	A list of things	78						√		
98.	List of the things	81						√		
99.	The heaviest land animal	88			√					
100.	Eat grass	88	√							
101.	Good memories	88			√					
102.	Long trunks	88			√					
103.	The biggest of all cats	88			√					
104.	Love meat	88			√					
105.	The stripped coat	88			√					
106.	Good camouflage	88			√					
107.	Thick fur	88			√					
108.	Northern parts of the world	88						√		

109.	Eat honey	88	√								
110.	A snug place	88			√						Descriptive
111.	A good sense of smell	88					√				
112.	Clever mammals	88			√						
113.	Solve problem	88	√								
114.	Eat plants	88	√								
115.	Birds' eggs	88			√						
116.	Small animals	88			√						
117.	Good pictures	90			√						Instruction
118.	A relevant piece of information	90					√				
119.	Zoo keepers	91			√						Descriptive
120.	Routine jobs	91			√						
121.	Animals cages	92			√						
122.	Wash the animals	92	√								
123.	Takes care	92	√								
124.	Sick animals	92			√						
125.	He regularly repairs	92								√	
126.	The name of the zoo	93						√			Instruction
127.	Do the housework	94	√								Instruction
128.	Clean the house	94	√								
129.	Prepare the breakfast	94	√								
130.	Do some exercise	94	√								

131.	Wash the dishes	94	√							
132.	Clean the bathroom	94	√							
133.	Public transport	95			√					Descriptive
134.	Tell jokes	95	√							Descriptive
135.	English teacher	95			√					
136.	Go to work	95	√							
137.	Fried noodle	95			√					
138.	Go home	96	√							Descriptive
139.	Wrong place	96			√					
140.	Extra-curricular activities	96			√					
141.	Close friend	96			√					Descriptive
142.	Sweeping the floor	103	√							Descriptive
143.	Mopping the floor	103	√							
144.	Putting the books	103	√							
145.	Cleaning the whiteboard	103	√							
146.	Taking the rubbish	103	√							
147.	Doing my math homework	107	√							Conversation
148.	Playing <i>congklak</i>	108	√							Conversation
149.	Reading <i>Goldilocks</i>	108	√							Conversation
150.	English test	111				√				Conversation
151.	Math test	111				√				
152.	Funny story	112			√					Conversation

153.	Old car	123			√					
154.	Horse cart	123			√					Expression
155.	The car can run	123				√				
156.	The horse cart can run	123				√				
157.	Lift the bench	123		√						Expression
158.	Lift the stool	123		√						
159.	Wooden desk	123			√					
160.	Plastic desk	123			√					
161.	Beautiful pencil case	127			√					Expression
162.	Very simple	127			√					
163.	Plastic purse	127			√					
164.	Good marks	128			√					Expression
165.	Post office	128			√					
166.	Three point	142			√					Descriptive
167.	Best friends	142			√					
168.	Playing marbles	143	√							Conversation
169.	Primary school	143			√					
170.	Elementary school	143			√					Conversation
171.	Toy cars	143			√					
172.	Started my kindergarten	152	√							Recount
173.	Happy songs	152			√					Recount
174.	Coloured pictures	152	√							

175.	Play hide-and-peek	152	√							
176.	Colorful paper	152			√					
177.	Started my primary school	153	√							Recount
178.	Favorite teacher	153			√					Recount
179.	Traditional dances	153			√					
180.	Sweet memories	153			√					
181.	Physical education	153			√					
182.	Took a rest	153	√							Recount
183.	Small green yard	153			√					
184.	School yard	153			√					
185.	Small streets	153			√					
186.	Big trees	153			√					
187.	Last year	158			√					Recount
188.	Different parts	158			√					
189.	Blue and white uniform	158			√					Recount
190.	Dust the furniture	158			√					
191.	Buy sugar	158	√							
192.	Classroom competition	174			√					Conversation
193.	The principal announced	174				√				
194.	Fix the legs	174	√							
195.	Brand new desks	174			√					
196.	Garden benches	178			√					Conversation

197.	Funny experience	178			√					
198.	Cut down	178		√						
199.	Old mango tree	178			√					
200.	A big piece of wood	178					√			
201.	Make garden benches	178	√							
	TOTAL		53	5	106	8	13	12	4	

Note

L1: Verb (creation/activation) + Noun

L2: Verb (meaning eradication) + Noun

L3: Adjective + noun or Noun + noun

L4: Noun + Verb (action)

L5: Noun (unit) + of + Noun

L6: Adverb + Adjective

L7: Verb + Adverb

Based on the table above, the researcher found 201 lexical collocation words in 6 types of text in English textbook entitled When English Ring's A Bell. The lexical collocation words are analyzed based on Benson theory. According to Benson theory, there are seven types of lexical collocation that the researcher found in English textbook, namely verb (denoting creation) + Noun (L1) in 53 words collocation, Verb (meaning eradication) + Noun (L2) in 5 words collocation, Adjective + Noun or Noun + Noun (L3), Noun in 106 words collocation+ Verb (action) (L4) in 8 words collocation, Noun (unit) +

of + Noun (L5) in 13 words collocation, Adverb + Adjective (L6) in 12 words collocation, Verb + Adverb (L7) in 4 words collocation.³⁶

B. DISCUSSION

This part is the main point of this research since it analyzed and discussed the research findings and tried to answer the research problems. This part would discuss the three objectives of the research,

1. Analysis of Types of Lexical Collocation used in English Textbook

The researcher employed a scanning reading strategy in English textbook published by Ministry of Education and Culture (Kemendikbud) in 2017. Therefore, these selected words were classified into seven types of English lexical collocation. The researcher used Benson theory to classify the types of lexical collocation.

Benson classified lexical collocation into seven types of lexical collocation. The researcher was explained the types of English lexical collocation and has signed by using capital letter L1-L7, they are Verb (denoting creation) + Noun (L1), Verb (meaning eradication) + Noun (L2), Adjective + Noun or Noun + Noun (L3), Noun + Verb (action) (L4), Noun (unit) + of + Noun (L5), Adverb + Adjective (L6), Verb + Adverb (L7).³⁷

All 7 types of English lexical collocation were found in When English Ring's A Bell textbook published by Ministry of Education and Culture. The researcher found 201 data of lexical collocation in this English textbook. The

³⁶ M. Benson, E. Benson, & R. Ison. *The BBI dictionary of English word combinations* (Rev. ed.). (Amsterdam: John Benjamins Publishing Company: 2010). xxx-xxxv

³⁷ Ibid

English Lexical collocation took from 6 genre texts in When English Ring's A Bell textbook published by Ministry of Education and Culture, where instruction, conversation, recount, descriptive, narrative, functional text. In the descriptive text use 4 types of collocation except Adjective + noun or Noun + noun (L3), instruction text use 6 types of lexical collocation except Verb (denoting creation + noun (L1), conversation text use 6 types of lexical collocation except Adjective + noun or Noun + noun (L3).

