

# **AN ANALYSIS OF ENGLISH LEXICAL COLLOCATION IN TRANSACTIONAL SPEAKING OF ISLAMIC UNIVERSITY STUDENTS**

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## **ABSTRACT**

This study focused on the use of lexical collocations in transactional speaking skills of final year students majoring in English. This study aimed to determine the students ability in using lexical collocation and identify its type in their transactional speaking. The study conducted in Alauddin State Islamic University of Makassar. The subject of this study were the final year students of English Education Department. These students can be categorized as the intermediate learners of English because they took speaking lectures one to three. It was important for their collocational knowledge to be native-like. This study used a qualitative method. Researcher used interview as the data collection tool. Then, the researcher analysed the transcript of the interview. In analysing, researcher determined the collocation words and the types too, used Oxford online collocation dictionary to check whether the collocation were true or not. The findings showed that the students used English lexical collocations in their transactional speaking. Researcher found 179 English lexical collocations are used by the students. 81 of those collocations are correct. Researcher also found that they used four types from total 6 types (based on Benson&Ilson) of English lexical collocation which they tend to use the type 1 than the other types. The study therefore suggested that the teacher and students should more concerned about the collocational knowledge in this case lexical collocation.

**Keywords:** English Lexical Collocation, Transactional Speaking

## **INTRODUCTION**

Speaking is one of the important skills for students who learn English specifically for English Education Department students'. Students need to speak English with the lecturers and the other students to practice their spoken English. Therefore, they can speak fluently.

One of the ways to be native-like is learning about collocation. In speaking, most of the native-speakers use collocation. As Altuwaresh state that "researchers agree that

collocational knowledge is part of the native ‘speakers’ competence (McCarthy, 1990; Nesselhauf, 2003).” Therefore, based on Hammadi state that “...collocations have to be highlighted when teaching English as a foreign language because collocational input leads to improve students’ fluency ...,” the English learners will be easier to be native-like.

The previous researchers: Xiujuan Zhou (2016) found that most of the Chinese non-English major learners use the collocation have. They use low collocation types because they are affected by their mother tongue and overgeneralization. May Fan (2009) found Hong Kong ESL students have lower collocational competence than the native-speaker British students because the collocation indeed still problematic by the second learners. Here, the ESL are also affected by their mother tongue. Maria Moreno Jaen (2007) found that the ESL students have lower productive collocational competence than the receptive collocational competence. The researcher do the research using the corpus based – data provided by the Bank of English and the British National Corpus. Elahe Movahediyani Attar (2013) found that teaching the Iranian students about lexical collocation have positive effects and can increase students’ collocational knowledge on speaking. Suthatip Thongvitit and Narathip Thumawongsa (2017) found that noun + preposition and adjective + noun collocation (grammatical and lexical collocations) is used the most often by the Thai EFL writers from their abstract of their articles writing. There is the most often misused of the collocation, those are noun + preposition and verb + noun collocations (Grammatical and lexical collocations).

The important thing that the researcher underlined here was that most EFL students in any country, especially in Indonesia at the Department of English Education at the State Islamic University of Alauddin Makassar, made the same mistake in using collocations. Therefore, the researchers interested in analyzing about English Education Department students’ skills of using English lexical collocation in transactional speaking because researcher thought that speaking was more often used by students in daily life, in the formal or informal situation, and the first insight that people pay attention was their spoken English. More specific, the researcher looked for the English lexical collocation words they used in their transactional speaking then categorized those words into the types of it.

The last, researcher picked the wrong lexical collocation. After those steps, researcher analyzed and concluded how they used the English lexical collocation in their transactional speaking. The findings of this research might be used as a reference to take action to teach the students about lexical collocation to help students improve their vocabularies especially for speaking. Moreover, the lecturer can input lexical collocation material in their lesson plan as the part of the speaking subject or the other subject too that has relation with the skill of speaking.

Also, can be a reference for the next research that concerned about students' transactional speaking skills especially about the lexical collocation.

## **METHOD**

This research used qualitative. Qualitative research is a means to explore and understand the meaning described by individuals or groups of a social or human problem. The research process involves questions and procedures that arise, data is usually collected in a participant setting, data analysis is constructed inductively from specific themes to general themes, and the researcher makes interpretations of the meaning of the data (Creswell).

