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ABSTRACT

The purpose of this study was to investigate collocation in the classroom. Junior high schools were used for research purposes. The goals of this study were to (1) discover different types of collocation in students' writing. (2) Described the meaning of a collocation found in student writing. The research method used was qualitative. The subject was junior high school ninth grade, and the participants were 32 students from 9F. The data gathered served as a record for the students. There were 125 lexical collocations and 60 grammatical collocations discovered. Except for The GE7, all types of collocation were discovered. Furthermore, there are 10 conceptual meanings, 5 connotative meanings, 4 social meanings, 10 total meanings affective meanings, 1 reflected meaning, 24 collocative meanings, and 6 thematic meanings used in students' writing.

Keywords: Semantic, Writing, Collocation, Report Text

INTRODUCTION

Semantic is one of the branches of linguistic. Semantic comes from Greek, namely Sema and Semaino. Sema means sign and Semaino means to signify. Semantic is a study of meaning (Hurford Et al, 2007:1). Furthermore, Yule (2010:112) states that semantic represented with the aspect of the meaning in a language. Two theories that have mentioned agree that semantic is about meaning in a language. Geoffrey Leech defined seven types of meaning in his book "Semantics." There are conceptual meaning (logical, cognitive, denotative content), connotative meaning (what language refers to), social meaning (the social circumstance of language), affective meaning (the speaker's or writer's feeling or attitude), reflected meaning (association with another sense of the same expression), collocative meaning (association with words that appear in the context of another word), and thematic meaning are all possible (message is organized in terms of order and emphasis). To create a full meaning needs to link a word with another word. The combination of these words called collocation. Furthermore, the researcher also analyzes seven types of meaning by Geoffrey Leech.

Palmer identified the first concept of collocation in 1933. Palmer claims that collocation is a must-learn skill that can be learned as a whole rather than by uniting its component parts. Furthermore, Firth popularized collocation in 1957 and introduced it into the context of linguistics. According to Firth, a collocation is a combination of words that have fixed associations. Furthermore, collocation is a group of words that frequently occur together (Marks & Wooder, 2007:3). O'Dell and McCarthy (2017:4) provide another definition of collocation as "words that naturally associate and combine." Furthermore, the Cambridge online dictionary (2021) defines collocation as "the use of one word or phrase with another word or phrase." It is most commonly found in a sentence (Thesaurus online dictionary, 2021). As a result, collocation can be defined as a combination of words that frequently occur together and as a fixed association in a sentence.

Naturally, collocation is not logic because words cannot be freely combined, yet it recognizes them. Native speakers are likely to be baffled as to why they use it. It is reinforced by O'Dell and McCarthy (2017:6) that collocation is difficult for English learners. There is no obvious reason why it is referred to as "making a mistake" rather than "doing a mistake." whereas "do and make" both mean the same thing. In other words, "do" does not refer to a mistake; rather, "do" refers to homework, sports, or exercises. The only way to learn collocation is to remember it and try to use it on a daily basis. Collocation is more than just combining a verb with a noun. There are two major categories in linguistic study: lexis and grammar. This is to detect language patterns. According to Benson et al. (2010), there are two types of collocation: lexical and grammatical. Lexical collocation is made up of a verb, a noun, an adjective, and an adverb, whereas grammatical collocation includes a preposition. In general, lexical collocation is difficult to learn because it is not found in an English-English dictionary.

Many researchers have studied collocation. A previous study was entitled "An Analysis of The Use of Students' Writing" by Hamdi (2013) from the Student English Language Teaching Program of FBS UNP. In his study, he used verb + noun and adjective + noun and found that the use of collocation in college students was good to excellent. His research concluded that verb + noun was more difficult than adjective + noun.