Furthermore, functional text use 2 types of lexical collocation. Expression text use 4 types of lexical collocation, namely Verb (meaning eradication) + Noun (L2), Adjective + Noun or Noun + Noun (L3), Noun + Verb (action) (L4) and recount text use whole 2 types of lexical collocation namely Adjective + noun or Noun + noun (L3) and Verb (meaning eradication) + Noun (L2).

2. The Finding of Most Dominant Type of Collocation Used In The Textbook

The researcher have previously identified the types of English lexical collocation used in When English Ring's A Bell published by Ministry of Education and Culture. There are 201 collocations consisting of 7 types English lexical collocation can be seen in the table below:

Table 3.2 Number of lexical collocation in English textbook When English Ring's

A Bell

No.	Types of Lexical Collocation	Total Number	Percentage (%)
1.	L1	53	26 %
2.	L2	5	2,5 %

3.	L3	106	53 %
4.	L4	8	4 %
5.	L5	13	6,5 %
6.	L6	12	6 %
7.	L7	4	2 %
Σ All the Data		201	100 %

Based on the table types of lexical collocation above, it can be seen that the researcher found there were 53 collocations in verb (denoting creation) + noun (L1), 5 collocations in verb (meaning eradication) + noun (L2), 106 collocations in adjective + noun (L3), 8 collocations in noun + verb (L4), 13 collocations in noun (unit) + of + noun (L5), 12 collocations in adjective + adverb (L6), and 4 collocations in verb + adverb (L7).

Based on the explanation above, can be conclude that the most dominant type of English lexical collocation used in When English Ring's A Bell English textbook for eight grade students in MTs N 1 East Lampung was adjective + noun/ Noun + noun as much as 107 lexical collocations that found in those 6 genre text; descriptive, recount, instruction, functional, expression, and conversation text.

3. The Analysis of How The English Lexical Collocation Used In English Textbook

The study of collocation used to create a clear collocation in the literal text (Firth, 1957). This makes the use of collocation in the text very essential and has considerable variation in its use. Because of the different variations, the use of the collocation of each text is not same and has its own characteristics. How the use of collocations in the texts contained in “When English Ring’s A Bell” Textbook for eight grade students in Junior High School published by Ministry of Education and Culture are described below:

a. Descriptive Text

The researcher found 13 descriptive texts in this English textbook which contained lexical collocation. From 7 types of English lexical collocation, descriptive text used 4 types of lexical collocation. There are 51 lexical collocation. The types of lexical collocation used descriptive text were show in table below:

Table 3.3 The types of lexical collocation that used in Descriptive text

No.	Types of Lexical Collocation	Frequency
L1	Verb (denoting creation) + Noun	17
L3	Adjective + Noun	30
L5	Noun + of + Noun	3
L6	Adjective + Adverb	3
L7	Verb + Adverb	1
Total		54

Based on the table could be concluded that descriptive text use *adjective + noun* collocation a lot. One of the data results of *adjective + noun* collocation was *small animals*, where *small* as an *adjective* and *animals* as a *noun*. More than half of collocations contained in 3 descriptive texts using a combination of *adjective + noun*, because the purpose of descriptive text is to describe and reveal a particular person, thing, and place. It proves how important the use of lexical collocation in this genre text, especially the type of *adjective + noun* collocation.

b. Instruction

The researcher found 22 functional texts in this English textbook which contained lexical collocation. From 7 types of English lexical collocation, functional text used 6 types of lexical collocation. There are 9 lexical collocation. The types of lexical collocation used functional text were show in table below:

Table 3.3 The types of lexical collocation that used in instruction text

No.	Types of Lexical Collocation	Frequency
L1	Verb (denoting creation) + Noun	14
L3	Adjective + Noun	11
L4	Noun + verb	2
L5	Noun + of + Noun	6
L6	Adjective + Adverb	3
Total		36

Based on table above, conversation texts that have been analyzed could be found that *Verb (denoting meaning) + noun* was the most dominant lexical collocation used in this genre. It was different with descriptive text, which were text mostly use *adjective + noun* collocation.

c. Recount Text

In this English textbook consisted of personal recount. Personal recount is retelling experiences or events that happened in the writer own life. The writer must structure the story in a way that makes sense while using language that matches the same purpose. Recount text use whole 2 types of collocation. There were 23 lexical collocations that could be found in this genre text. The types of collocation used in recount text were shown in table below.

Table 3.4 The types of lexical collocation that used in Recount text

No.	Types of Lexical Collocation	Frequency
L1	Verb (denoting creation) + Noun	6
L3	Adjective + Noun	17
	Total	23

From the total number of collocation could be concluded that *adjective + noun* was the most type of collocation used in this genre text. It described that the use of *adjective + noun* type of collocation were essentially needed, specifically for personal recount text.

d. Conversation

Another type of text contained in When English Ring's A Bell textbook was the conversation text. From 7 types of lexical collocations, this genre used 6 types of lexical collocation. This conversation text was the most dominant text use lexical collocation. It was found that this type of text has 67 lexical collocations. The types of lexical collocation used in conversation text were shown in table below:

Table 3.5 The types of lexical collocation that used in Conversation text

No.	Types of Lexical Collocation	Frequency
L1	Verb (denoting creation) + Noun	15
L2	Verb (meaning eradication) + Noun	3
L3	Adjective + Noun	33
L4	Noun+ Verb	3
L6	Adjective + Adverb	3
L7	Verb + Adverb	8
	Total	67

Based on table above, conversation texts that have been analyzed could be found that *adjective + Noun* was the most dominant collocation used in this genre.

e. Functional text

Furthermore, functional text is also contain in this textbook. The researcher found 5 functional texts in this English textbook which contained lexical collocation. From 7 types of English lexical collocation, functional text used 3 types of lexical collocation. There are 9 lexical

collocation. The types of lexical collocation used functional text were show in table below:

Table 3.6 The types of lexical collocation that used in Functional text

No.	Types of Lexical Collocation	Frequency
1	Verb (denoting meaning) + Noun	1
2	Adjective + Noun	7
3	Adjective + Adverb	1
	Total	9

Based on table above, conversation texts that have been analyzed could be found that *adjective + Noun* was also the most dominant collocation used in this genre.

f. Expression text

The researcher found 4 expression texts in this English textbook which contained lexical collocation. From 7 types of English lexical collocation, expression text used 3 types of lexical collocation. There are 11 lexical collocation. The types of lexical collocation used expression text were show in table below:

Table 3.7 The types of lexical collocation that used in Expression text

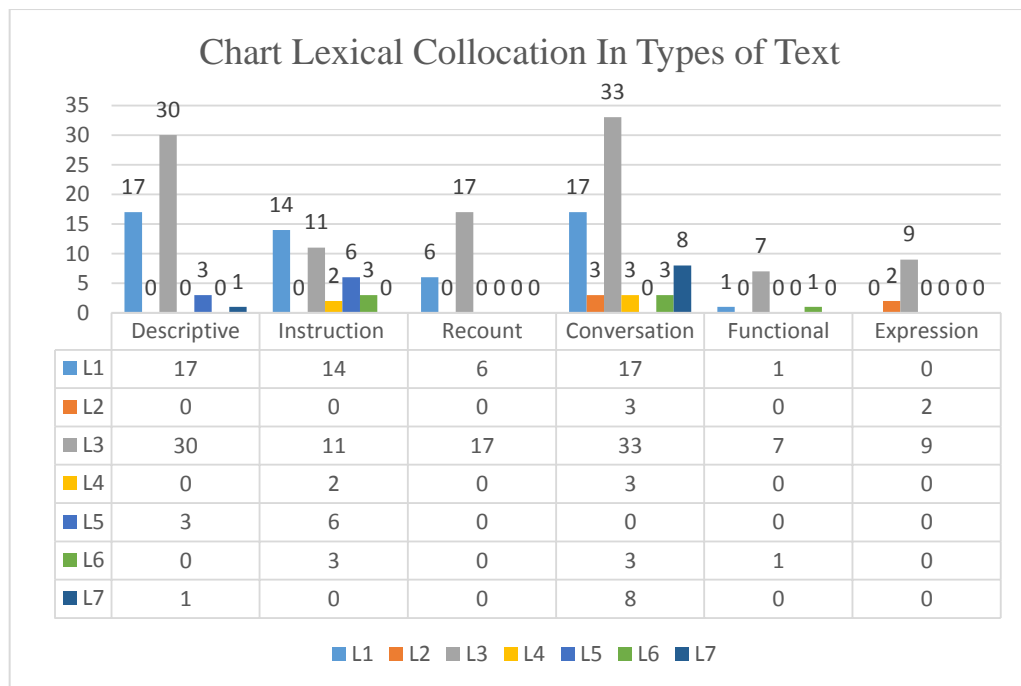
No.	Types of Lexical Collocation	Frequency
1	Verb (meaning eradication) + Noun	2
2	Adjective + Noun	9

	Total	11
--	--------------	-----------

Based on table above, conversation texts that have been analyzed could be found that *adjective + Noun* was the most dominant collocation used in this genre.

Having analyzed the data, it was found some conclusion from the use of English lexical collocation in English textbook entitled *When English Ring's A Bell*. The use of lexical collocation in English textbook can be seen on the chart below:

Chart 3.1 Lexical Collocation in Types of Text



Based on the chart above, the researcher found 7 types of lexical collocation based on Benson theory that used in the 6 genre of the text in this English book, namely descriptive, instruction, recount, conversation, functional, and expression text. The most dominant type of lexical collocation used in English textbook was the Adjective + Noun collocation as much as 107 collocations. Adjective + Noun collocation is the most widely used text in English textbook entitled *When English Ring's A Bell*, except in the instruction text. In the instruction text was the genre of text that mostly used lexical collocation with 51 collocations, the Verb (denoting creation) + Noun collocation was the larger used within.

CHAPTER IV

CONCLUSION

A. Conclusion

After analysis the data, the conclusion drawn presented as follows:

1. The types of collocation used in the 6 genre texts, namely: descriptive, recount, instruction, conversation, functional, and expression contained in the English textbook entitled *When English Ring's A Bell* for grade VIII students in MTs N 1 East Lampung published by Ministry of Education and Culture were Verb (denoting creation) + Noun, Verb (meaning eradication) + Noun, Adjective + Noun or Noun + Noun, Noun + Verb (action), Noun (unit) + of + Noun, Adverb + Adjective, Verb + Adverb. Descriptive text use 4 types of collocation except Adjective + noun or Noun + noun, instruction text use 6 types of lexical collocation except Verb (denoting creation + noun, conversation text use 6 types of lexical collocation except Adjective + noun or Noun + noun. Furthermore, functional text use 3 types of lexical collocation. Expression text use 3 types of lexical collocation, namely Verb (meaning eradication) + Noun, Adjective + Noun or Noun + Noun, Noun + Verb (action) and recount text use whole 2 types of lexical collocation namely Adjective + noun or Noun + noun and Verb (meaning eradication) + Noun.

2. The most dominant type of collocation used in the English textbook entitled *When English Ring's A Bell* for grade VIII students in MTs N 1 East Lampung published by Ministry of Education and Culture was the *adjective + noun* collocation as much as 107 collocations.
3. In using the collocations, there were some differences found in each type of text contained in English textbook entitled *When English Ring's A Bell*. The conversation text was the genre of text that mostly used lexical collocation with 67 collocations, the Adjective + Noun (L3) collocation was the larger used within. Then followed by the descriptive text with 51 lexical collocations, the *adjective + noun* collocations was the most dominant found in this genre of text. Then instruction text with 36 lexical collocation, the *verb (denoting creation) + noun* collocation was the most dominant found in this text. Then followed by recount and expression text with 23 and 11 lexical collocation, the *adjective + noun* collocations was the most dominant found in this both of text. And the last was functional text with 36 lexical collocations, same like recount text and expression this text used mostly *adjective + noun* collocation.

B. Suggestions

1. For the students who learn linguistics and who are interested in this collocation study should understand and know the differences on some type of collocations in order to avoid meaning shifting in translating the English language.

