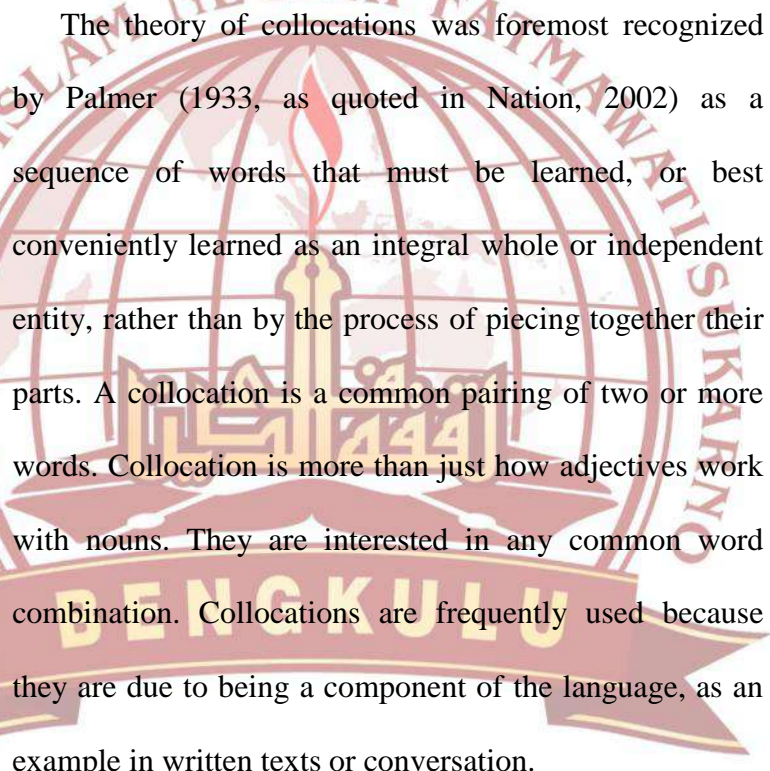


CHAPTER II

REVIEW OF RELATED LITERATURE

A. Collocation

1. Definition of Collocation



The theory of collocations was foremost recognized by Palmer (1933, as quoted in Nation, 2002) as a sequence of words that must be learned, or best conveniently learned as an integral whole or independent entity, rather than by the process of piecing together their parts. A collocation is a common pairing of two or more words. Collocation is more than just how adjectives work with nouns. They are interested in any common word combination. Collocations are frequently used because they are due to being a component of the language, as an example in written texts or conversation.

Collocation, according to (Thao et al., 2021), is the link connecting the possibility of two and more words appearing. In opposed to the relationship of significance in antonyms, hyponyms and synonyms, the feasibility of a

single word appearing with that other is indicated by collocation. Furthermore, Qader (2018) define a collocation as in which several single semantic unit is indicated by many lexical units that appear together. Yule, (2017) said that collocation is a cluster of words which appear mutually.

Collocation has a crucial role in the English language learning process. It is needed to be learned by the students in Indonesia because they can distinguish the word combinations suitable for a phrase. Lewis (2000) mentioned that by learning collocation, the students can increase their vocabulary knowledge and be reactivate in the half-known words in the form of word combinations.

Collocation use and other formulatic use of language are vital in daily communication since it reflects the natural production of the language. Therefore, the teaching and learning of collocation are also necessary for the mastery of English Ikmi (2021). Yule (2017) says that collocation is a cluster of words which appear mutually. Lewis (2000)

mentioned that “by learning collocation, the students can increase their vocabulary knowledge and be reactivate in the half-known words in the form of word combinations.

From the definition above, it can be conclude that collocations is a word that are incorporated into one unit, where each incorporated word has its own characteristics and collocation type, collocation is the group of words and used together.

2. Types of Collocation

Collocation, as defined by (Benson et al., 1997), according to their dictionary, collocations are classified into two primary categories: lexical collocations and grammatical collocations.

a. Grammatial collocation

A grammatial collocation is a phrase made up of a dominant word (noun, adjective, verb) and then lexical structure (infinitive or clause) or a preposition. The following are the seven main groups of

grammatical collocations. Listed below are the seven major group types.

Noun + preposition

Noun + to infinitive

Noun + that clause

Preposition + noun

Adjective + preposition

Adjective + to infinitive

Adjective + that clause

b. Lexical Collocation

Lexical collocation, as defined by (Benson et al., 1997), Lexical collocations are phrases that without prepositions, infinitives, or clauses in lexical collocations. The previously mentioned types were not mentioned in this lexical collocation types. Adjectives, nouns, adverbs and verbs are common lexical collocations in a phrase. There are seven major groups of lexical collocations. Here are the seven major groups that make up the whole. (Benson et al., 1997)

Verb (transitive) + noun/ pronoun (or prepositional phrase)

Verb + noun

Adjective + noun

Noun + verb

Noun (unit) + of + noun

Adverb + adjective

Verb + Adverb

B. Textbook

1. Definition of Textbook

A textbook is an educational tool developed for teaching English as a subject in schools for particular classes of students in a particular context, such as a specialised educational context within a country. As describe by (Tarigan in Ranti 2019), textbooks are books of lesson in certain field of study as standard book arranged by the experts of field for instructional purposes, compiled with compatible teaching media that easy to

understand by the users in school or college. A textbook is a collection of materials used to demonstrate English as a subject in a general academic context, as opposed to a group of resources that used teach English as a subject in a specialized academic setting.