Sylvia Ulitha and Priscilia Hutapea (2018) from the English Literature Program at the State University of Medan conducted a previous study titled "The Collocation of English Textbooks for Grade X in Senior High School". In her study, she looked at collocation in three different types of text in a textbook (narrative, recount, and descriptive). According to the findings of her study, the most common collocation was adjective + noun, and the most frequent collocation was in narrative text.

Abbas Kasraian and Bahram Pakfetrat (2017) from the Department of English Language, Islamic Azad University, Shiraz Branch, Iran, conducted a previous study titled "The Effect of Visually-Mediated Collocations on the Vocabulary Learning of Elementary EFL Learners". According to their findings, teachers prefer to learn new words using classical techniques rather than collocation. According to the findings of their study, teaching vocabulary through collocation was effective in helping learners remember new words.

The differences in analyzing collocation can be found in the third previous study. The first previous study reported on the use of collocation in college students, with good and excellent results. Furthermore, the second previous study found that the narrative text in a tenth grade textbook contained a high number of collocations. Furthermore, a third previous study found that collocation is more effective than classical techniques in teaching new words. Previous research involved college students, textbook students, and elementary students. As a result, the researcher is eager to examine the various types of collocation and collocation meaning found in students' writing.

There are seven different kinds of lexical collocation. The combination of verb (transitive) + noun/pronoun is the type of LC1 (prepositional phrase). "Come to an agreement" is an example of this combination. LC2 (verb meaning essentially eradication and (or nullification + noun) is the second type. "Reject an appeal" is an example of this combination. LC3 (adjective + noun or noun + noun) is the third type, as in "strong tea." LC4 (noun + verb) is the fourth type, and an example is "bomb exploded." The fifth type is LC5 (noun + of + noun), as in "a flower bouquet." LC6 (adverb + adjective) is the sixth type; an example is "deeply absorbed." The seventh type is LC7 (verb + adverb), as in "humbly apologize."

Meanwhile, grammatical elements include a dominant verb, a noun, an adjective, and a preposition (Benson et al., 2010). Grammatical collocation also employs the prepositions with, for, to, at, and by. Infinitive, clause, and gerund are also examples of grammatical

collocation. Meanwhile, grammatical elements include a dominant verb, a noun, an adjective, and a preposition (Benson et al., 2010). Grammatical collocation also employs ¹¹ prepositions with, for, to, at, and by. Infinitive, clause, and gerund are also examples of grammatical collocation. The first is GE1 (noun + preposition), as in "exception to." The second is GE2 (noun + to-infinitive), as in "a decision to do it."

In addition, the third type is GE3 (noun + that-clause), as in "made a promise that he would do." GE4 (preposition + noun) is the fourth type; an example is "by chance." GE5 (adjective + preposition) is the fifth type; an example is "love of children." The sixth type is GE6 (adjective + to-infinitive), as in "it is necessary to type the letter." GE7 (adjective + that-clause) is the seventh type; an example is "afraid that." The eighth type is GE8 (verb + to-infinitive), as in "they began to work."

Writing is more than just knowing how to construct a proper sentence. Every word in writing must have a meaning. In a nutshell, why is it called "take medicine" rather than "eat medicine"? A student of English as a foreign language must be familiar with collocations. Recognizing collocation in a paragraph or text necessitates knowledge of the pattern. In addition, O'Dell and McCarthy (2017) demonstrated how to locate collocations in a text. The simplest method is to use a dictionary to check for collocations. The dictionary can help you find more words that are related to the original collocation. Translation and equation are two examples of simultaneous collocates. As a result, pending is associated with the outcome, the results, and the response.

⁸ Faulien (2017) conducted research to learn about the use of collocation in argumentative essay writing. It was discovered that students' writing contained lexical and grammatical collocations. The results demonstrated ¹⁹ lexical collocations such as Verb + Preposition, Adverb + Adjective, Verb + Adverb, Verb + Noun, Noun + Noun, Adjective + Noun, and Adjective + Noun. Meanwhile, grammatical collocations such as noun + preposition, preposition + noun, and adjective + preposition were discovered. In student writing, the phrase "adjective + noun" was frequently used.

