

**ANALYSIS OF COLLOCATION ON PERSUASIVE TEXT BY STUDENTS  
OF SENIOR HIGH SCHOOL AT SMA YAPIP MAKASSAR  
SUNGGUMINASA**

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**ABSTRACT**

*This research aimed to find out how to identify collocation on persuasive text and the difficulties of students to identify collocation. This research used a descriptive qualitative method. The research can apply a qualitative method that used to analyzed and identify the collocation words on persuasive text. The research used purposive sampling technique as the technique for selecting sample, the instrument which was used to collect the data was test. The Sample of the research was twelve grade student SMA Yapip Makassar Sungguminasa consist of science and social class. The researcher took one classes is class IPA 1, the total number of subject is 25 students. The result of the student analyzed collocation (do, make, have, get and go) by reading persuasive text. Based on the findings and the discussion it shown the students identify collocation word (do, make have, get and go) by reading persuasive text in analyzed the words with the right answer and the students got 42 mean score by identify collocation and the most frequent of students difficulties analyzed collocation words is get and have, go and have.*

**Keywords:** *analyzed, collocation, persuasive text*

**ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui cara mengidentifikasi kolokasi pada teks persuasif dan kesulitan siswa dalam mengidentifikasi kolokasi. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini dapat menerapkan metode kualitatif yang digunakan untuk menganalisis dan mengidentifikasi kata-kata kolokasi pada teks persuasif. Penelitian ini menggunakan teknik purposive sampling sebagai teknik pemilihan sampel, instrumen yang digunakan untuk mengumpulkan data adalah tes. Sampel penelitian ini adalah siswa kelas XII SMA Yapip Makassar Sungguminasa yang terdiri dari kelas IPA dan IPS. Peneliti mengambil satu kelas yaitu kelas IPA 1, jumlah mata pelajaran sebanyak 25 siswa. Hasil siswa menganalisis kolokasi (do, make, have, get and go) dengan membaca teks persuasif. Berdasarkan temuan dan diskusi menunjukkan siswa mengidentifikasi kata kolokasi (lakukan, buat, dapatkan dan pergi) dengan membaca teks persuasif dalam menganalisis kata-kata dengan jawaban yang benar dan siswa mendapat skor rata-rata 42 dengan mengidentifikasi kolokasi dan yang paling sering kesulitan siswa menganalisis kata kolokasi adalah get and have, go and have.*

**Kata kunci:** *dianalisis, kolokasi, teks persuasif*

## **Introduction**

Aggraini (2013) Grammar is one of the most important aspects of learning language because we can arrange a sentence correctly by using English grammar rules and patterns. Therefore, English teacher must pay great attention to the students in teaching grammar. Some students are still confused in studying English grammar use, especially in arranging appropriate words combinations. In the aspect of language, we call it collocation.

Collocation is relationship between two or more words, it is combination or collocates with each other words to form other collocation like verb and noun or noun and adjective, noun and noun etc. for example take a picture, keep a promise, strong tea, read book, do the work, Take care. Transferred by combining words (e.g give, put, keep, get, have, set, take and so forth) For instance, one of the verbs, “have”, collocates with nouns which indicate several common activities, such as meals: “breakfast”, “dinner” and “tea”; or talking: “a chat”, “an argument” and “a conversation”; or relaxation: “a break”, “a holiday” and “a day off” (Willis and Wright, 1995).

Student have problem how to useful and express their thoughts by using their own words in English. They usually learn the meaning of singles words. But words are seldom used alone and the way combine with other Words. Many different word combinations are possible, but some are much more probable than others. So often that when you see one word, you strongly expect that the other word may be there too.

Teaching collocation is essential for teacher who teach English the technique help learners develop learning and understand passage. Student who approach their collocation knowledge. There are literally hundreds of thousands of collocations in the English language. Less linguistic comprehension also makes the student the difficulties understanding the words. These impact in learning process and student will get wrong learning process.

### **a. The Definition of Collocation**

Lewis (1997) Collocations are those combinations of words which occur naturally with greater than random frequency. Collocations co-occur, but not all words which co-occur are collocations.

Bentivogli & Pianta (2003) Collocations are a combination of two or more words that fall in the middle between idioms and free word combinations allowing a limited degree of substitution of their lexical components.

According Vasiljevic (2008) said collocation is another activity that can be used to review the words that the students encountered in the class materials and to consolidate their collocation knowledge. The teacher reads a list of associates that the learners should be familiar with and the student need to identify the target word.

Larson (1998) has referred to the meaning of the word “collocate” as “to put side by side” He has also maintained that words may collocate with each other in different ways across languages.

From definitions above it can be concluded that the meaning of collocation is a combination of words that is used in a sentence. To make a combination, we can combine the words based on the type of the collocation. Such as verb + noun, noun + noun, adverb + verb and etc. Moreover, these combinations do not make a new meaning because the meaning is constructed from each of word. Collocation is not only a necessary element of language but also an outstanding feature that makes language specific and correct.

#### **Examples of collocations thus defined are:**

- Adjective + noun: “pleasant surprise”
- Adverb + verb: “thoroughly enjoy”,
- adverb + adjective: “completely satisfied”
- adjective + noun: “excruciating pain”
- noun + noun: “a bunch of roses”
- verb + noun: “commit suicide”

## **b. Classification of Collocation**

Hill (2000) categorizes collocations as follows:

1. Unique collocations

These refer to collocations which are fixed and cannot be replaced by any other words, such as *to foot the bill*, *to foot the invoice*, or *to foot the coffee* is obviously wrong.