2. For the teachers, who used textbook as their learning material should choose the right and easy to understand textbook which contain many natural collocation types.
3. For researcher who interested in this study were suggested to enlarge their knowledge the types and the realization of collocation in the same or different object.

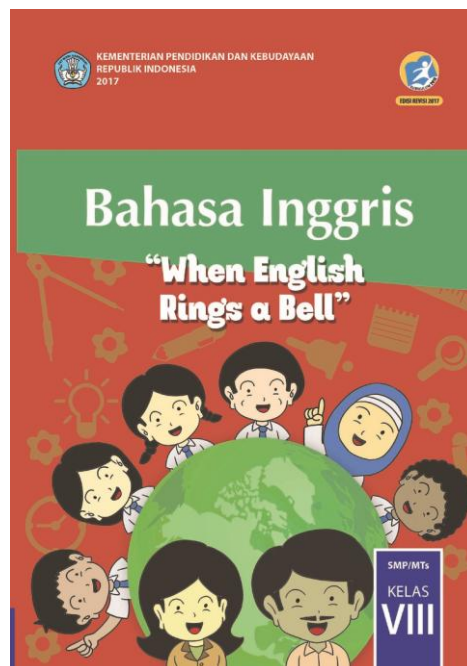
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APPENDIXES

A. DATA SOURCE



The Title : WHEN ENGLISH RINGS A BELL

Published : Ministry Of Education and Culture (2017)

B. OBSERVATION SHEET

In this research, the researcher will use observation activity. The researcher observation the types of Lexical Collocation in English textbook entitled When English Rings A Bell. In observations activity, the researcher will:

1. The first step, the writer prepares the data for analysis. For this step, the writer conduct to the English textbook entitled When English Rings A Bell published by Ministry of Education and Culture.
2. The second step, reading all the data. The writer read all collect data. The writer tries to understand the information convey.

3. The third step is coding process. After reading all data, the writer can make the some categories of the finding result. The categories involve inappropriate use of the discourse analysis. They were coded on the field note in each data. They are code into symbols, numbers and word forms.
4. The next step is describing the data. This description was the result of the coding process. In this step, the writer preferred to analyze by using Benson theory. Those English Lexical Collocation were classified in 7 types. Those were verb + noun collocation, verb meaning + noun collocation, adjective + noun collocation, noun + verb collocation, the unit that associated with a noun, adverb + adjective collocation, and verb + adverb collocation.
5. The fifth step, the writer conveys and generate the descriptive information of finding other analysis about the English Lexical Collocation result. The writer will analyze the English textbook entitled *When English Rings A Bell* and calculate the proportions (frequency and percentage) of the types of English Lexical Collocation and how many English Lexical Collocation found.

The formula below is used:³⁸

$$P = \frac{f}{n} \times 100\%$$

Note:

P= Percentage

f= Frequency of a type

n= Number of total

³⁸Allan G. Bluman, *Elementary Statistics: A Step by Step Approach*, (New York: McGraw Hill,2004), 74.

6. The last step is the interpretation the data. In this step, interpreting and explaining is needed to analyze the problems in understanding the types of English Lexical Collocation found.

The following is an example of English Lexical Collocation found in English textbook:

Conversation : (page 9)

What? I don't think so. Udin doesn't like *bright colours*.

Explanation: In the sentences "**bright colours**" is combination of adjective + noun. The word bright as a adjective and colours as noun.

Conversation: (page 10)

It's **very dirty**, Ma'am. Some people don't care.

Explanation: The phrasal verb *very dirty* consists of adverb and adjective. In this sentence, *very dirty* is adverb + adjective collocation because "very" is adverb and "dirty" is adjective.

Table

NO.	RESEARCH INSTRUMENT
1.	What were types of collocation used in English textbook for eight grade students in MTs N 1 East Lampung?
2.	What type of lexical collocation was the most dominantly used in English textbook for eight grade students in MTs N 1 East Lampung?
3.	How were the collocation used in English textbook for eight grade students in MTs N 1 East Lampung?
4.	What are the difficulties students to understand about lexical collocation in English textbook?
5.	How the teacher explains the lexical collocation material?

NO.	THE DIFFIULTIES FACED BY THE STUDENTS
1.	The students have low vocabulary
2.	The students have less Motivation
3.	The students need Time Consumiming

Types of Lexical Collocation Based on Benson et.al, (2010)

NO.	Types	Patterns
1.	L1	Verb (donating creation or activation)+ noun (pronoun or prep. phrase)
2.	L2	Verb (meaning eradication or nullification)+ noun

3.	L3	Adjective + noun
4.	L4	Noun + verb
5.	L5	Noun1 of noun2
6.	L6	Adjective + adverb/ adverb + adjective
7.	L7	Verb + adverb

Lexical Collocation Classification

NO.	COLLOCATION	TYPES OF LEXICAL COLLOCATION							TOTAL NUMBER
		L1	L2	L3	L4	L5	L6	L7	
1.	Very dirty						√		
2.	Go on	√							
3.	Immigration office					√			
4.	Bright colours			√					
5.	Take action	√							
6.	Already identified							√	
7.	General public			√					
8.	Massive irregularities						√		
9.	Anchor firmly							√	
10.	A bouquet of flowers					√			
11.	Bees buzz				√				
12.	Break a code		√						
13.	Dispel fear		√						

14.	Sound asleep						√		
	TOTAL NUMBER	2	2	2	1	2	3	2	Σ19


Note:

(√) Tick for each positive availability

The Result of Each Types of Lexical Collocation

NO.	TYPES OF COLLOCATION	TOTAL DATA	PERCENTAGE (%)
1.	L1	2	14, 3 %
2.	L2	2	14, 3 %
3.	L3	2	14, 3 %
4.	L4	1	7, 1 %
5.	L5	2	14, 3 %
6.	L6	3	21, 4 %
7.	L7	2	14, 3 %

We will play the roles of the students and the teachers in the conversations to get other people's attention.



Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Everybody, may I have your attention, please?

Yes, Ma'am.

Yes, Ma'am.

From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?


We will use English in our English class.

4 KELAS VIII SMP/MTs

Collecting Information

We will play the roles of the students and the teachers in the conversations to get other people's attention.

Here are what we will do. **First**, our teacher will ask what the teacher and the students in the conversations on page 4-7 say to get others' attention. We will listen to the questions carefully. **Second**, we will state what the teacher and the students say to get attention. **Finally**, in groups we will do the same activity. We will take turns asking and answering questions.