Malasari (2018) conducted another study ²⁵ it demonstrated the use of collocations in descriptive writing. In total, there were 25 grammatical collocations and 20 lexical collocations discovered. There were two incorrect grammatical collocations and seven incorrect lexical collocations as well. Grammatical collocation was frequently used by students in descriptive writing.

Based on the preceding research, different types of collocation have been discovered in various texts. In addition, Faulien (2017) used argumentative text, whereas Malasari (2018) used descriptive text. As a result, the researcher employs report text to conduct this study on collocation variations. However, we can still analyze the collocation's meaning. Larson (1984:110–113) mentioned some strategies for analyzing collocation meaning in the following: a) Collecting data, b) Sorting the collocates into the generic classes, c) Regrouping the contexts according to the collocates which belong to the same generic classes, d) Listing and labeling the senses of the word.

Larson also explained that a single lexical item can have multiple meanings. These are known as secondary meanings or secondary senses. A person learning a secondary language, in particular, may struggle to use words in a secondary sense. He also stated that the primary sense is much easier to grasp than the second sense. As a result, understanding the meaning is dependent on the context of a sentence.

LITERATURE REVIEW

Semantics is the study about how languages organize and express meanings. The use of language cannot be underestimated because the choice of words will bring out its meaning. In the level of school, semantic is not particularly taught. Whereas, semantics has a role important for EFL students in understanding about word meaning. Husain and Sajid (2017:43) said that unlike syntax, morphology, and phonology, semantic is unexplored time to time. They added that semantic was sometimes rejected and accepted by contemporary scholars. Yet, now day semantics has got its revitalization and more researchers needed to develop about semantic at school. There are a lot of journals that research about semantic. Nevertheless, in this thesis focus on semantic research at school.

Aswat (2019) researched about how the application learning of meaning relation at seventh grade. He used descriptive approach in his research. Observation and evaluation test was used to collect the data. The technique used an assessment rubric to determine success in implementing meaning relation learning. The indicator to determine success in his research if the students got a score of 70 and completeness reaches 70%. The result showed that there was improvement and could be seen in teacher assessment rubrics and students' evaluation test results. There were 24 assessment rubrics proved that 12 components were very good by the percentage of 50%, 7 components were good by the percentage of 29%, 3 components were quite good by the percentage of 12.5%, 2 components were poor by the percentage of 8.3%. Afterward in students' evaluation text showed 5 students got the range score of 100-95, 9 students got 90, 7 students got 70, and 3 students got 60. The percentage of success was 87.5%.

The study about meaning is something complicated because each person will be different in conveying meaning. A study was done by Lestari and Prabawa (2016), the research was about exposing the classification of meaning and describing the analysis of lexical meaning in wall magazine at SMP Negeri 1 Masaran. They used descriptive qualitative research and Circuit Appeals Distinguish in analyzing data. Source of data was wall magazines at school. The data collecting technique used documentation, refer to the methods, techniques involved refer to free conversation, and record. It was found 11 kind of meanings and 2 lexical meanings as follows: 21 narrow meanings, 22 broad meanings, 34 cognitive meanings, 21 connotative and emotive meanings, 16 referential meanings, 12 contraction meanings, 84 lexical and grammatical meanings, 8 proposition meanings, 6 central meanings, 11 pictorial meanings, 4 idiomatic meanings, 34 denotative meanings, and 26 connotative meanings.

Meaning will always be found in spoken and written language. A research was conducted by Agustina (2016), her research aimed to describe connotative and denotative meaning in students on news. Furthermore, she used technique library, role, and note as a data collecting technique. In her results showed that the first was found a lot of denotative meaning in students' news. The second result contained high connotation, friendly connotation, inappropriate connotation, unpleasant connotation, harsh connotation that have hyperbolic meaning, connotation with meaning down, and connotation with meaning up.