2. Strong collocations

These collocations are strong or very strong but not unique. Usually, strong collocations have few other possible collocates. For example, *moved to tears* or *reduced to tears*.

3. Weak collocations

This kind of collocation consists of a number of word co-occurrences and can be easily guessed, such as *a white shirt*, *a red shirt*, *agreen shirt*, *a long shirt*, *a small shirt*, etc.

4. Medium- strength collocations

These collocations are of the same meaning as suggested by Lewis (2000). They can sometimes be weak collocations such as *to hold a conversation* and *to make a mistake*. Normally learners already know each individual word such as *to hold* and *a conversation* but they are able to use as a single item or as a collocation.

Meanwhile, Lewis (2000) classifies collocations as follows:

1. Strong collocations: These refer to collocations that have a very limited number of collocates. Most collocates are fixed, for example, *rancid butter* or *rancid oil*.
2. Weak collocations: these refer to collocations that have a wide variety of collocates; for example, many things can be *long or short*, *cheap or expensive*, *good or bad*.
3. Medium-strength collocations: these are words that always go together more frequently than weak collocations. Some examples are *hold a meeting*, *carry out a study*, etc.

### **c. Definition of persuasive text**

Persuasive text is a text type of nonfiction, the author express their personal opinions and use fact to convince the reader to agree with them. Unfortunately some people approach persuasive texts as if they are informative, which means they may be tempted to accept the context as true when it is actually just someone opinion.

Toulmin (1958) Persuasion or the art of rhetoric is about encouraging individuals to examine a concept or subject more closely or from a different perspective. It involves looking at the evidence that supports or refutes claims and critically weighing those arguments.

While they are often be used to inform readers, persuasive text can also be used to entertain or sway an audience. Think about commercials or advertisement that use gimmicks and silly slogans so you will be convinced you must buy their product

### **b. Types of persuasive text**

Persuasive text come in many different types:

- Newspaper
- essays
- Letters
- advertisement
- magazine
- Speeches
- Book blurbs
- Monologues

Grace (2012)

## **Method**

The researcher used Qualitative descriptive method. It was used to describe the Students in identifying collocation words in persuasive text. This research design to analyzed and identify the collocation words on persuasive text.

## Variable

The variable of this research were two kinds is independent and dependent variables. Independent variable is students identify collocation on persuasive text, dependent variable the difficulties students to identify collocation.

## Procedure of collecting data

The test is collecting data is important thing in this research that could determine the result of the research. The step can be seen as follows:

1. The researcher asked permission to the administration staff that wanted to conduct a research
2. The researcher met the English teacher
3. The researcher came into class and explanations the purpose of the research. The researcher gave piece of paper for students and asked students to read the text in the form of fill the blank on persuasive text after that student which found a word in the table and matching the right words on the text.

## Findings and Discussion

### 1. The Collocation Identified By Students on The Persuasive Text

The findings of this research deal with the students' analyzed collocation in persuasive text, the classification score, the frequency and the rate percentage of students' scores that can be seen clearly based on the following table:

**Table 1 : Main score of the students result analyzed collocation**

Sample	$\sum x$	Mean score
25		42

**Table 2: Data analysis of students' identifying collocation on persuasive text**

Classification	Scores	Frequency	Percentage

Excellent	81 – 100	2	8%
Good	61 – 80	4	16%
Mediocre	41 – 60	11	44%
Poor	21 – 40	5	20%
Very poor	0 – 20	3	12%
<b>Total</b>		<b>25</b>	<b>100%</b>

The table above showed that the students score after identifying collocation words in persuasive text. It showed that the highest classification score which was gotten by the Student were 81-100 which categorized as excellent. There were 2 students that got excellent score meant that 8% of the total samples. Classification score was 61-80 the table above showed that 4 students from the total samples got good score. There were 11 students that got 41-60 score which categorized mediocre. It was about 5 students got 21-40 score which could be categorized as poor score. There were 3 students which categorized as very poor which score is 0-20. So, the data showed the highest percentage was 44% it was about 11 students' from 25 students, and they gained 41-60 score categorized as mediocre score

## 2. The Difficulties Faced by Student

**Table 3: The Most Frequent of Students Difficulties Analyzed Words in Collocation**

No	Collocation
1	Get and Have
2	Go and Have

Based on the table concluded that the most frequent of students difficulties analyzed words in collocation is “get and have” and “go and have”. The researcher found out they are sometimes difficult to distinguish the word “have” where the words has often replaced with “get” according test the students write “get a meal” instead “have a meal”. The next is word “go and “have” students often make mistakes on the words “have” where

the word is replaced “go” according test who student write “go no energy” in the right answer is “have no energy”.

### Conclusion

1. Students identify collocation (do, make, have, get and go) by reading persuasive text. To identify students were analyzed the words and choose with the right answer of the text and after student identify had a mediocre score indicated 42 mean score by identify collocation.
2. The students difficulties identify collocation is difficult to distiguish words (*get and have*) and (*go and have*) they replace of words “have” to be “get” who students write “get a meal” instead “*have meal*” and “go” and then replace “have” to be “go” example “go no energy” instead “*have no energy*”. So many factors it such as make a negative transfer on their mother tongue and often they struggle with acuring and using collocation in different context, and the lack of vocabulary.

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