Book, according to Nunan (1995), are intended for a generalist target group for use in English or non-English speaking nations, rather than for a specific group of people. Book is a major sources for students' learning Rizal (2021). Longman (1978) defines textbook as a standard book for the study of a particular subject especially used in school. A textbook is commonly regarded as a teaching aid. It is just one of many possible study material because that helps teachers and students achieve their learning goals. It was used if it outperformed any of the other available instructional resources. Teachers discover important advantages in the textbook which must be learned. It commonly compresses a sizable quantity of information that was previously linked to a

specific course. Since every student has a duplicate of the text, it can be used as a shared resource.

From the definitions above, the researcher concludes that textbook is a lesson book in specific subject that used in school. It still greatly used in most schools in Indonesia. Thus, analyzing the textbook is necessary and useful for selecting the most appropriate textbooks for students.

2. The Important Role of Textbook in Classroom

Because it deals with the content that's going to be supplied to the students, the textbook has a significant function in the learning-teaching process. According to (Cunningsworth in Munir et al., 2021) emphasized the role of textbook resources in language teaching. Some

examples are as follows:

- a. A resource for presentation guide contains alike written communication and spoken.
- b. A resource for learning activities and interpersonal communication

- c. A student grammar, vocabulary, and pronunciation guide.
- d. A source of classroom inspiration and activity ideas.
- e. A course description (where they reflect learning objectives that have already been determined).
- f. Support for inexperienced teachers who are still gaining confidence.

According to (O'Neill in Rokhsari ,2022) a textbook is a book that is destined to be used in the teaching process. Recognizing the centrality of textbooks, a lot of experts have conducted studies on their relevance and importance. Textbooks are also used as an adjunct to classroom instruction.

3. The Function of Textbook

A textbook has many functions. According to (Thomson in Oktaviana (2022) the textbook has functions as follows:

a. Individualization of Instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to limit extent, according to what they are interested in studying.

b. Organizational Instruction

A textbook helps students to organize instruction by providing experience, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts they build upon what has preceded.

c. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems. It ensures that students' cognitive activity grows, which is required for knowledge to be digested. Even if a textbook contains excellent scientific material, this may not be

completely encapsulated if the learner appears to lack active ways to interact with it. According to (Tyurina in Oktaviana 2022), the textbook should provide for relatively limited teacher involvement in students' learning processes; guarantee that learners exist independently on the acquisition of knowledge and integration in order to function as an independent entity learning tool; and provide for students' independent work on achieving knowledge mastery and consolidation in order to function as an autonomous learning tool.

d. Improvement of Teaching

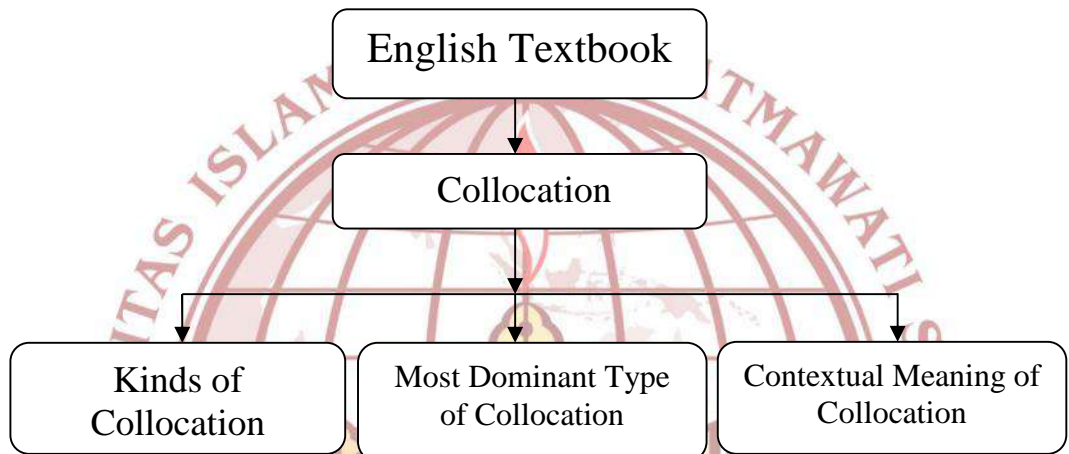
Teachers to improve their skills in teaching. Hutchinson and Torres (1994) as cited by Oktaviana (2022), see the role of the textbook as a possible agent of change. This can be achieved when a number of conditions are met. First, the textbook needs to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed teacher's

guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.

C. Theoretical Framework

The four English skills should be included in a textbook. In textbooks, there is text that is utilized in the learning and teaching. To understand a text, we must start with the base unit in the text, which is collocation. Collocation aids the teaching and learning, process and activity, because comprehension of collocation has an impact

on the learning and teaching, activity also process. Then, that the student definitely understand the English textbook.