First study was about the application of meaning relation at school. Second study analyzed meaning found in wall magazine at school. Third study analyzed about denotative meaning and connotative meaning. The researcher is interested in analyzing the meaning of two or more words occur together.

Meaning is an important role to understand the communication because it is transmitted from person to person. It is contained in every words, phrases, clauses, and sentences. Therefore, a word certainly has a specific purpose because meaning has a wide perception depended on the sentence and how the people deliver it. Differences in

situation and condition can influence meaning. Therefore, meaning can be seen from the different views (Chaer, 2014:289). Meaning is difficult to understand and ambiguous issue in the theory of language. Leech (1974:9-23) explained in his book Semantic, The Study of Meaning, there were seven types of meaning; those were conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, and thematic meaning. Here are the explanations of meaning by Leech.

1) Conceptual Meaning

Leech states that conceptual meaning is also called denotative, the conceptual meaning in accordance with the concept without being tied of anything. For example, a word of "woman", it could be specified as

+ Human, - Male, + Adult. Another example, "boy", it could be + Human, + Male, - Adult

2) Connotative meaning

Connotative meaning arises from social, personal, and additional criteria imposed on a conceptual meaning. It is the communicative value an expression has by virtue of what it refers to. In other words, the connotative meaning is the meaning associated with certain conditions and situations. Connotative is relatively unstable. For example: Woman can be defined as + Human, - Male, + Adult, in connotative it can be meant of gregarious and subject to maternal instinct.

3) Social Meaning

Social meaning refers to the meaning that occurs in society and influenced by dialect, time, province, status, modality, and singularity. For example: steed is used for poetic, horse is general, nag is slang, and gee-gee is a baby language.

4) Affective Meaning

Affective meaning is the meaning to emotional. Feeling or emotion can be positive or negative depending on the use of word. Furthermore, tone of voice is also important to understand meaning. The listener and the reader may have feelings that can change when listening or reading words. For example: You're a vicious tyrant and a villainous reprobate, I hate you. It might hurt person's feeling. According to politeness, if we want to someone's be quite, it can be said I'm terribly sorry to interrupt, but I wonder if you would be so kind as to lower your voice a little.

5) Reflected Meaning

Reflected meaning refers to a word has more than one conceptual meaning. In a case, a word that is more widely recognized as dominant than other words even though with the same word. For example: The Comforter and The Holy Ghost. Non-religious means of comfort and ghost as warm and comforting while religious means the strengthener or supporter.

6) Collocative Meaning

Collocative meaning is the meaning used in a word that right with another words. This meaning also depends on the environment. Therefore, this is usually called as collocation. For example: pretty collocates with girl, boy, woman, flower, garden, color, and village. Meanwhile, handsome collocates with boy, man, car, vessel, overcoat, airliner, and typewriter.

7) Thematic Meaning

Thematic meaning is the meaning of words that arise due to the emphasis or focus on the conversation in a sentence or statement. Furthermore, it is how we place a word that can change meaning/value. For example: Mrs. Bessie Smith donated the first prize, it is as active voice. The first prize was donated by Mrs. Bessie, the passive voice. Active and passive have a different meaning.

Other types of meaning have been put forward by another researcher. Chaer (2014:289-296) explained that language is used in society, the meaning of language can vary from different point of view. Chaer (2014) divided meaning into 13 types.

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1) Lexical, grammatical, and contextual meaning

Lexical meaning is the meaning captured by the human senses. Chaer (2014:289) said lexical meaning is in lexeme even without any context. Example is a chicken, chicken means an animal that has two legs and can crow. Grammatical meaning is a new meaning because grammatical process such as application, reduplication, and composition. For example is student and students. Student is a singular noun and students are plural noun. Contextual meaning is a lexeme or word in one context. It refers to depend on the situation. For an example in learning math, student ask "How three multiple two ?". Student definitely answers twelve. Nevertheless, if we say three multiple two to a photographer, it will have a different meaning.