We will say the sentences loudly, clearly, and correctly.

8 KELAS VIII SMP/MTs

Observing & Asking Questions

Udin, what do you think of your classroom?

It's very dirty, Ma'am. Some people don't care.

Do you think he remembers the story he has to tell? He hasn't said a word.

I don't think so. I know he didn't prepare well.

Thank you, Lina. Your story is very interesting. I like it.

Thank you, Ma'am.

10 KLAS VIII SMP/MTs

Here are what we will do. Carefully to our teacher reading the conversation, carefully to our teacher reading the conversation after **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups, we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Udin, do you think Eco is angry with me?


I don't think so. Look, he's smiling.

Guys, I think Udin will like this notebook.

What? I don't think so. Udin doesn't like bright colours.

Bahasa Inggris / When English Rings a Bell

10 KLAS VIII SMP/MTs

 Observing & Asking Questions


- **Wina**
- Wina can do many things. She can read English stories. She can answer questions, but she cannot ask questions in English. She is also good at music. She can play the flute. She can sing, too. She can sing English songs and folk songs. She can swim and run, but she cannot play basketball. She does them regularly. She can fry eggs and bananas. She can cook rice, too.
- She has two hobbies. She can knit. She can also draw pictures.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

We just learned to give suggestions, what we should and should not do. Now we will learn to say what we must do and must not do, like rules and obligation.

Here are what we will do. **First**, we will listen carefully to our teacher reading the rules and obligations stated by Siti, Edo, Dayu, and Udin. **Second**, we will repeat the rules and obligations after him/her, sentence by sentence. **Then**, in groups we will say, not read, to each other all the rules and obligations stated by each student, like the example on page 42.

We will say the sentences loudly, clearly, and correctly.

 We **must** wear a uniform every day. From Monday to Thursday we **must** wear the batik shirt. The girls **must** wear a black skirt, and the boys **must** wear a pair of black pants. On Friday we **must** wear the Scout uniform. We **must** wear proper shoes. We **must not** wear sandals, a T-shirt, or a casual wear at any place and at any time **during** the school hours.

40 • KELAS VIII SMP/MTs

39

Associating

We **must not** be late to school. We **must** come on time to class and to the flag ceremony. If we are late, we **must** wait outside the gate. We **must not** come in until the security guard gives us permission. We **must** sign a paper before we come to class. If we cannot come on time for any reason, we **must** hand in a notice from our parents to the principal.

We can learn well if the classroom is clean and tidy. So, we **must** keep our classroom clean and tidy. We **must not** litter. We **must** put the garbage in the garbage bin. We **must not** write or draw anything on the desks and on the walls. We **must** sweep the floor and dust the teacher's desk and the shelf every day.

Bahasa Inggris / When English Rings a Bell

Observing & Asking Questions

Hello, good morning. This is Beni.

Oh, hi Beni. Good morning. How are you?

Fine. I just got your invitation card to your birthday party.

You are coming, aren't you?

Yes, I am. Thanks for inviting me.

Of course. You are one of my best friends. Don't forget to wear a T-shirt, ok?

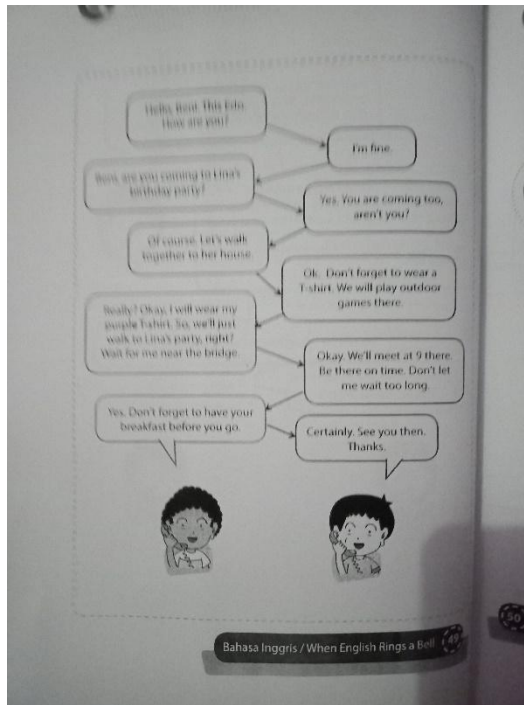
Are you sure we should wear a T-shirt to your party??

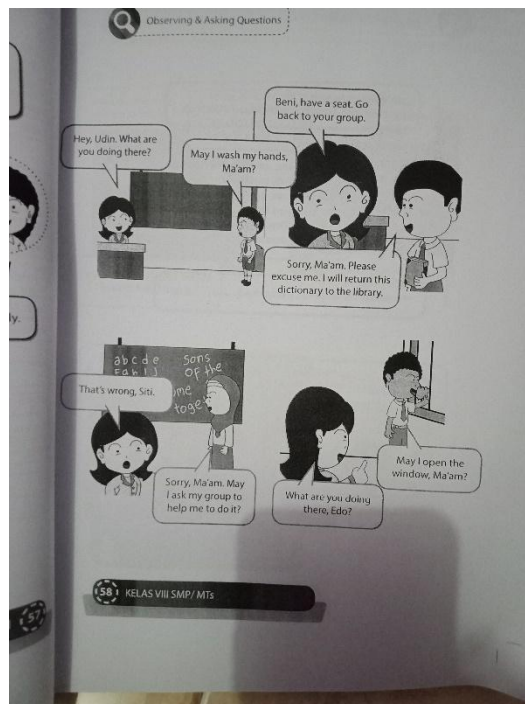
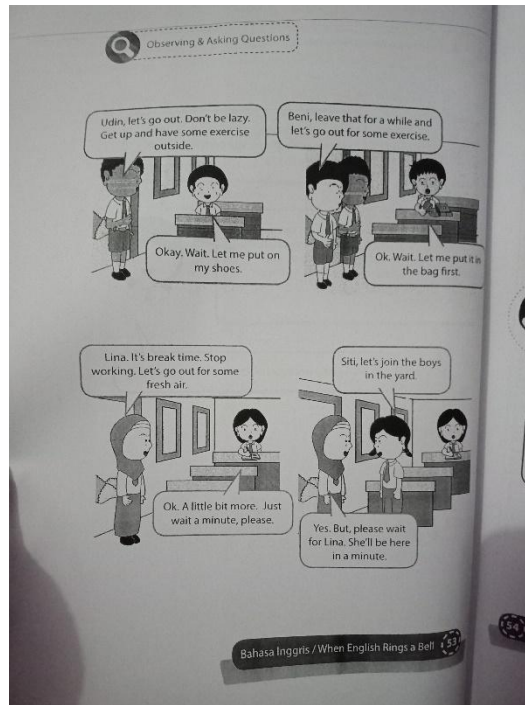
Yeah, There will be some outdoor games.