D. Previous Study

There are some researchers who already conducted studies about English collocation analysis. First, Rizkinia, Putri (2020) entitled “An Analysis of Collocations Used in Written Assignment”. The goals of this study were about to determine the kinds of collocations in which students frequently make errors when writing assignments and to explore the students' mechanisms for fixing the issue of comprehending collocation. The research employed a qualitative approach.

The participants were seventh semester students from UIN Ar-Department Raniry's of English Language Education. Purposive sampling utilized to select five students.

This study are using the students' written assignments in collocation and the question and answer session to collect data. The study revealed two points: through to the students' written assignments, the students' variant mistakes were revealed, and the conversation revealed the mechanisms for resolving the issue of recognising collocation. According to the research findings, students committed an aggregate of 42 mistakes, including 29 verb + noun errors, 8 adjective + noun errors, and 5 verb + adverb errors. Furthermore, the interview revealed the students' mechanisms for dealing with the problem of acknowledging collocation by reading a dictionary or book, having asked the lecturer, and researching a lot about collocation. In realization, verb + noun was the most common error made by students during using collocation, and starting to read book was the students' solution to the problem of acknowledging collocation.

Second, Marsya Aprila, Tayibnapis Lina Meilinda and Yessy Purnamasari, entitled (2021), “The Use of Lexical Collocations in Some Articles On Seventeen.Com Website.”

This research focuses on collocation. Collocation constitutes one of the difficulties that EFL learners encounter since learning English since there aren't any criteria or underlying factors for their establishment, and EFL Learners might be confused over what collocations to be using. As a result, the purpose of this research is to discover any use of lexical collocations and with there relevance. The qualitative research method was employed in this research. The information was examined using Benson's et al., collocations's theory (1997).

The eight articles categories of the seventeen.com website served as the raw data. The research's results indicate there were a total of 79 lexical collocations, which were categorized into six of seven variety . According to the information of data, the much more common type is L3 (adjective + noun) and also the least common is L4 (noun +

verb). The concepts of the lexical collocations discovered in the articles are made clear to better comprehending of them. Recognizing the contexts is the only way to determine the interpretation. In recap, there are 79 lexical collocations did find in certain articles on the website, and their meanings are integration of systems on their context.

Third, Sofi Yunianti, Idhoofiyatul Fatin and Sul-ton Dedi Wijaya (2022) entitled “Collocation Analysis in Twelve Grade English Textbook” The goal of this research was to discover collocation in a twelve-grade textbook. There are several approaches to acquiring a new language. Collocation is one method. Because of its impact on speech perception, collocation is extremely important in foreign language learning. The increased levels of collocation proficiency indicates a high level of foreign speech perception.

As a result, the goal of this research is to look at the collocations found in a twelve-grade English textbook. This study made use of manuscript software, specifically antconc. The first stage of information collection was to switch the

information from pdf to txt and then procedure it in antcont to identify the best twenty scripting language. Then, predicated on the lexical found from the set of words, identify the best twenty sentences. The locating, predicated on the antcont process, shows which only 2 categories of collocations did occur in a twelve grade English textbook. Furthermore, the collocations that emerge are noun 1 + noun 2 and verb + noun. Regarding the noun, lexical collocation phrases have been used to represent the shotcrete reference. Furthermore, the verb demonstrated the meaningful measures. It indicates that the application of words is for bringing enables to a shotcrete descriptor for an actual action and a noun for a verb. The findings also show that collocation in a twelve-grade English textbook is restricted. Nonetheless, it is critical because learning material plays an essential role in the teaching learning process. As a consequence, this study is planned to acquire knowledge about teaching English as a foreign language, particularly the use of textbooks as knowledge materials.

Fourth, Odilia Listya Alfiandita and Priyatno Ardi entitled “Collocations in the English LKS Books for Senior High School Students”, This article investigates the types and variations of collocations used in English Lembar Kerja Siswa (LKS) books for senior high school students. study. Data were collected from five English LKS books for grade X, XI, and XII Senior High School (SMA/SMK/MA). AntConc 3.5.8 was used to extract the data, which were then analyzed to find out the types and variations of collocations in the books. The findings revealed that the books consisted of Grammatical G1, G2, G3, G4, G5, G6, G7 L1, L3, L4, L5, L7 and Grammatical G4 collocation was mostly found in the LKS books.

The research is similarity to the researcher’s research in that the technique utilized is qualitative and analyzes the collocation as the purpose. Although, the distinction is the previous study, what makes the research above the different is that in the researcher used the assignment text, used the some articles on Seventeen.com, English Textbook grade twelve,

and used mixed method. While the reserach that will be carried out researchers only use English textbook grade eleven.

This research was conducted by researchers to analyzes the English collocation in English textbook eleven grade. Researchers focused on the type of English collocation. Considering collocation in reading text and speaking is important nowadays and it is like native speakers, collocation is demands for the students to understood, because the knowledge also applying collocation will have a bearing on comprehending the entire text in the textbook. Therefore, this research is entitled “An Analysis of the English Collocation in English Textbook for Eleventh Grade Entitled “Bahasa Inggris”.