2) Referential and non referential meaning

Chaer (2014:291) explains that referential meaning is a word that has referential in the real world. The examples for referential meaning are horse, red, and picture. Meanwhile, non referential means word that has no reference in the word. The example of non referential meaning are and, or, and because.

3) Denotative and connotative meaning

Chaer (2014:293) said denotative meaning is the original meaning of a word. The example of denotative meaning is a word of "thin", it means a condition of person that smaller than normal size. Meanwhile, connotative meaning is another meaning added to the denotative meaning. For an example is a word of thin and slim. People would be happy if someone says that their body is slim. The connotation of slim is more positive than thin.

4) Conceptual and associative meaning

Conceptual meaning is like literal meaning and refers to denotative, lexical, and referential (Chaer, 2014:293). Furthermore, associative meaning is a lexeme that has relationship with something in the outside of the language. For an example of associative meaning is a jasmine. Jasmine can be associated with something pure or holy.

5) Word and term meaning

According to Chaer (2014:295) word has meaning, but the use of word meaning will be clear if it is in the context. We do not know yet the real meaning of fall until that word is in the context. Furthermore, term meaning has clear meaning even that is not in the context. Term meaning is used in certain scientific fields and activities. For example is hand and arm, in medical field it has different meaning.

6) Idiom and proverb meaning

Idiom is words that cannot be guessed lexically or grammatically. For example is an idiom of break a leg. It means good luck not breaking a leg. Furthermore, proverb is a meaning that still can be recognized. For example is Action speaks louder than words. it means do something is more important than speak only.

Leech divided meaning into seven types while Chaer also elaborated thirteen types of meaning. This research is limited and suited by the title. Hence, the researcher chooses seven types of meaning from Leech.

Collocation plays a role important to learn a language because it is one aspect of knowledge word. Benson et al (2010:XIII) said that student must learn about how words collocate with other word. Unfortunately, collocation is not explicitly learned in the school. Collocation helps students to increase their vocabulary. O'Dell and McCarthy (2017:6) said that as natural collocation cannot always be guessable and it makes

collocation difficult for foreign language learners. This knowledge is interested thing to be researched. Awareness of collocation is not an easy thing.

Research on collocation has been widely published and conducted. There is a lot of analysis on the topic of collocation. A study research came from Kuo (2009). In her research, there were 98 written samples from 49 participants to analyze qualitatively, quantitatively and erroneous collocation. Students are able to choose any topics to write the essay in four or five paragraphs. To identify the use of the collocation, Kuo used British National Corpus. Qualitatively, she analyzed two types of collocation Verb + Noun and Adjective + Noun.

From the two types were found the most mistake of type Verb + Noun collocation than Adjective + Noun. Quantitatively, as many as 346 collocations were found, 82.37% collocation accepted and 17.63% unaccepted. Furthermore, the erroneous of collocation found 17.63% was inappropriate; approximation was frequent found around 49.18% compared synonym error as many as 31.15% and negative transfer errors 19.67%. Kuo stated that students struggle to use the right collocation.

The difficulty of how combine words always found in arranging the sentence especially to foreign learner. A study was done by Yalmiadi (2016). In his research which was followed by 22 students to write descriptive text. In addition, the research by Yalmiadi aimed to find collocations used in descriptive writing, misused, and caused of collocation errors that occurred.

His research proved that the lexical collocation such as Verb [creation and or activation] + Noun (L1), Verb [eradiction and or nullification] + Noun (L2), Adjective + Noun (L3), Noun + Verb (L4), N1 + of + N2 (L5), Adverb + Adjective (L6), and Verb + Adverb (L7) were found in students' writing. (L1), (L3), (L4) were the most mistake found, while (L2), (L5), (L7) less found, and (L6) least found. Moreover, the causes of collocation errors were second language intervention, vocabulary, word translation, direct translation, disregard for rules, and limited knowledge.