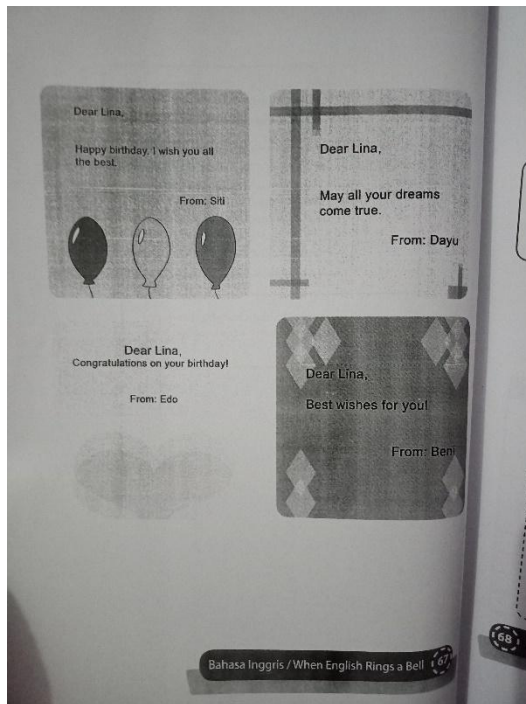
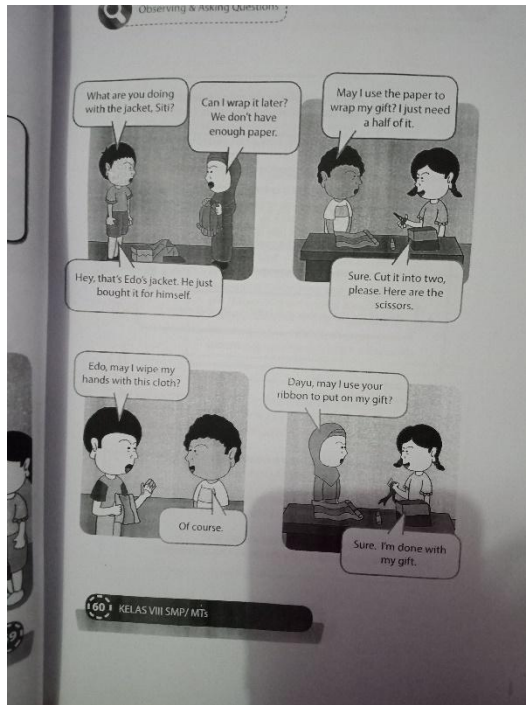
Wow, that must be fun. Okay. See you then.

Alright, see you soon!

Bahasa Inggris / When English Rings a Bell



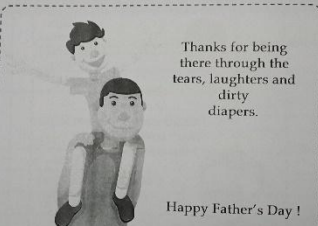




We will look closely into some other greeting cards.

Here are what we will do. **First**, we will listen carefully to our teacher reading the sentences on the greeting cards. **Second**, we will repeat the sentences after him/her. **Then**, we will copy them to our notebooks and apply different decoration.


We will say the sentences loudly, clearly, and correctly. We will spell the words and use the punctuation marks correctly.



Thanks for being there through the tears, laughters and dirty diapers.

Happy Father's Day !

68 KELAS VIII SMP/MTs



TO GANIAR,

CONGRATULATIONS FOR BEING THE FIRST WINNER OF THE NEWS READING CONTEST! I'M SO HAPPY FOR YOU!

YOUR FRIEND,
ZIFA


TO MY DEAR BEST FRIEND,

I'M SO SORRY FOR YOUR LOSS. YOUR GRANDMA WAS ONE OF THE NICEST WOMAN I'VE KNOWN. BEST PRAY FOR HER.

YOUR FRIEND

To Anas,

I heard you lost a tooth. Don't worry, you'll get the new one soon.



Your sister,
Anis

Bahasa Inggris / When English Rings a Bell

We will learn to describe things by stating what there are.

Here are what we will do. **First**, we will listen carefully to our teacher reading the descriptions by Siti, Edo, Lina, Beni, Udin, and Dayu. **Second**, we will repeat each description after him/her, sentence by sentence. **Then**, in groups we will say, not read, to each other all the descriptions about the conditions of the roads.

We will say the sentences loudly, clearly, and correctly.

The roads are very busy now, because there are many vehicles. There are also many pedestrians. There is little discipline on the road, but there are very few policemen around.

In big cities, there are many traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses, trucks, bicycles, motorcycles, and ~~taxi~~ ^{trucks}. Luckily, there are not many cars now.

Bahasa Inggris / When English Rings a Bell

Observing & Asking Questions

We will state the characters we have in this book. We will start with "There is/are ..." meaning 'ada' in Bahasa Indonesia.

Here are what we will do. **First**, we will listen carefully to our teacher reading the presentation. **Second**, we will repeat the description after him/her, sentence by sentence. **Then**, in groups we will learn to tell, not read, each other about the characters. **Finally**, we will describe what there are in the situation on the cover of this chapter.

We will say the sentences loudly, clearly, and correctly.

There are six characters in this book. There are three girls: Siti, Dayu, and Lina. There are three boys: Udin, Beni, and Edo. There is one girl with a head scarf, Siti. There is one girl with plaits, Dayu. There is one girl with loose hair, Lina. There is one boy with curly hair, Edo. There is one boy with straight hair, Udin. There is one boy with wavy hair, Beni.

176 | KELAS VIII SMP / MTs

There are different kinds of public transportation: buses, trains, *ojeks*, and *angkots*. There are some traditional transportation: *becaks*, *bentors*, *andong*s, or *delmans*.

Our roads are not safe now. There are many people who cross the roads, but there are many people who drive very fast. There is little care, so there is very much worry on our roads.