The subjects of this study were final year students of the English Education Department batch 2017 at Alauddin State Islamic University of Makassar. The respondent were consist of 20 students, more specifically they were consists of 19 women and 1 man. They were chosen by their lecture, that they had given the speaking one until three lectures and discourse analysis at their early semester. Therefore, they learnt about how to speak in English and discussed about collocation in discourse analysis lecture at previous. The researcher used interview consisted of 18 number to gain students spoken English to get their transactional speaking.

The researcher used open-ended questions in this interview. In the open ended-questions, the researcher varies some questions in the form of 5W/1H questions that allow the participants answer in free thought, suggestions, and detailed answer. As it was explained by Creswell "these interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants." The students' answer from the interview, then, it was transformed to transcript and researcher analyzed the lexical collocation words. An online collocation dictionary was also used to help researcher to determine the lexical collocation.

## **FINDINGS AND DISCUSSION**

The findings showed the students used lexical collocation in their transactional speaking. Then, below the lexical collocation words divided into each types that students used. The last, researcher identify the wrong collocation. The lexical collocation types were presented in tables to easier the reader seen the difference of each types and there were brief explanation below the tables.

### **English Lexical Collocation type 1 [Adjective+Noun]**

This type of collocation, many words of this lexical types were found in students

transactional speaking. As Zareian et.al (2015) conducted research about lexical collocation especially adjective plus noun types, there was a high frequency of this collocation types used by Iranian EFL learners. This is the same as the findings in this research, adjective plus noun types of collocation words are the highest amount than other types of lexical collocation.

#### **English Lexical Collocation type 2 [Verb+Noun]**

This type has less amount of the lexical collocation than the type one, adjective noun combination. In lined with this findings, Rasmatmur (2019) state that verb noun combination is more problematic for the English students than the adjective noun combination of the collocation.

#### **English Lexical Collocation type 5 [Verb+Adverb]**

There were some collocation words of the type 5, verb plus adverb. There were only three collocation in this type. There were headwords, those were 'job' and 'alone' that it included in verb lexical of words. In other side, the adverb lexical of words that matched with those verbs were 'apply or looking' and 'be.

#### **English Lexical Collocation type 6 [Noun+Noun]**

There were six lexical collocation this type where there were no same headwords of each collocation in their transactional speaking. This type of lexical collocation consisted of noun-noun combination which this combination helped the students to express about something such as matter or people when they spoke. In other hand, this lexical collocation words was also the part of vocabulary which Lessard (2013) stated that vocabulary included in language expression to state about everything.

From those lexical collocation, it were specified or categorized into six types. The sequence of the types of lexical collocation that students used in their transactional speaking from the higher amount of the words are, the first is the type 1 (adjective + noun), 41 lexical collocations, the second is type 2 (verb + noun), 27 lexical collocations, the third is the type 6 (noun + noun), 6 lexical collocations, forth is the type 5 (verb + adverb), 2 lexical collocations, the fifth is type 4 (adverb + adjective), 1 lexical collocations, while the type 3 (noun + verb) were not found. In other hand, the students were lack of lexical collocation.

Generally, the students have the same problem in using the collocation, they had intralingual problems that caused them to produce wrong collocations. Some problem about intralinguals such as overgeneralisation such as the word 'difficullest,' they overgeneralize to add '-est' at the end of the word 'difficult.'

Other intralingual problem, students did not follow the pattern of the collocation such as change one of a paired words (James), the words that build a collocation based on the rules of

lexical collocation. For instance, when someone wanted to say a house that it was need to pay first before someone can live at the house, the right collocation was 'rented house,' both of the words match each other, if one of the words was changed with the non-collocate words, it was no a collocation anymore.

There were various usage of lexical collocation by the students. Most of them had rich lexical collocation words at the type of adjective plus noun. That lexical collocation were used to explain or express when someone describing something. Where the second type was also almost reach the amount of the type one lexical collocation words that students used in their transactional speaking. While the other only a little usage, limited words, even there were no used of lexical type 3 at all. This meant that students have to learn more about lexical collocation that it can helped students have various and easy ways to express or to talk about everything especially in their transactional speaking.

## **CONCLUSION**

This study showed that it is important to teach about lexical collocation for the students. Beside students can express various ways for the various ideas with using lexical collocation, they also can be more native-like if they use it when speaking. Therefore, even there is still no complete or detail material about collocation taught to the students, the students can learn about it by themselves, because in this era 4.0 has sophisticated technology, there are many feature to learn from the internet from the technology. Other benefit of the collocation, by leaning collocation not only increase EFL/ESL learners' collocation competence, but it also improves students' oral fluency, listening comprehension, and reading speed.

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