Vocabulary is needed to raise knowledge of words in learning a language. Kasraian and Pakfetrat (2017), in their research were to investigate the effect of visually-mediated collocation in vocabulary learning. The participants were 60 of elementary students. They divided into two groups; it was experimental group and control group. In teaching vocabulary, collocation technique was used for the experimental group while classical technique was for control group. Both groups were given the same pre-test and post-test. As a summative evaluation, both groups were got the same multiple choice. The result was the group received the collocation technique had a better performance in vocabulary test than the group used classical technique.

Although collocation is not specifically taught in school but it is something interesting to do research. It is important to know how English used by L2 especially students in eleventh grade. Furthermore, to develop this research, the researcher wants to examine types and meaning of collocations found in students' writing.

Certain words regularly combine with certain other words in any language. According to Benson et al (2010:XIII) these groups of words are called recurrent combinations, fixed combinations, and collocations. The researcher will research about collocation. Furthermore, collocation can be combined by the types and free combination. Since the combination of words is not all available in offline dictionary. They divide collocation into two major types. Typically, lexical collocation consists of noun, adjective, verb, and adverb. Furthermore, many lexical collocations consist of verb and noun (Benson et al, 2010). Here is the table of lexical collocation.

RESEARCH METHOD

This research began in March 2020, but data collection took a long time due to the pandemic COVID-19 that prevented face-to-face meetings. Then there was distance learning, which meant that not all students had good cell phone signals. There were also other factors, such as semester break, pandemic-related holidays, and the school year. This study was conducted at SMPN 3 Madiun. This school was located at JL. Kartini 06 Madiun. It was fun to conduct research for Vocational High School students. There were five research design approaches. These included quantitative, qualitative, mixed-method, arts-based, and community-based participatory research (Leavy, 2017). The purpose of this study was to examine the type and meaning of collocation in student writing. As a result, the researcher employed a qualitative approach. To describe it in non-numerical language, qualitative research is based on phenomenology.

The purpose of this study was to examine the type and meaning of collocation in student writing. As a result, the researcher employed a qualitative approach. To describe it in non-numerical language, qualitative research is based on phenomenology. Informants, archives, documents, processed facts, and artifacts could all be used to gather data. The researcher used a document in this study. The documents were written by ninth-grade students at SMPN 3 Madiun..

According to Susanna et al. (2017), descriptive analysis was used to answer a factual question or describe a phenomenon. Furthermore, descriptive analysis revealed previously unknown phenomena or patterns in the data. As a result, this study described the use of collocation and collocation meaning in eleventh grade writing. Informants, archives, documents, processed facts, and artifacts could all be used to gather data. The researcher used a document in this study. The documents were written by ninth-grade students at SMPN 3 Madiun. According to Sugiyono (2020:101), descriptive qualitative research relied heavily on the researcher as the primary instrument. The researcher also selected a document containing the text of the students' reports.

The data for the study was gathered in order to answer the research question. The researcher chose Whatsapp as a medium to convey this research in order to collect data and information from the class. This was due to the pandemic COVID-19, which made face-to-face research impossible. The researcher made use of a document containing student writing. In qualitative terms, Creswell (2014) defined document analysis as the collection of public and private records, which could include newspapers, public documents, school documents, journals or diaries, formal students' work, collected emails, or electronic data.

In addition, the researcher used a class of 9F in this study. The students have gained knowledge of the report text. To complete this research, the researcher only needed to convey the topic of the report text to be written. Following the collection of data, the researcher examined the collocations and meanings contained in the students' writing one by one.

Manual coding of qualitative data was used to analyze the data from students' writing. Manual coding of qualitative data, according to Leavy (2017:151), can be done by hand or with computer-assisted software. The researcher would use a pencil to mark the collocations.