In big cities, there is much smoke from the vehicles. You can say, there is much air pollution. So, there are very few stars in the sky there. There are a lot more stars in small villages.

In many places, there are not many trees any more, so there is too much water during the rainy season, and too little water during the dry season.

178 | KELAS VIII SMP/MTs

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adapted from The Little Animal Encyclopedia)

Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.
(Adapted from The Little Animal Encyclopedia)

Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adapted from The Little Animal Encyclopedia)


Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adapted from The Little Animal Encyclopedia)

188 | KELAS VIII SMP/MTs

Collecting Information


There are many animals around us. We will find three different animals and describe them one by one.

Here are what we will do. **First**, we will study the given example about the rabbit. **Second**, in the group we will discuss and decide three animals to write about. We will find good pictures of the animals. **Third**, by using the table of analysis, we will plan what to write about the animals, one by one. We will put into each column a relevant piece of information about each animal. **Finally**, we will use the sentences in the table to make a good paragraph about each of the animals.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.


No	Animal	Habitat	Food	Activity	Characteristics
1	Rabbits	They live in burrows.	They eat carrots.	They hop.	- Rabbits are tame animals. - They have two long ears.
2					
3					




Rabbits are tame animals. They have two long ears. They eat carrots. They hop. They live in burrows.

90 KELAS VIII SMP/MTs


Observing & Asking Questions




They clean the animal's cages every morning.



They wash the animals everyday.



She takes care of sick animals regularly.



He regularly repairs the animals cages.

92 KELAS VIII SMP/MTs

Dayu, Lina, and Siti are never late to class. They walk to school, but they always get to school on time. They rarely take public transport. They look healthy and happy all the time.

They often speak English to each other, to their friends, and to the English teachers. They ask questions in English. They answer questions in English, too. Their English is very good.

There is nobody at home most of the day. Both my mother and my father go to work, and the children go to school. But we usually have breakfast and dinner together. We do not only eat, but we also talk, chat, and tell jokes.

Both my mom and my dad are very good cooks. My father often makes fried noodle and fried rice for breakfast, with lots of vegetable and egg or chicken. My sister and I make the table and clean the dishes after the meals.

Bahasa Inggris / When English Rings a Bell

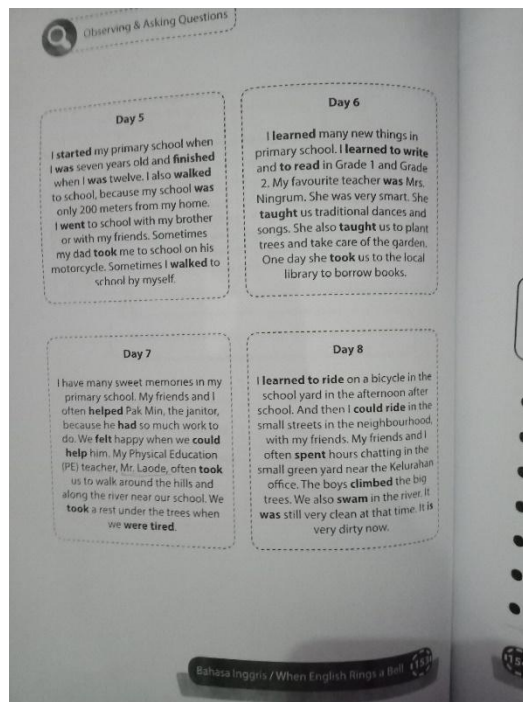
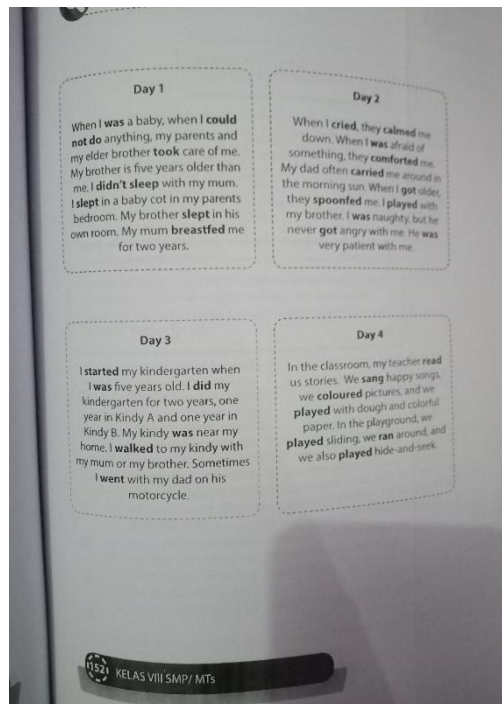
1. I like to sit on the bench under the tree. I think it is **more comfortable** there. It's shady and cool.


2. I like roses. They are **more beautiful** than other flowers.

3. I think Edo is a very good student. He's **more diligent** than any of us! He always gets good marks in all subjects.

4. I saw Mulu Kumbang on TV last night. I think the book is **more interesting** than the film.

KETAS VIII SMP/MTs



 Associating

Day 9

Now, here I am in this SMP. Last year I was in Grade VII, and now I am in Grade VIII. This school is two kilometers from my home. I **learned** many new things in Grade VIII. It was my first time to go to school on my bike. I **met** boys and girls from different parts of this town. I was very happy when I first **wore** my blue-and-white uniform.

Day 10


Last year was my first time to learn English. I **learned** to greet other people in English, to **introduce** myself in English, and to **ask** and **answer** questions in English. We also **learned** to **describe** our family, our friends, and our school in English. I **sang** my first English song. I also **read** my first English story.


Day 11

We **have** no helper, so my mum, my dad, my sister, and I **do** the chores ourselves. We **make** the bed. We **wash** and **iron** our clothes. We also **dust** the furniture. We **sweep** and **mop** the floor every day. I often **go** to the shop to **buy** sugar, soap, oil, salt, rice, vegetables, fruits, and so on.

Day 12

In the past only my mum **cooked** for us. Now, my brother and I often **cook** for the family. We **fry** eggs and make fried rice or noodles. When I **lost** something, everybody else **found** it for me. Now, when I **lose** something, I **find** it myself.


 KELAS VIII SMP/MTs


 We will say Edo's sentences in his presentation.

Here are what we will do. **First**, we will listen carefully to our teacher reading the presentation. **Second**, we will repeat the presentation after him/her, sentence by sentence.