The researcher looked at two kinds of collocation (lexical and grammatical) as well as meaning. The researcher was collecting data, sorting collocates, regrouping collocates, listing and labeling the sense of the words while analyzing type and meaning (Larson, 1984:102–103). Furthermore, the total number of collocations would be displayed in a pie chart diagram. Furthermore, the researcher applied Geoffrey Leech's theory of associative meaning in determining types of meaning in collocations.

It was extremely difficult to collect data during the COVID-19 pandemic. As a result, before the researcher began the research, something needed to be prepared to ensure that the research went smoothly. The researcher approached an English teacher at SMPN 3 Madiun

and requested permission to conduct research. Furthermore, the researcher received a letter of permission from the institution. The curriculum director assigned the 9F class to conduct the research.

The schedule and materials have been modified by the researcher. Following that, the researcher used Google meet as a medium to communicate with all of the students. The students then requested that they write the report text. Their papers were delivered to the researcher via the Whatsapp application. The researcher printed out the students' papers and began analyzing the collocation.

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RESULT AND DISCUSSION

The goals of this study are to examine lexical and grammatical collocation in students' report writing. Furthermore, the researcher examines the various types of meaning. The researcher enrolled in the 9F class at SMPN 3 Madiun, which had 32 students. Furthermore, because the students were learning report text, the researcher used report text. The process of locating collocation is complicated. Nonetheless, it is still detectable by the senses. Some words may be possible as word combinations even if they are not. Some collocations are based on the dictionary, the pattern, and the sense of the word because they are not always found in the dictionary.

There are a total of 191 collocations discovered, which are divided into 125 lexical and 60 grammatical collocations. It is described as follows: LC1 has 14 data, LC2 has 21 data, LC3 has 66 data, LC4 has 1 datum, LC5 has 7 data, LC6 has 8 data, and LC7 has 4 data. Furthermore, GE1 is a 15-data type, GE2 is a 1-data type, G3 is a 14-data type, G4 is a 21-data type, GE5 is an 8-data type, GE6 is a 2-data type, GE7 is a 0-data type, and GE8 is a 4-data type.

Yalmiadi (2016) conducted research to determine the use of lexical collocation in descriptive writing. His findings revealed that all types of lexical collocation were discovered, with LC3 being the most commonly used. This is similar to how LC3 is frequently used in writing. Furthermore, Hamdi (2013) discovered that adjective + noun is easier to use than verb + noun in a study comparing the use types of verb + noun and adjective + noun. It demonstrated that the type of LC3 (adjective + noun) appears frequently in students' writing.

Furthermore, in analyzing meaning, the researcher employs Geoffrey Leech's theory and types. Denotative and cognitive meaning are other terms for conceptual meaning. Without referring to it, Leech (1981) stated that conceptual meaning is a part of language. "They can be classified into various groups of animals from a taxonomic, morphological, and ecological part of new," writes Student 1. The phrase "group of" literally means "a group of things." Furthermore, student 2 writes, "Social media can be divided into several major categories." "Grouped into" literally means "taken in the same place." As a result, using "grouped into" in that context makes sense. Furthermore, student 6 writes, "The light that is rising in the pole is Aurora." The phrase "in the pole" has no effect on the context.

Connotative meaning can affect denotative or conceptual meaning, but denotative meaning cannot. According to Leech (1981), connotative meaning is what is communicated by language's reference to something. Contextual meaning encompasses not just physical traits but also psychological, historical, and social ones. "Durian is the king of fruits," writes Student 5. The term "king" has a connotative sense rather than a literal one of a male ruler of a kingdom. The word "king" in the statement corresponds to the sense of "the best fruit." In addition, student 14 writes, "Rose is a symbol of the queen of the flower." The term "queen" refers to woman the female ruler of an independent state. It is forming a connotative meaning that rose is the best among other flowers.