We will say the sentences loudly, clearly, and correctly.

My brother, Rizal, and I made the garden benches after my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had an idea. We told Dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces, 25 cm in diameter, and 25 cm in height. After that, Rizal and I rubbed them with sandpaper to make them smooth. After that, we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days.



 KELAS VIII SMP/MTs



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac

SURAT TUGAS

Nomor: B-1822/In.28/D.1/TL.01/06/2021

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

Nama : **MUHAMAD NUR HALIM**
NPM : 1701070123
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Melaksanakan observasi/survey di MTs N 1 EAST LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ENGLISH LEXICAL COLLOCATION IN ENGLISH TEXTBOOK ENTITLED WHEN ENGLISH RINGS A BELL OF MTs N 1 EAST LAMPUNG".

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 tersebut.

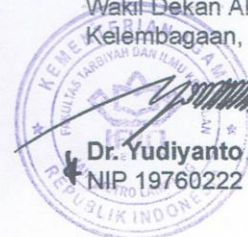
Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal : 04 Juni 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,


Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1823/In.28/D.1/TL.00/06/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTs N 1 EAST LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-1822/In.28/D.1/TL.01/06/2021, tanggal 04 Juni 2021 atas nama saudara:

Nama : **MUHAMAD NUR HALIM**
NPM : 1701070123
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs N 1 EAST LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ENGLISH LEXICAL COLLOCATION IN ENGLISH TEXTBOOK ENTITLED WHEN ENGLISH RINGS A BELL OF MTs N 1 EAST LAMPUNG".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Juni 2021
Wakil Dekan I,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
 Jalan KIHajar Dewantara 38B Banjarajo Kec.Batanghari
 Kode Pos 34181 Telp(0725) 7852539

SURAT IZIN RESEARCH

Nomor : B.230/MTs.08.01/PP.005/06/2021

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro, Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B.1825/In.28.1D.ITL.00/06/2021 Tanggal 04 Juni 2021 tentang **Izin Research** dengan ini Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur Memberikan izin Kepada :

Nama : **MUHAMAD NUR HALIM**
 NPM : 1701070123
 Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan **Research** di MTsN 1 Lampung Timur pada hari Senin Tanggal 21 Juni 2021 dengan judul "**An Analysis Of English Lexical Collocation In English Textbook Entitled When English Rings A Bell Of MTsN 1 East Lampung**"

Demikian Surat izin **Research** ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari, 19 Juni 2021
 Kepala

 U.D.I.N



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-592/in.28/S/U.1/OT.01/06/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Muhamad Nur Halim
NPM : 1701070123
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070123

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 25 Juni 2021
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP: 19750505 200112 1 002

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Muhamad Nur Halim

NPM : 1701070123

Fakultas : FTIK

Angkatan : 2017

Telah menyerahkan buku berjudul

"Teaching & Learning English Literature"

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Muhamad Nur Halim

NPM : 1701070123


Fakultas : FTIK

Angkatan : 2017

Telah menyerahkan buku berjudul

"Teaching & Learning English Literature"

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1502/In.28.1/J/TL.00/05/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
Trisna Dinillah Harya (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **MUHAMAD NUR HALIM**
NPM : 1701070123
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS OF ENGLISH LEXICAL COLLOCATION IN ENGLISH TEXTBOOK ENTITLED WHEN ENGLISH RINGS A BELL OF MTs N 1 EAST LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Muhamad Nur Halim
 NPM : 1701070123

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 26/2-2021		✓	Acc ch. I continue to ch. II.	
	Jum'at 5/3-2021		✓	Acc ch. III continue to ch. IV.	
	Selasa 9/3-2021.		✓	Acc ch. IV continue to 1st Advisor	

Mengetahui
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M. Pd
 NIDN. 19803511 200912 2 004



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FORMULIR KONSULTASI BIMBINGAN MAHASISWA
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 IAIN METRO

Nama : Muhamad Nur Halim
 NPM : 1701070123

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 21 / 2021 / 05		✓	- Revisi research instrument - Penulisan - Revisi tabel	
2.	Senin 24 / 2021 / 05		✓	ACC	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M. Pd
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Trisna Dinillah Harya, M. Pd
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Muhamad Nur Halim
NPM : 1701070123

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat. 25 Juni 2021		✓	Acc TPD Acc BAB 324.	

Mengetahui
Ketua Jurusan TBI

Andianto, M. Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Trisna Dinillah Harva, M. Pd
NIDN. 19803511 200912 2 004



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Muhamad Nur Halim
 NPM : 1701070123

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jum'at 12/3-2021	✓		Revisi CH. I Penulisan Footnote Prior Research min. 3	
2	Kamis 18/3-2021	✓		Revisi CH-II-III Penulisan Theory	
3	Jum'at 19/3-2021	✓		Ah Subhan	

Mengetahui
 Ketua Jurusan TBI

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Dosen Pembimbing I

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**FORMULIR KONSULTASI BIMBINGAN MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Muhamad Nur Halim
NPM : 1701070123

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 25 / 2021 / 05	✓		Am Wstuments	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing I

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



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Nama : Muhamad Nur Halim
 NPM : 1701070123

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 28 Juni 2021	✓		- Revisi Penulisan - Foot note - Tabel Types of Lexical collocation ditambah. - Tambah Kesimpulan Sementara	
2	Selasa, 29 Juni 2021	✓		- Buat tabel Diagram Lexical collocation - Lampirkan abstrak, Textbook yang diakhisis	
3	Rabu, 30-06-2021	✓			

Mengetahui
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Andianto, M. Pd.
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Dosen Pembimbing

Ahmad Subhan Roza, M. Pd.
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CURICULUM VITAE



The name of writer is Muhamad Nur Halim. He was born in Karanganyar Regency, Central Java, on July 06th 1998. He is the first son of Mr. Budi Hartono and Mrs. Siti Aminah. He has one young brother. His young brother name is is Ade Briyanda. He lives in Bandar Mataram, Central Lampung. He graduated from TK Aisyiyah Bustanul Athfal Jumantono in 2004. In 2010 he graduated from SD N Terbanggi Mulya, Central Lampung. In 2013 he graduated from SMP N 1 Bandar Mataram. Then, he continued his study to SMK Muhammadiyah 1 Bandar Mataram, Central Lampung and graduated in 2016. In 2017, he entered S1 English Education Program of States Institute for the Islamic Studies of Metro (IAIN Metro).