24 Social meaning, it explains about the period, field, and status. According Leech (1974) social meaning means what is communicated of the social circumstances of language use. Student 8 writes a sentence "The most serious symptoms are shortness of breath, chest pain, loss of ability to speak or move". The word "chest pain" is considered as social meaning associated with the sense of medical area.

Affective 21 meaning is the emotional aspect to a particular word. According to Leech (1981) said that affective meaning means what is communicated of the feelings and the attitudes of the speaker/writer. Student 8 writes a sentence "Don't forget to always bring a hand sanitizer" in writing report text about Corona Virus. The phrase of "don't forget to always bring" that the student 9 gives an attention to the reader. In this time, we face pandemic of covid 19 and either take care of each other. Student 11 writes a sentence "Rainbows have some very beautiful colors for everyone to enjoy" in writing text about Rainbow. The phrase of "very beautiful" influences the feeling of people when they see a rainbow in the sky.

A 10 single word or phrase that is associated with more than one sense or meaning is said to have reflected meaning. What is communicated through association with another sense with the same expression is referred to as reflected meaning (Leech, 1981). Student 7 writes a sentence "We have to be more careful and take a longer time in. the term of "take a longer time" has a same meaning with "need a lot of time", it delivers so much powerful than "need a lot of time". However, it is the new sense with the same expression. Co locative describes words that appear together in common use. Leech (1981) defines co locative meaning as "what is communicated through association with words that tend to occur in the environment of another word." Student 2 writes a sentence "If we can take advantage of social media". Take advantage is used by people in expressing something to use an opportunity. Furthermore, student 15 writes a sentence "Children sometime forget to do homework". Based on how the use of native speaker or environment, a word of "do" collocates with homework.

Thematic significance, according to Leech (1981), thematic meaning is what is communicated by the order and emphasis of the message. Student 14 writes a sentence of "It is sign of love and affection" in the phrase sign of" refers to communicate in the corresponding message to focus on emphasis. This sentence indicates that something has good things such as love and affection.

In analyzing the use of collocation meaning, it is found 100 conceptual meanings, 5 connotative meanings, 4 social meanings, 11 affective meanings, 1 reflected meaning, 24 collocative meanings, and 5 thematic meanings. This research, the researcher analyzes collocative 30 meaning. Then, a research by Syafitri & Marlinton (2018) they analyze 23 meaning of figurative language in Edgar Allan Poe's poem. In their research found 42 connotative meanings, 30 social meanings, 16 reflected and 8 collocative meanings.

Furthermore, a research by Lesmana (20 32) in analyzing semantic analysis on online cosmetic advertisement from 15 data found conceptual meaning, connotative meaning, stylistic meaning, affective meaning, and collocative meaning. Moreover, a research by Kartini (2014), she analyzed meaning in Danielle Steels's Novel "Big Girl". From her research, it is found there are five kinds of associative meaning found in the novel. There are 9 connotative meaning, 8 stylistic meaning, 12 reflected meaning, 5 affective meaning, and 6 collocative meaning.

CONCLUSION

8 This research is designed to analyze types of collocation and collocation meaning used by students' in writing report text. Bas 17 on the result, it is found the type of lexical collocation such as LC1 (verb + prep), LC2 (verb + noun), LC3 (adjective + noun or noun +

noun), LC4 (noun + verb), LC5 (noun (u¹³) + of + noun), LC6 (adverb + adjective), and LC7 (verb + adverb). Moreover, the use of grammatical collocation found GE1 (Noun + Preposition), GE2 (Noun + to-infinitive), GE3 (Noun + that-clause), G4 (Preposition + Noun), GE5 (Adjective + Preposition), GE6 (Adjective + to-infinitive) and GE8 (Verb + to-infinitive). ³

Furthermore, in analyzing the use of collocations meaning is found seven meaning there are conceptual meaning, connotative meanings, social meaning, affective meaning, reflected meaning, collocative meaning, and thematic meaning.

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